Brine Leas School

Drama Workbook

Name:_____

Class:_____

In this workbook, you will find different exercises and tasks to help support your learning.

Some of the booklet will require you to read information and answer questions, some will ask you to create images and diagrams and some will require you to watch the linked videos.

You should print this booklet off but come back to the electronic document to access the links to YouTube etc. If you are unable to print it off you should save a copy and complete what you can electronically, using separate paper for the design tasks.

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TASK ONE: Finish reading the play “Return to the City”. There is a PDF copy of this.

TASK TWO “RETURN TO THE CITY” QUIZ

Answer the following questions. If you don’t know the answer go back and find them in the script.

What time does Billy get up in the first scene?

What is the date that war is declared on Germany?

Before going to the countryside Billy didn’t know where what came from?

Where did Billy and his friends get evacuated to?

Who were his friends?

What is the name of their Head Teacher?

What do they know over when playing football?

Which character is always writing postcards home?

How did the evacuees manage to get onto the train without being seen?

Which London train station do they arrive into?

Who does Billy talk to when they arrive back into London?

Where do they hide during the air raid?

What does Billy pretend to see when he looks out of the window in scene 4?

After coming back to London what didn't seem so bad to Billy?

Becoming a character

In drama you are expected to empathise with people's feelings and at times you may pretend / act as they would. In order to progress in your skills, you need to 'become' the character. This means changing things about yourself to be the other character.

TASK THREE: In the space below – create a spider diagram of all the things you can change about yourself in order to try and become a different character on the stage.

WRITING IN ROLE

TASK FOUR: On the next page you are going to be Billy and you are going to write a letter home to his Mum and Dad.

What could he tell them?

Will he tell them how he is feeling?

Will he tell them about the other children he has met?

Will he tell them about getting into trouble?
Try and mention something from scene 2.

If you need some more ideas look at the examples evacuee letters – on the internet.

Dear Mum and Dad

Love from Billy

Understanding your character.

In order to complete the next task, you will need to read the information below. It is all about how to create a character.

When creating a character, you will usually have given circumstances. These are pieces of information that you already know about the character. For example – Billy lives in London and is evacuated to Wales. This information can help you to create a character, it is also information which you cannot change.

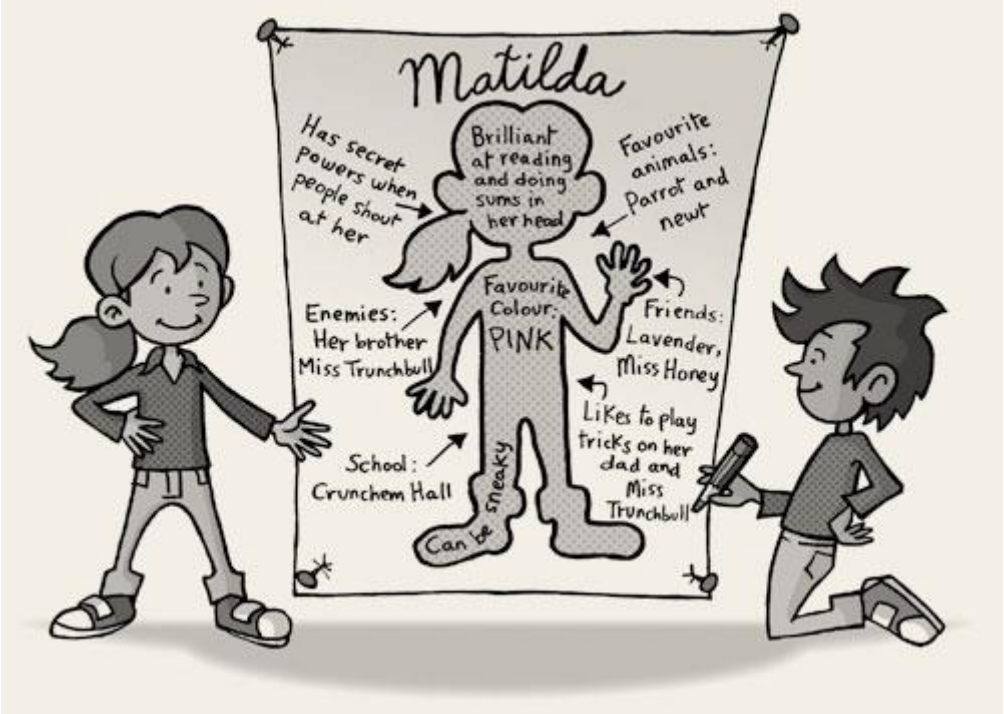
In a scene, you can pause the action and allow your character to say their thoughts out aloud so that the audience knows what they are thinking. Thought tracking is a great way to add information to a scene, as well as allowing the audience to have deeper understanding of how a character is feeling..

