

DRAMA DEPARTMENT.

DRAMA ACROSS THE CURRICULUM PROJECT.

Susan Battye, March 1989

TOPIC: The Drama will focus on the history of Maungakiekie, (One Tree Hill) and Cornwall Park, as reinterpreted and viewed through the eyes of our third formers who will be 'enrolled' as a variety of experts.

SCOPE: Every third form will be in the drama for learning project and will approach the drama from at least one curriculum area. The curriculum will inform the drama.

DEPARTMENTAL INVOLVEMENT:

Drama, English, Social Studies, Art, Mathematics and Physical Education.

AIM: The aim of the drama is to enable the students to view a location familiar to them and to be made aware of its cultural and historical significance to the people of New Zealand.

METHOD: The students will come to the drama room from a particular curriculum area with the knowledge that they are arriving as, (e.g., archaeologists.

PHASE ONE: In paired classes the students will meet the newly appointed Secretary to the Cornwall Park Trust. The year is 1912, the year of John Logan Campbell's death. The role/facilitator, (Susan Battye), will explain to the classes that in drama we can alter the shape of history. We can undo decisions that have been made and make alternative suggestions as to how things 'might have' gone. Each class will meet a person in role, (Kerry Harvey), who represents John Logan Campbell and who has his "memory and understanding". He may speak his thoughts and desires to us. At other times he will be as a portrait at our meeting. Kerry will be a full role, (clothing details, etc., will be important - does anyone have a quill?). I will be in 'twilight role' - able to move in and out of role.

The pupils will be told that the members of the trust - who are absent, - wanted to hire overseas experts for 'the development' of the park - or in the case of archaeologists to consider the sort of monument that should be erected to show Sir John Logan Campbell's esteem of the Maori people. BUT! I have persuaded them that 'our' experts could do the job just as well, and I hope I'm right. (This is a press to get them to accept the job).

THE TASK: This will vary according to the needs of the group and the curriculum area concerned. One thing is important. Each group will have the expectation that it will be working over the ensuing two weeks on the task and that they will be expected to bring their findings back to the meeting of the Board of Trustees in a tangible form and that they will be prepared to explain and justify their findings.

Some groups may choose to link in together, e.g., Mathematics, Social Studies.

1. MATHEMATICS/SOCIAL STUDIES/ENGLISH: Focus - Students enrolled as (four) archawologists, and surveryors, The two class groups in this (classes) catergory, (i.e., two Mathematics teachers/two Social Studies teachers involved with two classes), will focus on the archaeological aspects of Maungakiekie. They will be expected to split the tasks up among themselves with help and guidance from the staff involved. Specific tasks which will be allocated by the facilitator will include:- - a report on the archaeological background of the hill; (oral report and model).

- Mapping of selected areas and a highlighting of cultural features that need to be avoided.
- A recommendation from each group as to the appropriateness of erecting a monument, its proposed location and size, etc., (scale).
- detailed measurement of selected areas of archaeological significance - or area of proposed monument - scale drawing.
- Written reports on aspects of each suitable for display and 'Public' reading, (illustrated text), etc.

NB: All students will visit the site together on one day.
(See Programme further on).

2. SCIENCE: - TWO CLASSES.

Students enrolled as landscape artists, surveyors. The focus for art students will be on the landscaping and provision of ornamental lakes/fountains, in Cornwall Park. They will hear Sir John's 'vision' for the area and will be given a map of existing road works for 1912. They have to redesign the park. Reference will be made to Florentine and American influences.

Specific Tasks: - Sketching/water colours of particular 'views'.

- Design of fountains - models?
- Views with a particular emphasis on existing features of the day, e.g., the Oak Drive, the Olive Grove.
- Presentation of landscaping ideas to the committee.

SCIENCE: - TWO CLASSES.

The students will hear Sir John's 'vision' and his hopes for the present in terms of the Olive Trees, Oak Drive, the 'commercial' prospects with regard to Cornwall Park.

AS A GROUP OF BOTANISTS:

- They will be expected to suggest a programme of planting.
- Produce species samples - drawn and real for display.
- Produce maps which highlight areas of planting with a concept of nature/exotics. Height, scale, cultural sensitivity to the surroundings.

