

**SALISBURY  
PLAYHOUSE**

**BEGINNERS PLEASE!**  
**TEACHER'S  
HANDBOOK**



**TAKE PART DEPARTMENT  
SALISBURY PLAYHOUSE  
01722 345165**



# **SCHOOL AND GROUP SAFETY GUIDELINES**

These guidelines are to assist you with the completion of your own risk assessment and not intended as a substitute for any such risk assessment.

Salisbury Playhouse is a licensed public performance venue (Salisbury District Licensing Authority) with appropriate Public Liability Insurance.

As part of the licensing process the risk of injury or harm to the public will have been assessed and controlled, this includes risks to children, elderly, disabled, visual and hearing impaired visitors.

Salisbury Playhouse public spaces are under the control of a Duty Manager and supervised staff at all times while the theatre is open to the public.

Salisbury Playhouse aims to provide a Duty First Aider at all times.

There are fire precautions and detection systems fitted throughout the theatre with regularly rehearsed evacuation procedures. Emergency lighting will activate in all public and access areas in the event of a power failure.

In the event of an evacuation being necessary, this will be managed by appointed Playhouse staff and organised groups and tours will be evacuated from the Theatre at the same time as other members of the public.

Access to the venue is via four ground floor public entrances into the open plan public foyer areas. All have step free flat floor access.

The main house auditorium is accessible via stairs or by using the lift, the auditorium consists of a raked bank of seating. Seats are accessed via well marked stairs in the auditorium, wheelchair users can be accommodated in the wheelchair boxes accessed by the lift or at the front of the auditorium.

The Salberg Studio theatre is on the same level as the entrance to the Playhouse (ground floor) with step-free access; there are gallery seats which are accessed via stairs.

Separate male and female toilet and welfare facilities are located on the ground floor in the foyer area, with flat floor access.

The teachers and accompanying adults are responsible for the pupils at all times. Prior to the visit it is advised that contact is made with the Ticket Office to arrange special requirements such as wheelchair access or facilities for the visually or hearing

impaired and to gain details of the production content eg. smoke effects, strobe lighting, gunshots etc.

All visiting groups must have sufficient pupil to adult ratio as set out in council guidance. Any disabilities or impairments will need to be allowed for by the visiting school in determining the correct pupil to adult ratio.

Each visiting group should have one named supervisor in overall control of the group to allow for effective communication with the theatre staff.

An unsupervised cloakroom area is available for outdoor clothing and bags to be stored during the performance.

A site visit can be requested through the Ticket Office or the Take Part Department where the teacher/group leader will be shown the access routes to the Salberg Studio/Main auditorium and locations of the assigned seating. Any steps or other potential hazards will be outlined at this point but will all be clearly marked.

Every effort will be made to seat individual school groups together, in the event of this not being possible details of seating arrangements will be discussed and agreed when booking.

It is the responsibility of the teacher in charge to communicate relevant information i.e. entrance to the Salberg Studio/Main auditorium, seating, expected behaviour, and any other details to the pupils in a manner appropriate to the group concerned and allowing for any special arrangements necessary for children with disabilities or visual or hearing impairments.

In the event of any child becoming unwell, the teacher should contact the usher on duty to assist and clean up as required. Children may leave the Salberg Studio/main auditorium to go to the toilet at any point during a performance if absolutely necessary, but must be accompanied by an adult from the school if appropriate.

Entrance to the Salberg Studio/main auditorium will be controlled by Salisbury Playhouse Front of House staff, a member of Front of House staff will always be on duty during your visit.

Post performance talks or interactions with the performers are as advertised in the brochure, these are managed by the event host and Front of House staff. Teachers/group leaders are still responsible for their party.

The group leader is responsible for ensuring coats, bags etc are collected and all pupils are present before leaving the premises.

## ADDITIONAL INFORMATION FOR WORKSHOPS

Prior to the visit it is advised that contact be made with the Take Part Department to exchange contact names and confirm arrangements.

