# Brine Leas School
# Drama Workbook
# YEAR 8
# FEEDBACK & EXAMPLE WORK

We hope that you are all well and managing to get your Drama work completed.  Below we have given the answers and examples of pieces of work for all tasks that should have been completed by now. Answers and examples are in red. This document will continue to be updated as the weeks go on and more work gets completed.

There may be things that you have particularly enjoyed and other things you have found more difficult, that is okay if you are trying and developing your understanding of Drama that is the most important thing.  It is a hard subject to teach and learn without doing any practical work but everything we have asked you to do will benefit you when we return to school and can work practically again.

Remember that there is a wide range of live theatre available online. Seeing as much theatre as you can is a really helpful way to develop your understanding of the subject and at the moment it is free and you can see shows that you otherwise would not have the opportunity to see. We would recommend you look at some of the National Theatre Live productions such as *Peter Pan, Wonder.land, Treasure Island, Romeo and Juliet, Macbeth, The Winter's Tale* and *One Man, Two Guvnors*  by logging on with this link:

**Your access details are:**
https://www.dramaonlinelibrary.com/series/national-theatre-collection-iid-190464
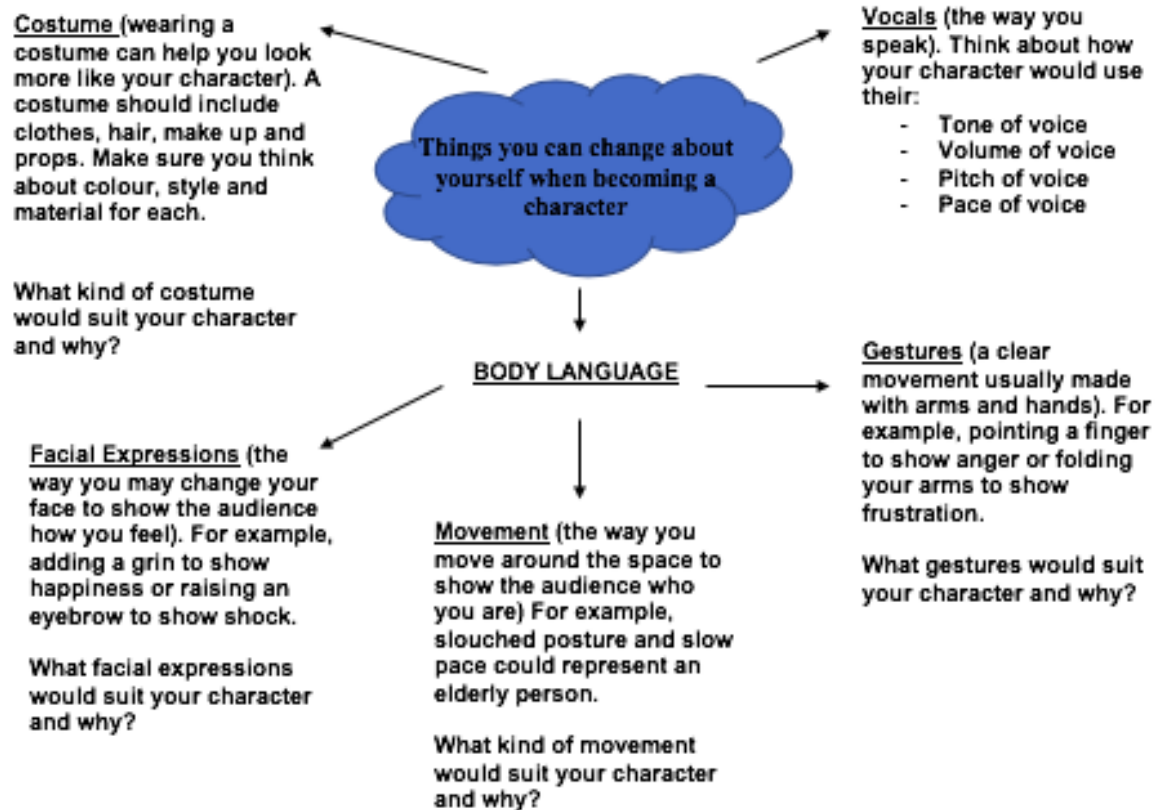**Username: 1Mt&5Pb***
**Password: 4Hw-7Wx!**

## Becoming a character

In drama you are expected to think about other 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: - 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. (These usually need to be things that people can see)*

Costume (wearing a costume can help you look more like your character). A costume should include clothes, hair, make up and props. Make sure you think about colour, style and material for each.