When developing your character, to help understand them further, you may use a thought tunnel. This allows others to stand on either side of you whilst you walk down the line in role. The others in the group will help you consider what your character might do in different situations.

Another way to explore your character is to hot seat them. Hot seating allows others to question your character and you then think about what your character might do or say. Another way to explore your character and get more of an understanding, is to do some writing in role. This is where you explore your role further but complete some writing as if you were them.

TASK FIVE: - underline the key drama words in the above passage.

When developing and creating a character, you can create a role on the wall. This gingerbread shape allows you to put information inside the diagram as well as around the outside.



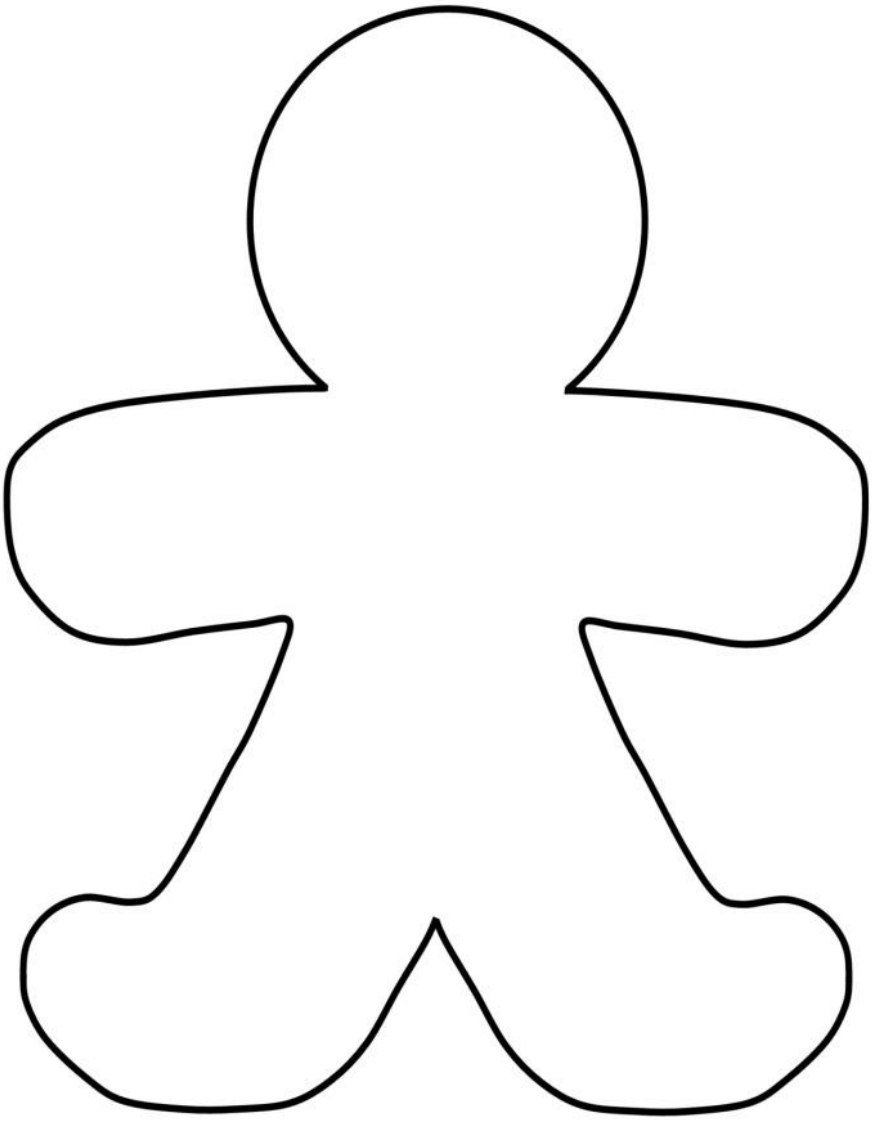
TASK SIX: on the next page, create a role on the wall for one of the characters from “Return to the City.”