CLASS ONE:

ENGLISH: Students enrolled as members of an amateur dramatic society. Students will hear of Sir John's intentions concerning Cornwall Park and Maungakiekie. They will have the task of explaining to the Citizens of New Zealand the purpose of the Trust. They can interview Sir John as a living figure about his intentions to gift the land. He is rather elderly and tends to find it difficult to remember some things. The students will be asked to create a tableau to present to the members of the public which will make his vision apparent to one and all.

Specific Task: Develop and rehearse the tableau for performance.

CLASS TWO:

Students enrolled as journalists. The students will meet Sir John and listen to his hopes for the Park and Hill. They will be asked to 'cover' this story. This class will learn of Sir John's 'death' after this event and will gather information on the 'new' development plans for the Park by interviewing others as well as politicians, members of the public, and the 'experts' who have been called in.

The above takes place in the Hall during the course of a single day, two classes per period.

PHASE TWO: The students work in class on their initial setting up part of their work.

PHASE THREE: Visit to the Park and Maungakiekie.

All girls will go to the Park on one day and spend the morning working in groups with their class teachers on their field research.

Additional support may be enlisted, e.g., Dr. Simmonds from the Museum. Science students have permission to visit the plant nursery.

Lunch together. Afternoon activity games and orienteering of selected historical sites, etc., P.E. Department.

PHASE FOUR:

Girls return to the classroom to complete their work ready for presentation as a single class group to members of the Board of Trustees.

PHASE FIVE:

Members of the Board of Trustees (including Kerry Harvey, as Chairman and available staff), meet each group and receive information - in the Hall. All material presented displayed for all to see to add to a growing 'body of knowledge'. Parents may become members of the Board if they wish to attend this phase of events.

No attempt is made to draw all the threads together, but the students at large will act as curators for the Exhibition over interval and lunch-time and will show interested members of the school community around.

PHASE SIX:

Summary/Conclusion/Evaluation by students in their class groupings. This is important. They need to record their feelings and learning if they are to value it.

- RESOURCES:
- (1) Copies of the Cornwall Park Trust Board pamphlet are available. I'd like to purchase two class sets with funding from across the board.
 - (2) Extracts from Cornwall Park Management Plan including maps.
 - (3) Photographs of Sir John Logan Campbell.
 - (4) The History of One Tree Hill - The Volcanic Hill known to the Maori People as Maungakiekie by M. H. Wynyard.
 - (5) Biography of Sir John Logan Campbell by Russell Stone.
 - (6) Photographs various of the hill and park at the time.

DATES:

PHASE ONE: FRIDAY 17TH MARCH, 1989. - BWR/Drama Room

PHASE THREE: THURSDAY 30TH MARCH, 1989. AM

PHASE FIVE: MONDAY 10TH APRIL, 1989.

TUESDAY 11TH APRIL, 1989.

20TH JULY 1912

MEETING WITH REPRESENTATIVES OF THE ARTISTS, DESIGNERS, ARCHITECTS, ARCHAEOLOGISTS ASSOCIATIONS AND WITH MEMBERS OF THE PRESS.