Upon arrival at Salisbury Playhouse the teacher in charge should make themselves known to the Ticket Office staff who will then contact the Take Part Department representative.

Workshop leaders are appointed depending on appropriate Criminal Records Bureau disclosure.

Sessions will be risk assessed to include physical risk.

Appropriate hydration breaks will be scheduled into the day, groups are responsible for providing food (unless pre-arranged) and monitoring food issues.

Mobile phones and recording equipment should be turned off and out of sight during sessions.

## ADDITIONAL INFORMATION FOR BACKSTAGE TOURS

Participants of backstage tours are never left unsupervised.

The tour does include small, dark, narrow spaces and stairs.

Some areas are not accessible by wheelchairs at this time.

The tour visits real working spaces, loud or dusty activities will cease for the duration of the tour if this is not possible some areas may have to be excluded.

If you have any further questions please contact **Kate Robinson, Creative Learning Director** on 01722 320 117 or e-mail [kate.robinson@salisburyplayhouse.com](mailto:kate.robinson@salisburyplayhouse.com)

**LINKS TO THE CURRICULUM**  
**(IDEAS FROM ALL PROJECT TEACHERS/SCHOOLS)**

**D.T.**

MAKE A THEATRE IN A SHOE BOX – MODEL BOX  
SET DESIGN  
PROP MAKING  
MASK MAKING  
BUILD A STAGE – THEATRE  
SEWING SKILLS – COSTUME  
LIGHTING & SOUND DESIGN  
PUPPET THEATRE

**ART & DESIGN**

COSTUME DESIGN  
PUPPETS  
SET DESIGN  
PROPS  
BACKDROPS  
PHOTOGRAPHY  
MAKE UP & HAIR  
PAINTING/MAKING SET

**I.C.T.**

PEN PICTURE  
LEAFLETS, POSTERS, FLYERS, TICKETS, PROGRAMMES  
SOUND EFFECTS  
VIDEO & EDITING  
INTERVIEWING ACTORS  
FILMING A THEATRE REVIEW  
STOP ANIMATION  
PHOTO DISPLAY  
PROMOTIONAL VIDEO  
LIGHTING DESIGN  
BLOGGING – WEB PAGE - MEDIA

**DRAMA**

HOT SEATING CHARACTERS  
ROLE PLAY – DRESSING UP  
DIRECTING

**SCIENCE**

FABRIC TESTING – DURABILITY  
LIGHTING & SOUND  
SPECIAL EFFECTS

## **NUMERACY**

FABRIC MEASURING – COSTUME FITTING  
SET DESIGN – MEASUREMENT & SHAPE  
AREA – STAGE & SET  
COSTINGS  
BUDGETS  
WORD PROBLEMS  
SCALE – SET BUILDING & DESIGN

## **LITERACY**

SCRIPT - PLAY WRITING - SCRIPT EDITING  
DIALOGUE  
AUDITIONING – SPEAKING & LISTENING  
PROGRAMMES & POSTERS  
ADVERTS - PR  
PERSUASION  
RESEARCH THEME OF PRODUCTION  
REPORT WRITING - NEWSPAPER REPORTS  
PLAY REVIEW  
JOB DESCRIPTION – JOB APPLICATIONS – JOB INTERVIEWS  
WRITE STORIES USING A PIECE OF COSTUME/PROP AS STARTING POINT  
RE-WRITE A PLAY IN DIFFERENT GENRE – NEWSPAPER REPORT