On the outside write about how others view them – how do they come across to other people?

On the inside – write their feelings and information about them.

ROLE ON THE WALL

CHARACTER NAME:_____



Character fact file.

To help you to know your character more, it is important to create a character fact file. Here you can put information about your character, which in turn helps you to show that you are thinking and behaving like a different person. Below is a character fact file.

TASK SEVEN: try to create a character fact file for a character of your choosing from “Return to the City”. You could do one for a teenager, or even a celebrity, but whichever you choose, you need to think about it being made up.

All about me!

Name.....

Age.....

Class.....

Hair colour.....

Eye colour.....

Pets.....

People who live in my house

.....

Here is a picture of me:

Here are some things I like to do:

1.

2.

3.

4.

My favourite subjects are:

My least favourite subjects are:

My favourite colour:

My favourite food:

Checking your understanding.

TASK EIGHT: complete the word search and questions below.

J	S	I	B	Z	G	W	K	J	Z	G	O	G	S	C
K	C	E	U	C	W	O	V	V	H	V	X	D	A	V
L	H	Q	D	J	A	D	P	D	M	L	R	B	M	O
M	R	V	F	Q	D	W	C	R	U	V	V	X	A	O
P	H	Y	S	I	C	A	L	T	H	E	A	T	R	E
B	O	D	Y	L	A	N	G	U	A	G	E	V	Y	S
G	N	I	K	C	A	R	T	T	H	G	U	O	H	T
E	R	E	T	C	A	R	A	H	C	O	E	I	T	I
H	C	N	J	I	S	L	A	P	K	R	Z	C	A	L
P	I	N	N	U	X	C	I	L	T	Z	C	E	P	L
L	E	V	E	L	S	T	R	A	B	D	Y	O	M	I
V	M	I	N	I	C	F	E	I	Z	Z	I	T	E	M
R	C	L	Z	H	D	H	P	Y	P	J	C	N	M	A
E	N	E	C	S	T	U	B	F	V	T	V	L	J	G
W	J	E	G	E	Q	W	A	W	L	A	K	L	H	E

WRITE THE WORDS YOU HAVE FOUND IN THE BOX BELOW

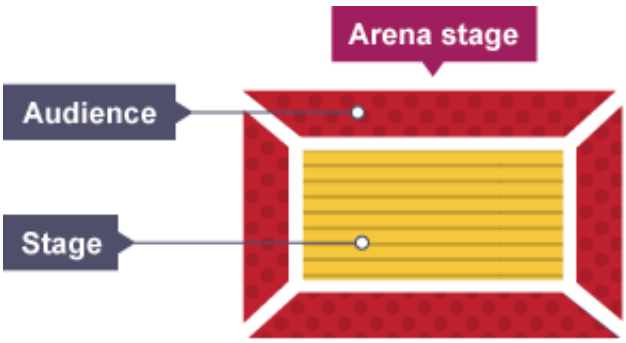
THERE ARE 13!