What kind of costume would suit your character and why?

Vocals (the way you speak). Think about how your character would use their:
- Tone of voice
- Volume of voice
- Pitch of voice
- Pace of voice

**Things you can change about yourself when becoming a character**

BODY LANGUAGE

Facial Expressions (the way you may change your face to show the audience how you feel). For example, adding a grin to show happiness or raising an eyebrow to show shock.

What facial expressions would suit your character and why?

Movement (the way you move around the space to show the audience who you are) For example, slouched posture and slow pace could represent an elderly person.

What kind of movement would suit your character and why?

Gestures (a clear movement usually made with arms and hands). For example, pointing a finger to show anger or folding your arms to show frustration.

What gestures would suit your character and why?

# 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 – Charlie Bucket is a poor child who does not have much money. 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 comedy to be inputted.

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.
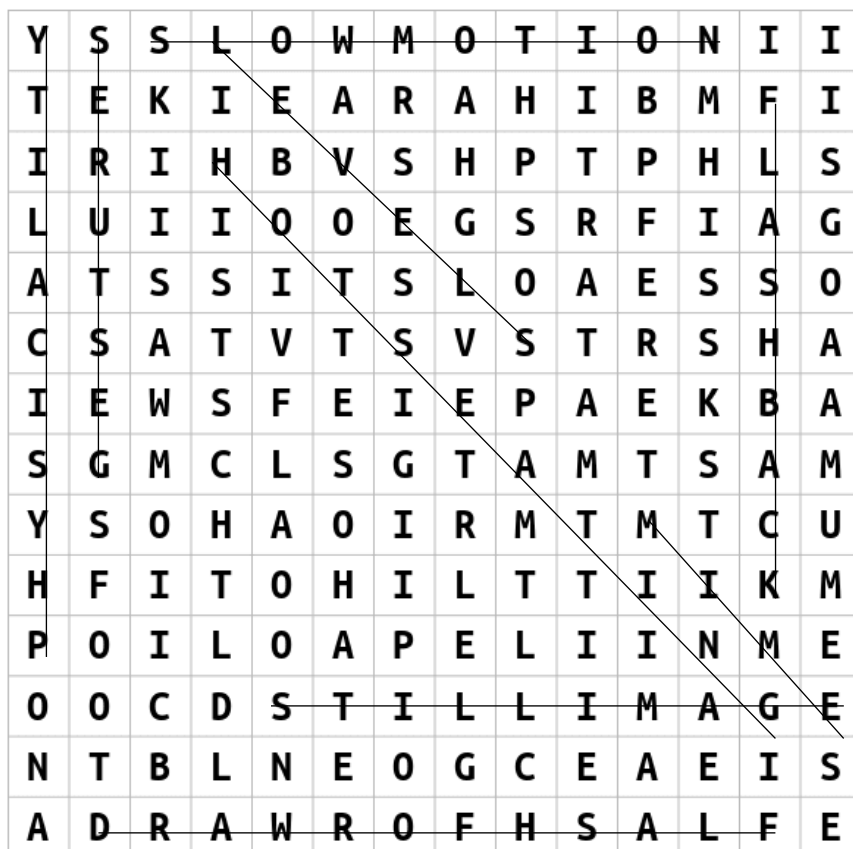
*Task: - underline the key drama words in the above passage.*

Date:_____

*Task: complete the word search and questions below.*

## Drama skills

| Y | S | S | L | O | W | M | O | T | I | O | N | I | I |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| T | E | K | I | E | A | R | A | H | I | B | M | F | I |
| I | R | I | H | B | V | S | H | P | T | P | H | L | S |
| L | U | I | I | O | O | E | G | S | R | F | I | A | G |
| A | T | S | S | I | T | S | L | O | A | E | S | S | O |
| C | S | A | T | V | T | S | V | S | T | R | S | H | A |
| I | E | W | S | F | E | I | E | P | A | E | K | B | A |
| S | G | M | C | L | S | G | T | A | M | T | S | A | M |
| Y | S | O | H | A | O | I | R | M | T | M | T | C | U |
| H | F | I | T | O | H | I | L | T | T | I | I | K | M |
| P | O | I | L | O | A | P | E | L | I | I | N | M | E |
| O | O | C | D | S | T | I | L | L | I | M | A | G | E |
| N | T | B | L | N | E | O | G | C | E | A | E | I | S |
| A | D | R | A | W | R | O | F | H | S | A | L | F | E |

