

The task of devising a piece of children's theatre was one that excited and terrified me. Mainly because we begin with a completely blank canvas and a company of different opinions and also because children are renowned for being the harshest critics on planet Earth.

The first two weeks of the process were the hardest for me as research and voicing my opinion academically isn't really my strong point. Also, it was sometimes hard to get my point across in a room with so many different opinions as the conversation was moving quite pacily and it was hard to keep up sometimes. What I'd take away from that moving forward, is to voice my idea or opinion regardless because whilst it may not be wholly useful in that moment, it may spark off an idea with someone else that will flourish into something we can use.

One idea that came up a lot during our research phase was the idea of music being able unite a community or being used to convey a deeper message. This sparked an interest in me as I count myself as a musical person and once we had a basic idea of what the theme and style of our piece was, I began working on some songs that could slot into the world we'd created. Hannah gave me the role of Music Captain on the project, which meant that I would write, teach and play the songs for the production. I wrote 3 of the 5 songs in the show and I also wrote all of the scene change underscoring for the show. I also learned to play the ukulele for the production, which I had no previous experience with before. The role became stressful at times, when for example we were recording the songs for the Education Pack and James began to struggle to keep the rhythm of the final song and began to doubt his ability on the guitar and so time was taken out of the recording session for me to reteach him the guitar part.

A strong point of mine during this process was in the redrafting stage being able to clean up lines of dialogue that weren't working. I've spent quite a lot of time writing scripts and working as part of a writing team outside of uni and I feel like that experience came into play when quite a lot of time was spent cleaning up lines that were a really simple fix. I did learn to take a step back at times though as I didn't want to inform what a character was saying when it isn't mine, especially the characters of Max and The Timekeeper because I felt it was crucial for James and Roisin to feel comfortable with the dialogue because it tells so much of the story.

I found touring the play really draining but the challenge of fitting into a brand new space every performance was daunting especially seeing as I was helping with tech on the get in/out and we didn't know what to expect in the venue. It became worth it though, when we had amazing reactions from both students and teachers. It's definitely been an enlightening experience and something I'd be interested to try again.