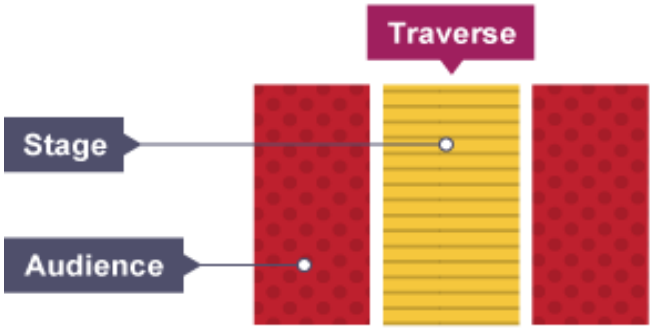
The performance space.

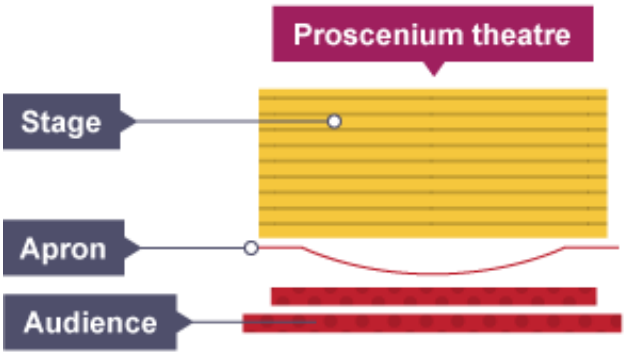
In the drama studio, there is a flexible performance space. Below are some diagrams of the most common performance spaces.

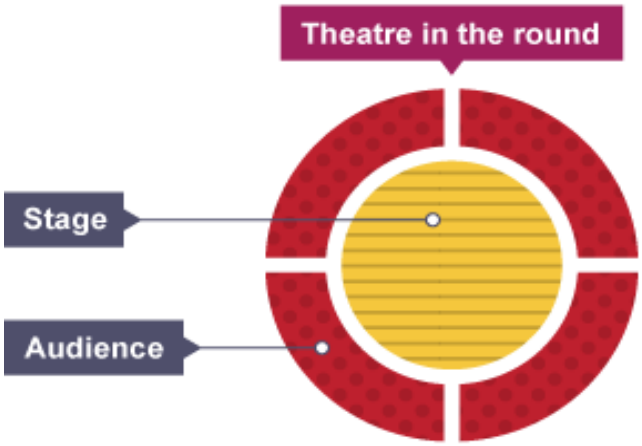
TASK NINE: having looked at the diagrams, consider where the audience is sat and where the actors enter and exit. Think about what people can see when they are in the audience.

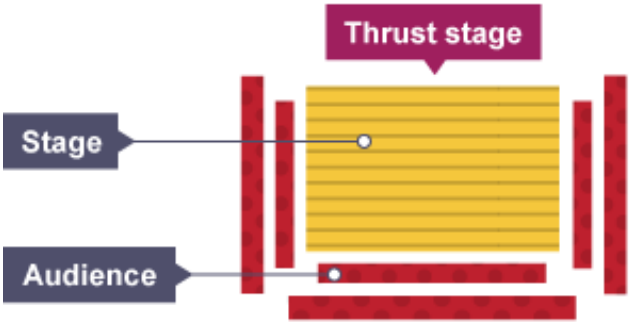
Then complete the table on the next page, stating the positives and the negatives of each type of staging.











The performance space continued.

	POSITIVES	NEGATIVES	**Where you may see this stage.**
Thrust stage			
In the round			
Traverse stage			
Arena stage			
Prosceniu m stage			

Different areas of the stage.

Traditionally proscenium arch stages are ‘raked’. This means that they tend to be a bit higher at the back of the stage so that the audience can see everything happening, even at the back. The stage goes up, almost like a bunch of leaves being ‘raked’.

The front of the stage goes down to the audience. So the front of the stage is down and the back of the stage is up.

TASK TEN: Using the diagram below, label the different areas of the stage. You could look online to help you.

	CENTRE STAGE	

AUDIENCE

Upstage centre	Stage left
Downstairs right	Downstage centre
Upstage centre	Upstage left

Symbolism and costume.

