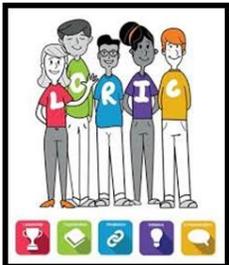


Vocabulary

facial expressions / body language / proxemics / staging / stimulus / practitioner / vocal skill / pitch / pace / pause / volume / projection / genre / style / atmosphere / blocking / characterisation / chorus / dynamic / dialogue / emphasis / exploration / technique / intensity / tempo / purpose

Core skills

Confidence, Creativity, Leadership, Organisation, Resilience, Initiative, Communication



Elements we will focus on-

Cross-cutting / Narration / Break the 4th Wall / freeze frame / comedy / use of music / overlapping speech / tragedy / objectives / magic if / Pitch / Pace / Pause / Accent / inflection / volume / emphasis / articulation / projection / Facial expressions / body language / gait / posture / gestures / Proscenium Arch / End – on / Traverse / Thrust / In the round / Area

Assessment

You will take part in several peer and self assessment tasks over the project, as well as receiving feedback from your teacher. There will be fortnightly mini assessments by your teacher to observe progress. Your final assessment for this term will be on showing SKILL IMPROVEMENT in Dance OR Drama

A good DRAMA performance ...

Will have a clear style and will show precision. You will need to demonstrate an understanding of key performance skills and the conventions of the drama style or practitioner that you are using in performance.

PA
Year 9
DRAMA
Term 1.2

Thinking Questions

- What skills do I need to use today?
- How am I communicating with others?
- How am I communicating to the audience?
- Is my effort allowing me to meet my target?
- Am I working to the best of my ability?
- What do I need to do next to allow me to keep improving?
 - What do I need the teacher to know so that they can best help me next lesson?

Topic

DRAMA

You will be developing your skills in a range of different drama styles and learning the basics of drama skills and performance skills. You will focus on script work and look at different practitioners.

Rights

12 – Respect your views and the views of others / 28 – Right to education / 29 – Education should develop your skills and talents

Foundation

Identify / give examples / basic / outline / identify / communication of ideas / can communicate with other performers / apply performance skills and techniques.

Developing

Describe / relevant examples / clear / Appropriate / competent / Describe / use examples / Appropriate delivery and communication / Appropriate application of performance skills and techniques.

Good

Explain / variety / appropriate / clarity / Effective / appropriate / creative / Discuss / justify / use clear and concise examples / Effective delivery and communication / competent ability / Effective application of performance skills and techniques.

Exceptional

Analyse / careful / clear / well considered / discussed / specific / Disciplined / organised / Considered / assured / Assess / considered examples / explain / use considered examples / Confident delivery and communication / assured ability to communicate / Fluent application of performance skills and techniques.

Homework Tasks

Task 1

Create a glossary of key drama terms. You should have at least 50 different drama terms that you could use in your written work. You are NOT allowed to copy and paste and should write out the meanings in your own words so that you know that you understand what they mean.

Task 2

Create an information booklet on your set script. You should aim to make it informative but in a way that people your age would be able to understand. You should cover— Who the writer is / Their life / Important things they wrote or did / Style of the script / key techniques / other information. It must be colour and include a bibliography at the end which includes at least 10 sources.

Task 3

Write a 500 word evaluation of your progress throughout this project so far. What particular skills have you made improvement on? What do you know now that you did not before? What have you still got to work on? Be fair to yourself and set targets to improve on next assessment. You MUST analyse and give examples for each point you make. This should be a minimum of 1 side of A4 and you should spend at least an hour on it.

Task 4

Pick a performance technique that you have not used before in performance. Watch some YouTube video's of the technique in action and create a help guide aimed at KS3 students. It should include what it is, how it can be used, it's purpose, pros and cons, etc. It should be done in language that younger students will understand, include pictures and be interesting.

Task 5

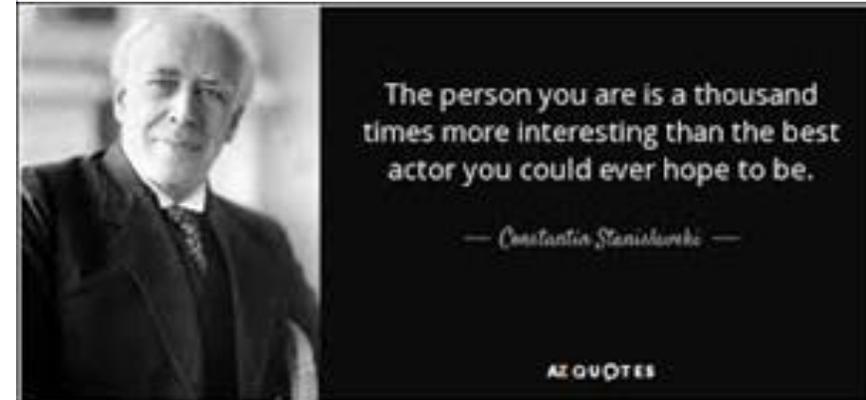
Draw and annotate a set design for your current performance. You must ensure that the drawing is in full colour, detailed and realistic. Your annotations must explain what you have picked as set and why, it's position, its condition and why you have chosen it.

Finding facts to develop a character

Create a list of things that you know about the character from the script (Given Circumstances).

You can find these by looking at –

- Any information given at the start of the script
- The things the characters say about themselves
- The things other characters say about them
- And the way you say things and the type of things you say



Extension work

Look at all of the feedback sheets and comments made by your teacher or peers over this project. Create a 'Self improvement plan' to improve your skills in the 3 areas you think need the most work—e.g. facial expressions / written analysis/ projection / facial expressions. Set yourself tasks to complete at home. These tasks should be comprehensive and should help you in developing your skills.