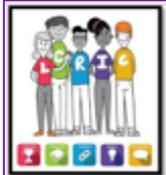


## Key information about the topic

This half term you will focus on Practitioners. You will take part in workshops and deliver your own short lessons to your peers based on your set practitioner in order to become 'experts' on specific important people in the Arts industry. This will link with the coursework that you will be starting this year and developing throughout Year 10 and Year 11. Your coursework this year and in Year 11 will need you to reference practitioners that you have studied. You will need to know about their techniques, how to use them in practice and how to write about and analyse them.



## Practitioners

You will be looking at drama practitioners such as – Brecht, Stanislavski and Artaud, and styles / genre's of performance. You will be looking at how they influenced modern drama and how their techniques are used in theatre. You will look at professional repertoire in order to explore these techniques and to see how they are used in professional performance.

In coursework over the next two years you will need to be able to reference specific techniques that they use and how you have used them during the creation process or included them in in the final performance.

You will need to write about your exploration so make sure that you check you spellings of key names and techniques and keep an eye on your presentation, spelling and grammar throughout all of your written work.

You should ensure that you are 'ready to learn' in all drama lessons and attend with all the necessary equipment for the lesson.

## Notes from the Mark Scheme

You are being marked on your ability to - Examine professional practitioners' performance work / Select and develop skills and techniques / Apply skills and techniques in a workshop performances.

To reach the highest grades you need to - effectively and consistently apply appropriate skills and techniques for the style or genre of work / analyse performance work through assessing how roles, responsibilities and skills of practitioners contribute to the creative intentions and purpose of the piece

## Thinking Questions

- Do I know what the teacher wants me to do?
- Do I know how to get the best marks possible?
- How do I find more information?
- Have I communicated everything I wanted to?
- Does everyone know what I mean?
- Have I included as many key terms in my writing as possible?
- Can I do more research on my own?
- How can I extend my work?

## Evidence required

You will need to create a lesson, make notes, take videos, complete homeworks, write essay answers.

## Key words

Acting style / Adaptation / alienation / Auditorium / blocking / Brechtian / Characterisation / Chorus / Composite / Contrast / Devise / Director / Ensemble / Epic Theatre / Expressionism / Forum theatre / Gestus / Genre / Forth Wall / Immersive / Improvisation / Melodrama / Mise-En-Scene / Monologue / Minimalism / Motif / Multi-rolling / Naturalism / Non-naturalistic / Physical theatre / Physicality / Proscenium / Proxemics / Realism / Repertoire / Ritual / Role / Scene / Set Stanislavski / Spatial awareness / Status / Stylisation / Symbolism / Tableau / Tension / Theatre / Theatre of the absurd / Theatre of cruelty / Theatre of the Oppressed / Verbatim Theatre

### **TASK 1**

Create a poster to go up in the drama rooms on safe working practice. You should include all of the rules of the drama room, how to use blocks, props, the curtains, key rehearsal practice and safe working practice where necessary. Please use the internet to find safe working practice in theatres / drama spaces. It should include a minimum of 250 words, be in full colour and be explicit in the requirements for safety.

### **TASK 2**

Create all of the resources that you will need for your 'lesson'. This includes hand-outs, fact sheets, quizzes, exam questions. Anything that you will need to give the others to help them understand and take part in the lesson.

### **TASK 3**

Pick ONE of the practitioners we have looked at so far and watch a performance in their style. Write a 300 word review of the performance that comments on the techniques used.

### **TASK 4**

You need to create a fact file / 'knowledge organiser' for a practitioner you have studied (NOT the one you did!). This should include all the key information, influences, style, techniques, performances, skills, etc. It should be a 'one stop shop' of all the information you should need for them.

### **TASK 5**

Create a poster which outlines the vocal skills a performer would need to use. Think about VAPTER or Pitch/Pace/Pause/Volume. Make sure that you outline the skills, what they are, how they are used in your performance and what they show.

### **TASK 6**

The teacher will set another task here that is individual to you and your needs based on your work this half term.

### **EXTRA WORK**

If you want extra work to push yourself further -

Look at all 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.