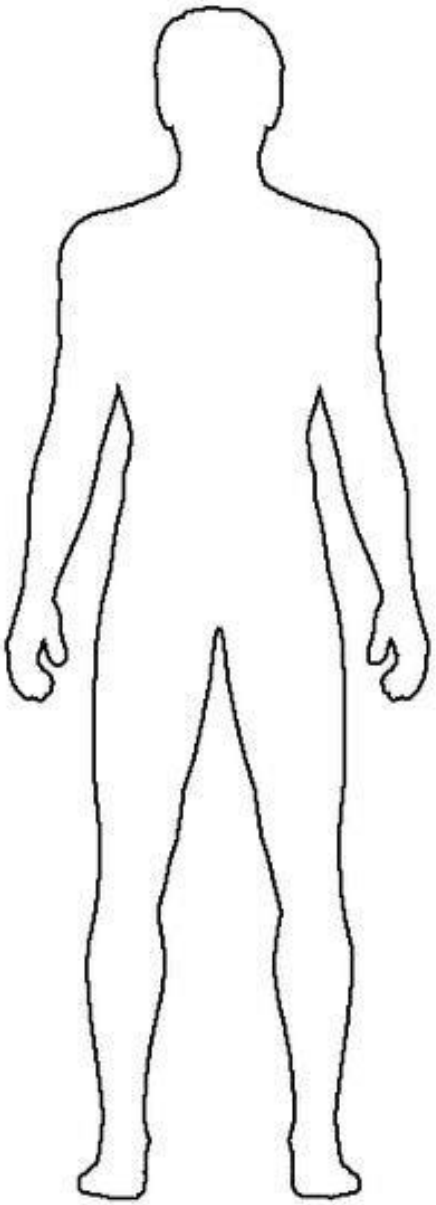
In performances, often it is not possible to spend lots of money on costume, so to help with this, there is use of symbolism. Symbolism, comes from the word ‘symbol’, meaning a sign or image which is easily recognisable as something else. For example; a red light – usually means danger, a green light usually means go.

TASK ELEVEN: complete the table below. Think about what the images shown could represent.

Image	What it could represent
The colour blue?	
The colour black?	

Designing a costume using symbolic clothing.

TASK TWELVE: Using the outline below, draw on a costume and label it for one of the characters from “Return to the City” If you can colour it then do so, but if you have no colours, label it stating what colour items would be and why. Make sure you label the drawing saying why you have given your character a particular clothing item. Think about the state of the costume and how the character wears it E.G shirt untucked to show he is a scruffy person.



Remember to label the drawing saying why you have chosen a certain item and / or colour.

Designing a set.

Watch these YouTube clips from the National Theatre and Royal Opera House to help you think like a set designer.

https://www.youtube.com/watch?v=Tv_geitX9_4

https://www.youtube.com/watch?v=MeARm369J08

https://www.youtube.com/watch?v=OLw-QapkxnA

Sets are used to help create a more believable space for the performers as well as the audience. They can come in different forms, but the most commonly used one in schools and small venues is called a composite set. The composite set, represents all of the scenes and locations in one go. If you watch the National Theatre Romeo and Juliet production they use a composite set. It is usually a fixed set it can be added to with smaller pieces of movable set.

TASK THIRTEEN: on the stage on the next page, create a composite set design "Return to the City" If you want ot you could make a model box of this set.

Think about what you want to show.

How are you going to show London and Wales?

How are you going to show that it is during World War 2?

What furniture and props could be brought on for different scenes? You can draw these below and write next to them which scenes they are going to be used for and where on stage using up stage, stage right etc.

STAGE FURNITURE & PROPS

TASK FOURTEEN:

Watch “The Play That Goes Wrong” Royal Variety Performance on YouTube.

https://www.youtube.com/watch?v=DOWO4gq-whg

In this play things purposefully go wrong to make it funny. On the table below identify the “mistakes” and then what they should have done instead.

MISTAKE	HOW IT COULD BE CORRECTED