IMPROVISATION
FLASHFORWARD
HOT SEATING
STILL IMAGE
LEVELS
GESTURES
PHYSICALITY
MIME
FLASHBACK
SLOW MOTION

Play this puzzle online at : https://thewordsearch.com/puzzle/972292/

Q- What is thought tracking?
**Thought tracking is where a character steps out of a scene to address the audience about how they are feeling.**
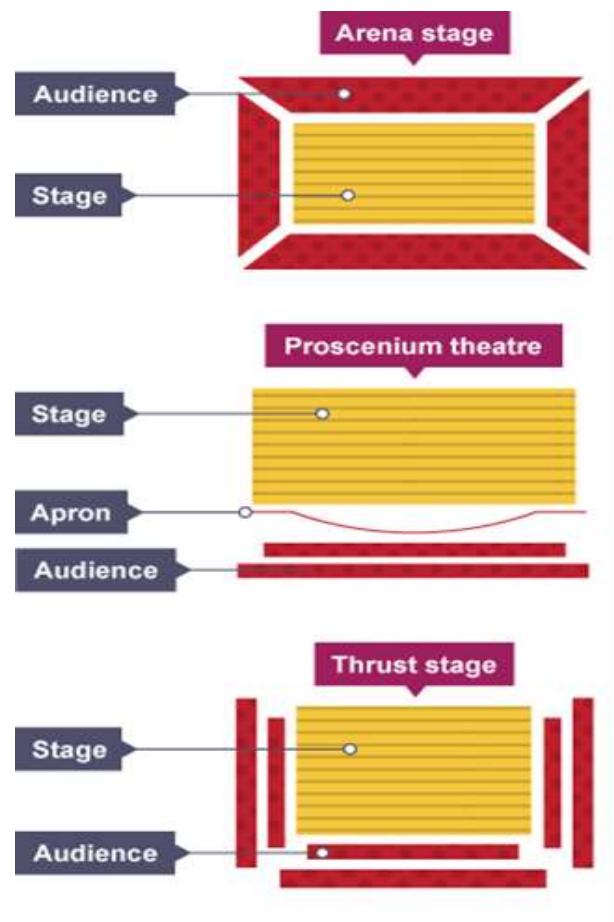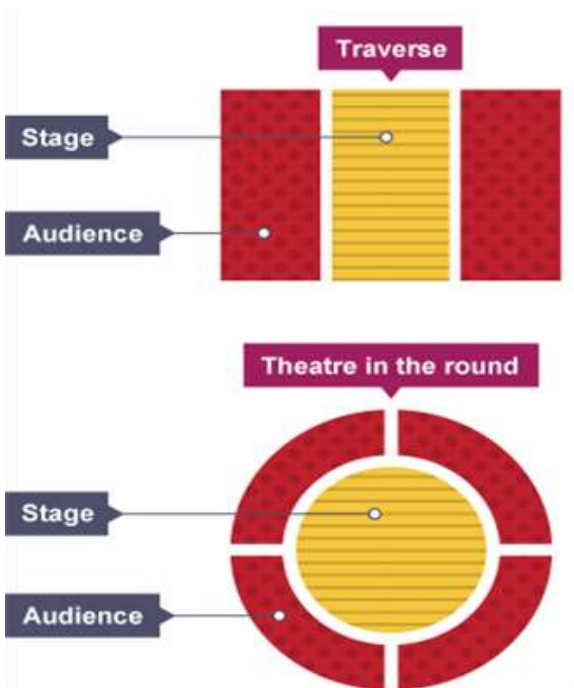
Q – What is improvisation?
**Improvisation is when the scene is not scripted and it made up on the spot by the performers on stage. Therefore, the scene and the story are made up in the moment.**

Date:_____

# The performance space.

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

*Task: 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 positivesnd the negatives of each type of staging.*