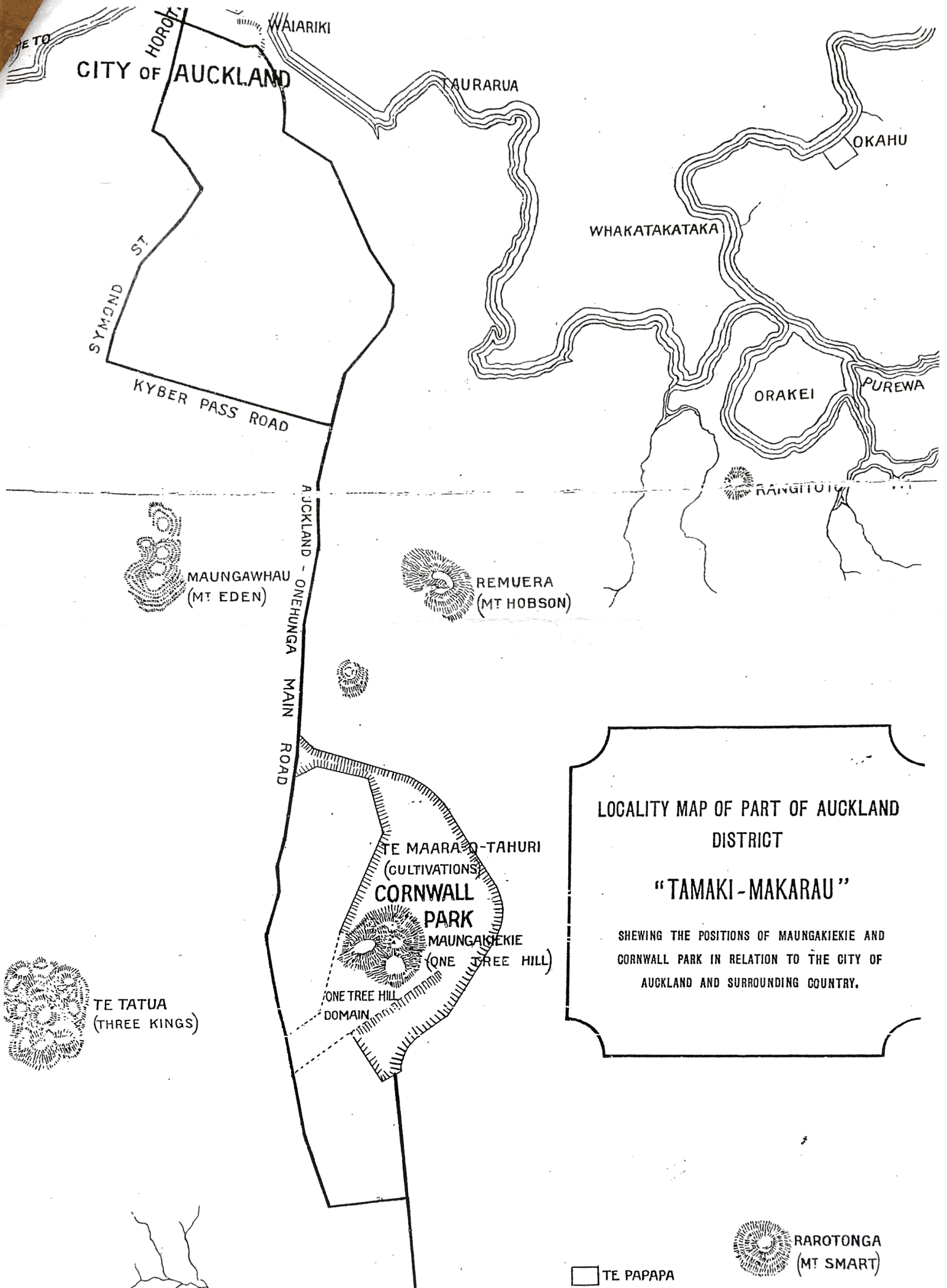
PURPOSE OF THE MEETING:

To receive reports from the various groups who have considered the wishes of the late Sir John Logan Campbell and who have made recommendations in the light of their research.

MEMBERS OF THE BOARD ARE RESPECTFULLY REQUESTED TO;

- a) Listen carefully to the presentation in which the new chairman, Sir Arthur Myers will remind us of Sir John's wishes.
- b) Be prepared to ask for further background information from a small group of presenters. To add to that information where appropriate but at all times to upgrade the responses where possible, to clarify, endorse and acknowledge understanding but not to swamp the presenters.
- c) Record below your findings for a board report which will be published for all to see. The purpose of the report is to acknowledge specific recommendations and to identify the group who have contributed by name and profession

