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## School Performances Frequently Asked Questions

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### What timings/schedules for a school day work best?

Solomon's performances and follow on workshops run for 55 minutes each, they are intended to fit within a standard 60-minute lesson. **REMEMBER** – plan time for students to arrive and be seated – especially large groups. We are flexible to handle shorter or longer lesson times.

The standard format is for the whole of the year group to see the performance in period 1 and then smaller groups from that year are taken out of timetable throughout the day to see the workshops.

E.g.

09.10 - 10.10	Performance 1	- 210 Students (in main Hall)
10.10 - 11.10	Workshop 1	- 70 Students (in main Hall)
11.30 - 12.30	Workshop 2	- 70 Students (in main Hall)
12.30 - 13.30	Workshop 3	- 70 Students (in main Hall)

Some schools have two performances and two workshops in a day because their halls are smaller, they want to maximize the impact for their students or they want to reach two year groups.

E.g.

09.10 - 10.10	Performance 1	- 105 Students (in main Hall)
10.10 - 11.10	Workshop 1	- 105 Students (in main Hall)
11.30 - 12.30	Performance 2	- 105 Students (in main Hall)
12.30 - 13.30	Workshop 3	- 105 Students (in main Hall)

We also manage variations to the above....

**Important note** – Solomon workshops work best with a minimum of 60 students, the involvement in an interactive discussion is better with a larger group. (Though we do manage with smaller groups).

**Additionally** – If you are able, it is better that students experience the workshop shortly after seeing the play, a gap of more that 2 hours reduces their engagement.

## Can I benefit from including other external agencies?



Definitely, in some areas we work with Police, Council departments, Drugs agencies and Primary Care Trust health professionals. Often co-presenting with additional, parallel workshops, we recommend you discuss this with us and put us in touch with each other so we can share material and ensure all workshops complement each other. E.g. [Project Blitz - video link.](#)



## Which space/venue can I use?



The hall is best but we also use drama halls, dance floors and sports halls.

Consider the following:

- A stage is good as it gives better sight lines and we would use one if available. The set is 5m wide by 5m deep and 2m high.
  - Seat the front row as close as possible – **UNLIKE THE PHOTOGRAPH ABOVE**
- Lighting helps students to engage more and if available a general wash with no state changes is used.
- For good acoustics Sports halls are not the first choice but we do use them. In addition, bear in mind audio distractions e.g.; music lessons, corridors running alongside the hall and dinner ladies setting up for lunch. We minimize the distraction of these very effectively when we know they are likely to happen!



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Access to performance space 30 minutes before and after.



It takes 30 minutes to set up for the performance which is why we arrive 40 minutes before the show start time. We allow 10 minutes to find the contact, sign in and park the van for unloading.

If the performance space is needed for an assembly beforehand, please advise us so we can set up in advance and plan accordingly.



It takes 30 minutes to clear away after the performance, usually this is done in a break time as the set is not needed for the workshops but if the hall space is required immediately after the performance please let us know so we can plan accordingly.

All shows are designed for a specific year group (see the table below). However, we

## Which year group is the right audience for a show?

All shows are designed for a specific year group (see the table below). However, we suggest you can go up or down one year. The age suitability also depends on the time of year (Autumn or Spring term) and the average emotional maturity of the students (single sex school, rural school or experience of interactive theatre workshops). We will always adapt the workshop material and emphasis to suit the audience accordingly.



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Performance	Key Themes	Scheduled Tours <sup>1</sup>			Target audience <sup>2</sup>					Page
Gemma's Wardrobe	Illegal substances and self esteem	Autumn	Spring	Summer	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	7
Einstein's Pants	Energy, the environment and climate change	Autumn	Spring	Summer	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	9
Last Orders	Alcohol, the law and sexual health	Autumn	Spring	Summer	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	5
Power of Love	Healthy relationships and cyber abuse	Autumn	Spring	Summer	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	8
Skin Deep	Healthy relationships (gangs, race and extremism)	Autumn	Spring	Summer	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	6
Uncle Fred's Shed	Emotional health and wellbeing	Autumn	Spring	Summer	Key Stage 1 and 2					10
Trickster & Scambuster	Distraction burglary and Fraud	Autumn	Spring	Summer	Mature Audiences					11

<sup>1</sup> Other dates may be possible - Tours are often commissioned at other times of the year as well, so if you'd like to have a show in a different term from that scheduled please do check with us.

<sup>2</sup> The performances are designed to capture the attention of specific age groups but this varies depending on when the performance is delivered within the academic year, the emotional maturity of the students and sometimes the type of school (for example, single sex or faith based). For this reason, the age ranges are a guide only and it is best to discuss your audience with us.

## What is the show and workshop content and can we adapt it?

We design the content to support the national curriculum (statutory citizenship for KS3 and KS4 and non-statutory PSHEE for KS3 and KS4). Below are links to synopsis' for the shows/workshops.



Where funding is from an agency related to one of the issues covered in the show, we would develop this theme more (often with their input) and this is clearly stated in the booking confirmation. (E.g. Police funded work will focus more on the Law and ASB – antisocial behavior).

You can also inform us of specific issues or topics that you would like covered in the workshop. Our facilitators can steer discussions to cover specific issues.





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## What does it cost; when is it available & how do I book?

You will need to telephone us for current prices and available days. We can also advise you if we have funding for your area or whom you can approach for funding.

Once you book a day we confirm the booking with an invoice and when you and specify the schedule for the day, we send a schedule confirmation by email detailing the timings for the day. This allows you to see what we're delivering and to make amendments as necessary. Note we can change the day timings easily but re-scheduling the day may incur a cancellation charge.

## Feedback & how can we gauge the impact on our students?

After each performance we naturally send the staff contact a feedback letter from us so we can monitor the quality of our work.

We also like to measure the impact on students which is why we have on-line student surveys. Developed with other agencies these can be used to measure the knowledge, attitude and behavior of students with regard to the issue we are focusing on.

To access these surveys for your school, please contact us and we will send you the hyperlink to the live survey and explain how to use it.

Once complete we will send you the results which are invaluable for feeding back to Senior Management Teams and recording activity for OFSTED.