# The performance space continued.

|  | Positives | Negatives | Where you may see this stage |
|---|---|---|---|
| Thrust stage | The audience feel included and an intimate atmosphere is created. Having one end which is visible to all provides a 'back' to the stage. | Sight lines can still be an issue. | The Everyman Theatre, Liverpool |
| In the round | An intimate and exciting atmosphere. Audience feel included. | Sight lines can be very tricky. Audience interaction can be easier as the audience is able to see other audience members all of the way around. | New Vic Theatre, Stoke-On-Trent |
| Traverse stage | The audience on either side can clearly see work that happens at two sides. The audience can see each other, creating intimacy. | The opposing sides of the audience might see two entirely different shows and sight lines are still an issue. | Production companies often build traverse staging temporarily into their performance space. This space would need to be a well sized rectangular shape. |
| Arena stage | The audience feel included. Creates an intimate atmosphere. | Sight lines might be an issue so there needs to be lots of movement around the space. | The 02 Arena, London |
| Proscenium arch stage | Sight lines are excellent and work is easy to stage. | The audience can feel quite removed from the action. | The Lyceum Theatre, Crewe |

## Different areas of the stage.

Traditionally, 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 CREWE LYCEUM STAGE IS ALSO 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.

Using the diagram below, label the different areas of the stage. Some have been done to help you get started.

| Upstage Right | Upstage Centre | Upstage Left |
|---|---|---|
| Centre stage Right | Centre stage | Centre stage Left |
| Downstage Right | Downstage Centre | Downstage Left |

AUDIENCE

Date:_____

# Developing character.

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.
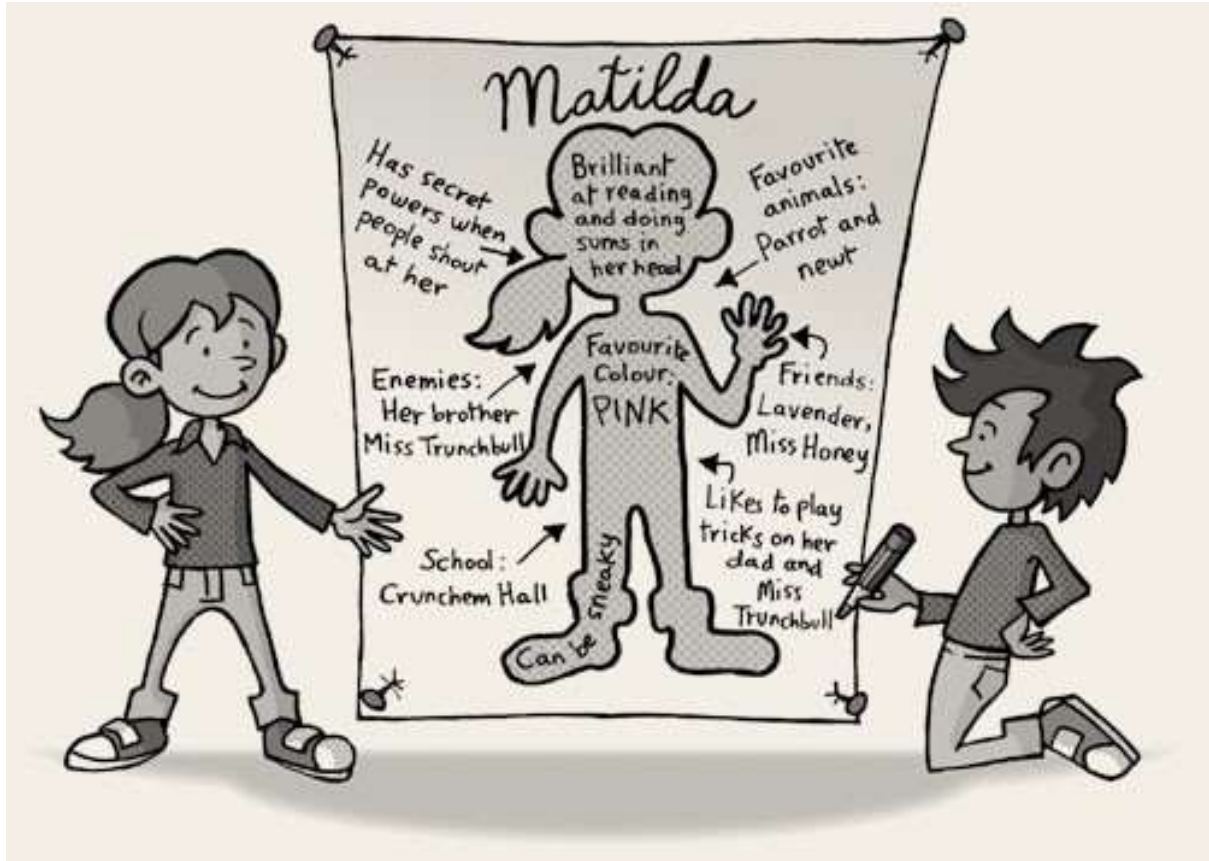


Here is a role on the wall for the character of Matilda from the Roald Dahl book.

