

## The Wild Man of Orford

### **Collective setting/visioning**

Class circle. Eyes closed. In turn people describe aloud the landscape in which the legend is set, basing this upon what they can “see” in their mind’s eye. Teacher adds authentic detail if necessary e.g. castle

### **Soundscape/wordscape linked to text**

Inner and outer group circles facing each other. Eyes closed, holding hands. Look at the text beginning... “A dry night of thunder....voices words.”

The *inner circle* speaks either *words* that they think are key from the text or words that are evoked by the text.

The *outer circle* makes *sounds* referred to in the text or evoked by the text

Stand behind partner and sway them as in the waves as teacher reads the text.

### **Speaking object/working in role/ritual**

They pass around a shell (symbolic object linking with the fiction). “We are the sort of people who...” They then describe the sort of people they are (in role as village/fisherfolk), using ritualistic speech. Teacher takes a turn and can add authentic detail e.g. “We obey Bartholomew de Glanville”

### **Tableau/image-making/thoughttracking/teacher in role**

Make a still picture of the moment they first see the Wild Man in their nets. Teacher takes the role of the Wild Man.

First the class speak the thoughts of the fishermen.

Secondly they speak the collective thoughts of the trapped merman.

### **Teacher in role/improvisation/problem-solving**

What are we going to do with him? The teacher leads a problem solving activity in role.

### **Improvisation/teacher in role/ritual**

The teacher in role as Bartholomew de Glanville ( or alternatively the priest?) seeks information from the villagers who come to his castle ( or alternatively the church).

Time can be given to preparing/waiting to meet the Lord or priest. Where shall we stand? How shall we greet him? What are we going to say?

### **Improvisation/narration/teacher in role/collective voice**

Divide the class into 2 groups

Group 1 villagers are told they must find out if the Wild Man is a Christian.

Group 2 villagers must find out what he eats

One group improvises with the teacher in role as the wild man. The scene is then repeated silently in slow motion .The observer group, having been eye witness audience become narrators/commentators on the action. Alternatively they can collectively speak in role as the Wild Man’s thoughts.

### **Rumours**

Whole class as villagers move around the room gathering and spreading rumours. There is a time limit on the activity, which is done quite quickly. The teacher can gather the rumours afterwards, maybe seated in a class circle.

### **Eavesdropping/improvisation**

Family groups of about 4. In turn each group is overheard talking about the Wild Man in the privacy of their own home. Each group comes alive as the teacher passes and falls silent as the teacher moves away.

### **Group movement**

In groups of 4, create a movement sequence portraying the Wild Man's dream. This can be repeated several times to signify repeated dreams. It may be accompanied by a soundscape/sound collage or words and phrases. Perform the group scenes one after the other without breaking the drama mode to create a class performance in linked scenes.

### **Class shared writing**

Class circle in pairs. Each couple prepares a descriptive sentence, designed to appeal to several senses. The sentences are read out in sequence around the circle

1. the landscape
2. the catching
3. the merman
4. the castle
5. food
6. torture
7. dreams
8. escape

### **Tableau of reflection**

Each villager in turn symbolically places themselves physically in a position which reflects their personal response to the Wild Man (teacher in role). This can be entirely silent or else people can speak in turn as they take up their position.

**There is an English Heritage website on Orford castle and a James Dodds has a website which includes woodcuts of "The Wild Man"**

**"Wild Man of Orford", by James Dodds, published by Jardine Press, Barnacle House, Wivenhoe (1995), ISBN 0 9525594**

**"The Wildman" by Kevin Crossley-Holland, published by Andre Deutsch ISBN 0 233 96801 6**

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