S. Battye
secretary



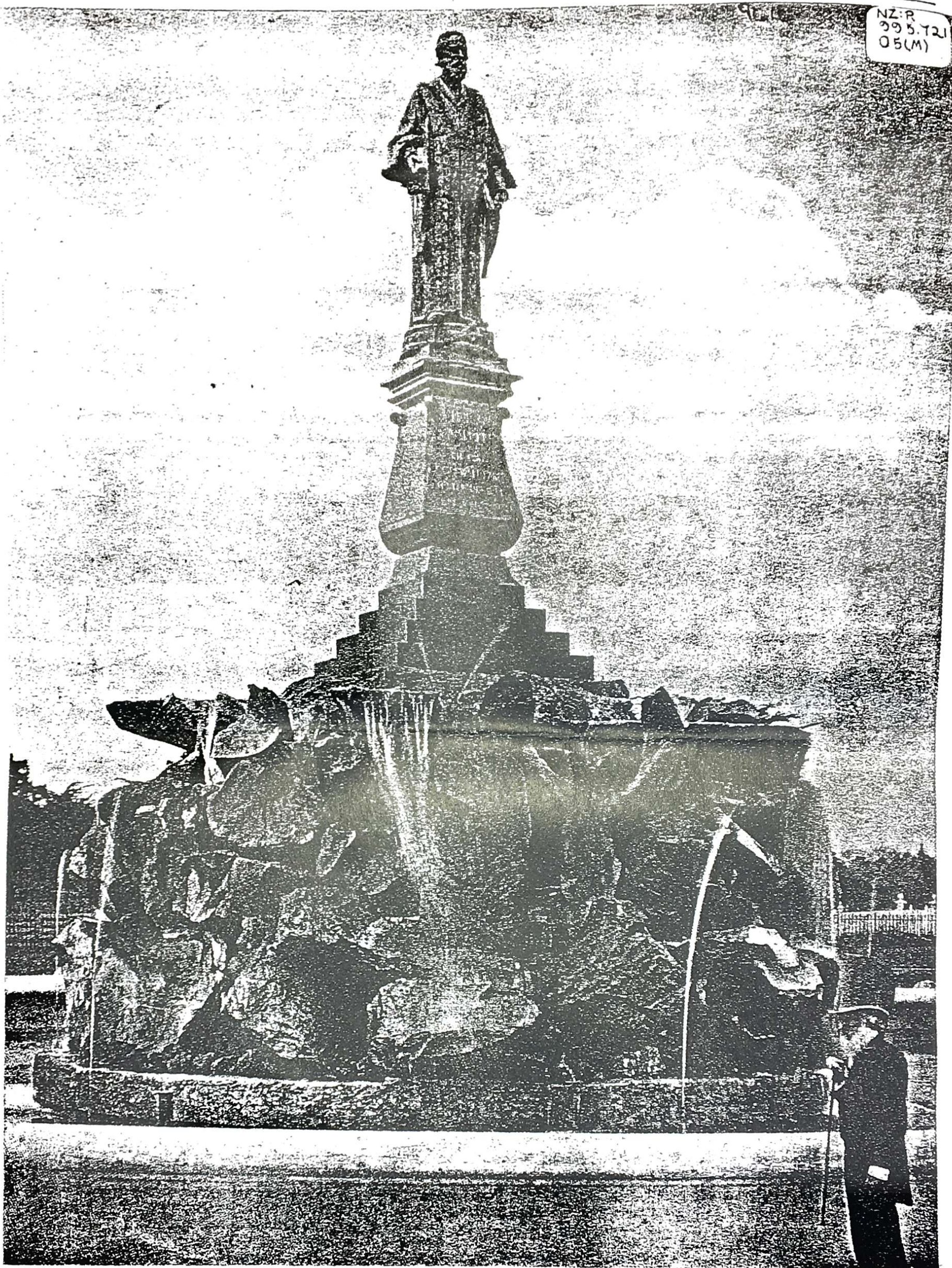
LOCALITY MAP OF PART OF AUCKLAND DISTRICT

"TAMAKI-MAKARAU"

SHEWING THE POSITIONS OF MAUNGAKIEKIE AND CORNWALL PARK IN RELATION TO THE CITY OF AUCKLAND AND SURROUNDING COUNTRY.

TE PAPAPA

RAROTONGA (MT SMART)



THE STATUE OF SIR JOHN LOGAN CAMPBELL ERECTED BY THE CITIZENS OF AUCKLAND.

(Sir John, himself, standing at the base.)

At the unveiling ceremony on Empire Day, 1906. Sir John, in his 90th year, speaking upon that occasion, said, "Yes, I have lived so long in the land, that I well might say, 'Now let Thy servant depart in peace.' yet I would fain dwell for a little while with you — — — —."

Sir John lived for six years following that occasion.

Distance framing