*Task: on the next page, create a role on the wall for a character of your own. It could be a character from a film, novel, or even a character you have made up.*

*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 - Adam Wilson

Feels jealous of Martin—always a hit with girls but realises he has no respect for them.

Wishes he was as 'cool' as his mates.

Emily hardly speaks to him—although she thinks that he's kind she also mostly ignores him because her friends don't think he's got enough 'street cred'. She is from a different background.

Some of the boys tease him about his clothes and his ideas—but they use him to get their homework done.

Really likes Emily—but too shy to ask her to go out with him.

Can't go out with the lads at the weekends but has to work on father's small-holding.

Loves his family dearly—but also frustrated by the fact that they don't seem to understand him.

Good at academic subjects, a good student generally, thoughtful and liked by teachers.

His form teacher, Mr Anderson, feels that he is unhappy at school at times—but whenever he questions him, Adam says that he's fine. He knows that this isn't the whole truth but doesn't want to push too hard.

Wants to be a nurse—but afraid to say so at school and he is going to be choosing his subjects this year.

Most girls think that he's a bit 'square' and old-fashioned but they like his ready smiles and courtesy. They never think of him as 'going out with' material.

Wishes that his family had enough money to buy him the sort of clothes and gear that the other boys have.

Wishes his father would ease up on him—always criticising everything about him.

# SOAP OPERA



## Q – What is a Soap Opera?

A series of television or radio programmes about the lives and problems of a particular group of characters. The series continues over a long period and is broadcast (several times) every week.

## Q – How many can you think of? Write them below

Emmerdale, Coronation Street, Neighbours, Home and Away, Hollyoaks, Doctors, EastEnders, The Archers.

## Q – What are some typical Soap Opera storylines?

Birthdays, Family issues, divorce, marriages, mental health, car crashes, murders, argument in pubs, births, miscarriages, affairs, bullying.
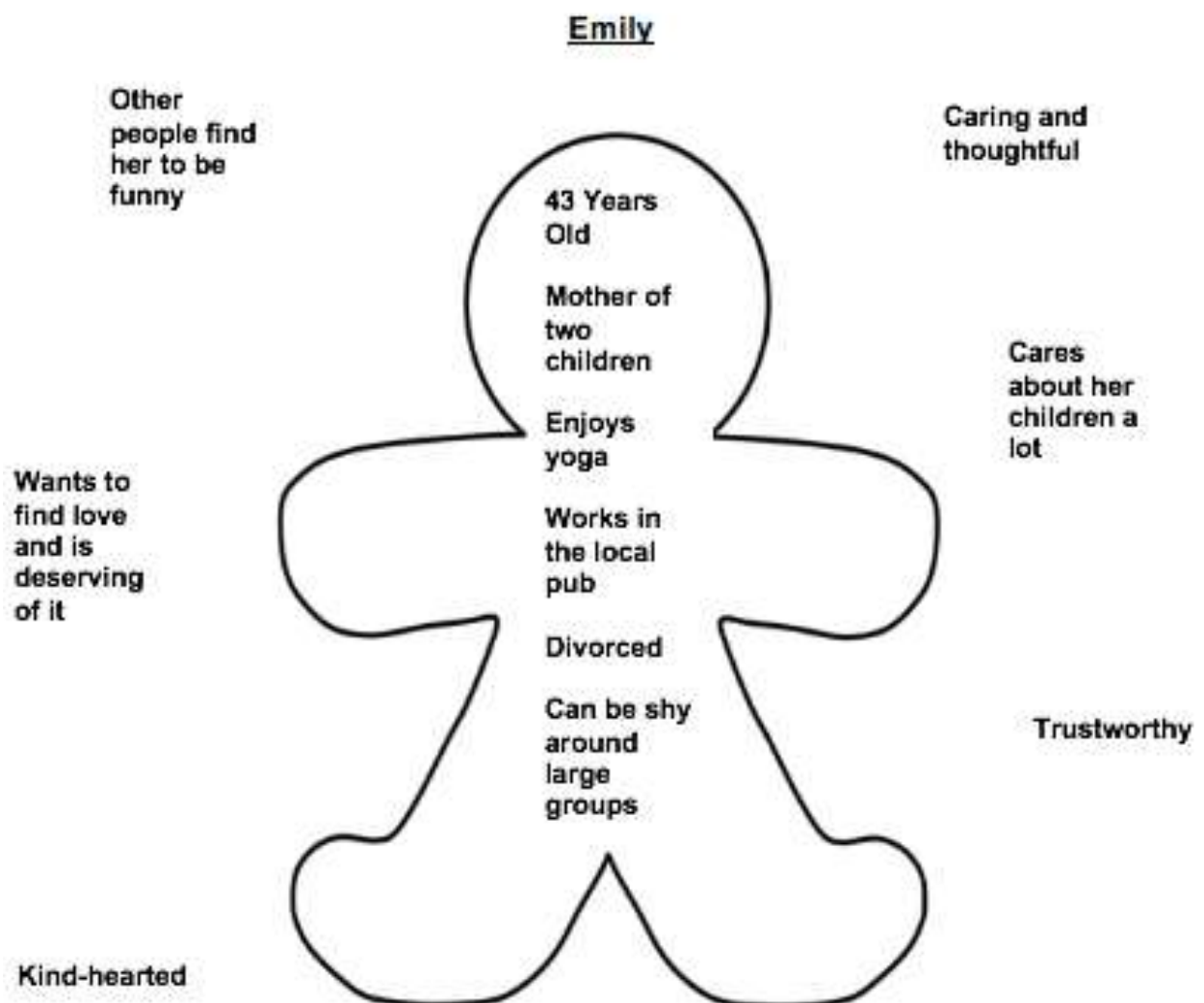
## Q- What are some typical Soap Opera locations?