## **PSHE**

EMPATHY  
COURAGE  
LEADERSHIP  
RESPECT OTHERS  
TEAM WORK  
JOB ASSIGNMENT  
ROLE RESPONSIBILITY  
COLLABORATION

## **PE**

DANCE & MOVEMENT

## **MUSIC**

WRITING SCORES  
PERFORMANCES  
MIX “BACKING” MUSIC  
SOUND EFFECTS  
SOUNDTRACK FOR PERFORMANCE

## **GEOGRAPHY**

MAPS  
FLOOR PLAN

## “PLAYHOUSE” CASE STUDY

### **HISTORY**

THE HISTORY OF THE PLAYHOUSE  
HISTORY PLAYS

### **OTHERS**

RADIO – PERFORMANCE OF PLAY  
RADIO – INTERVIEWS  
RED CARPET EVENT

### **UPDATE FROM LAST YEAR**

- Photography – schools need to inform parents in advance that there will be no filming or photography during performances. Announcements before the performances start are then just a reminder.
- Staff labels – stickers for staff and parent helpers to wear which identify them for ushers etc. to avoid any misunderstandings or confusion.
- Accurate ticket allocation including staff seats and school film equipment (available: 99 downstairs, 42 gallery).
- Usher briefing – approach should be more relaxed – more along the lines of a relaxed performance.
- Sick bucket available in rehearsal room.
- Options for additional performances (afternoon or evening).
- Opportunities for non-performers: control box (must be accompanied by staff member) or Co-Host.
- Planning shared performances with other schools...

## **BEGINNERS PLEASE! TECHNICAL SHEET**

This year we have updated our technical provisions to be a little more flexible and adventurous. Please look carefully at the lighting and sound information below before completing your prompt copy for the technical rehearsal.

### **LIGHTING**

#### General washes:

In addition to the cool and warm washes we have added some choice of colour so that you can add atmosphere to your performance:

Cool

Warm

Red

Green

Blue

The stage is divided into 9 segments which will allow you to focus attention to particular areas, although there is some light spillage into other areas (see diagram below). There will also be 2 lanterns directed at positions on the gallery.

#### Spots:

As before there are 5 profiles creating spots on the stage, but this year they are all open (uncoloured). See diagram for positioning.

#### Gobos:

Leaves (on floor)

Waves (on floor)

Moon (on back wall)

Stars (on back wall)

Fireworks (on back wall)

### **SOUND**

We have a wide variety of recorded sound effects built up over several years, and are able to access many more through FREESOUND.ORG. However, this is quite a lengthy process so it is much better if you source the sounds/music yourself and give them to us on a memory stick – **preferably a week before your technical rehearsal so that we can upload them in advance.**

### **SET**

2 x benches (will sit 4 people on each)

2 x barrels

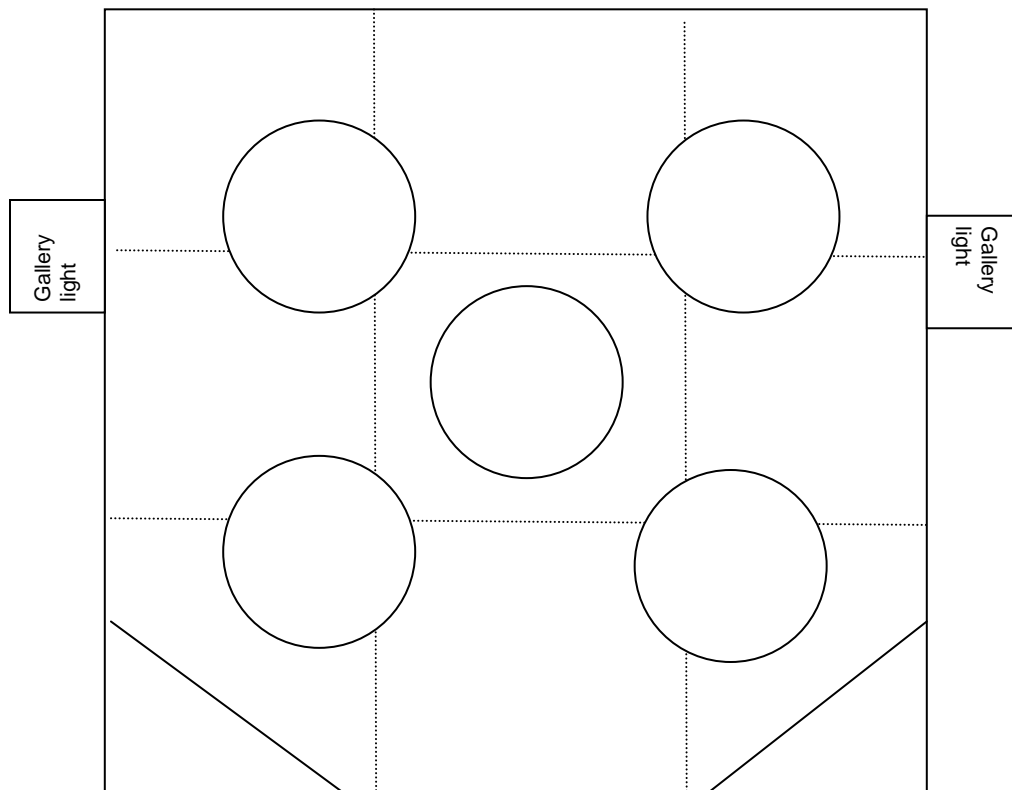
2 x boxes



There is very limited offstage space to store any additional props that you bring. The earliest these can be delivered to the theatre is the evening before your performance and they must be collected immediately after your performance to ensure the next school has sufficient space.

**N.B. FREQUENT LIGHTING CHANGES AND SOUND EFFECTS MAKE IT DIFFICULT TO COMPLETE THE TECHNICAL REHEARSAL IN 90 MINS. PLEASE CONSIDER THIS WHEN DEVELOPING YOUR PERFORMANCE**

### LIGHTING AREAS



AFTER YOUR TECHNICAL REHEARSAL IT IS IMPORTANT THAT YOU DO NOT CHANGE ANY OF THE LIGHTING OR SOUND CUES WITHOUT INFORMING US IN ADVANCE OF YOUR PERFORMANCE DATE. THERE IS NO TIME AT THE DRESS REHEARSAL TO MAKE ANY ALTERATIONS.

## Example of Props, lighting and Cue list for Mike

### **Props:**

Beginning background creation music (Land of Forgotten Dreams by Bob Mitchell and Jimmy Kaleth)

Fire music (

Water music (

Blue water fabric

Cymbals (positioned in stage right)

Wooden claves (positioned in audience right)

3m Grey mountain fabric over 1 bamboo cane

Headbands with leaves on for trees

Make stars and clouds out of card

Moon's white tail (he holds the end with the baton)

18 x Pieces red/orange/yellow chiffon squares for tree flames (2 per ch.)

Torch on baton with chiffon fabric for flames

PLAYHOUSE: Lightning sound effect, Waves gobo, Leaves gobo, 2 x Boxes (Seema/Chris)

### **Key:**

Stage Directions    Lighting    Sound    Character prompts

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*(Music on.)*

*(4 secs: All coloured spots intermittently flash on/off slowly.)*

*(16 secs: All spots fade. Pink spot on.)*

**Narrator 1:** *(After the first bass 'boom'.)* In the beginning there was the Dreamtime, when the very first beings, the Ancestors, crawled out of the Earth to create the World.

*(Leaves gobo on open spot.)*

*(Cave and Mountain rise stage floor, Tree 1 enter stage left.)*

**Narrator 2:** *(When the rhythmic section starts.)* There were men and women who were known as Yoongers...*(chatting)*

*(Yoongers enter audience right.)*

**Narrator 2:** ...animals and birds...*(make animal noises)*

*(Cold steel spot on.)*

*(Animals enter audience right, Birds enter audience centre.)*

**Narrator 2:** ...stars and clouds...

*(Stars gobo on red spot.)*

*(Stars and Clouds enter stage left.)*

**Narrator 2:** ...sun and moon.

*(Moon gobo on green spot.)*