Village halls, pubs, local shops, the street, factories, houses, schools, vets, hospitals, farms.

# ROLE ON THE WALL FOR YOUR OWN SOAP OPERA CHARACTER...

*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.*

## Emily

Other people find her to be funny

Caring and thoughtful

43 Years Old

Mother of two children

Enjoys yoga

Works in the local pub

Divorced

Can be shy around large groups

Wants to find love and is deserving of it

Cares about her children a lot

Trustworthy

Kind-hearted

# 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: try to create a character fact file for a character of your SOAP OPERA CHARACTER.*

## All about me!

Name... Emily Cook

Age... 43

Class... No longer in school

Hair colour... Brown/blonde highlights

Eye colour... Green

Pets... Dog called Toby

People who live in my house
Two sons: Tobias and Archer

Here is a picture of me:
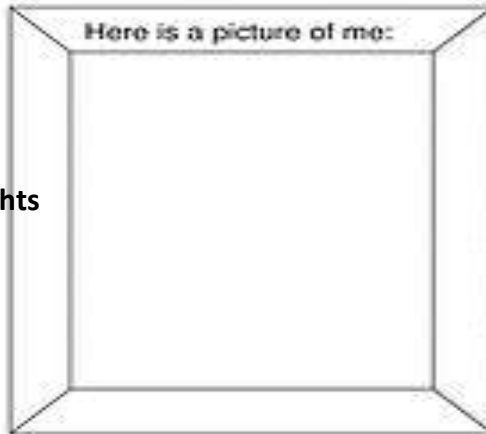
Here are some things I like to do:

1. Going to watch Man United with my sons!

2. Shopping

3. Swimming

4. Being with friends

My favourite subjects are:

Were...drama and history

My least favourite subjects are:

Were...maths and IT

My favourite colour:
Pink

My favourite food:
Chinese

## 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: complete the table below. Think about what the images shown could represent.*

| Image | What it could represent |
|---|---|
|  | **Love, romance, softness, kindness, passion** |
|  | **danger, loss, nature, bad news, mystery, misery** |

| | |
|---|---|
|  | **Time, life, school, pressure, time of earth, appreciation, exams.** |
| The colour blue? | **calm, skies, nature, cool, sea, trust, loyalty, confidence, relaxing.** |
| The colour black? | **mystery, dullness, darkness, night, power, evil, death.** |
|  | **wealth, royalty, money, diamonds, power, status, victory** |

Date:_____

## Designing a costume using symbolic clothing FOR YOUR SOAP OPERA CHARACTER.

*Task: Using the outline below, draw on a costume and label it. 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.*
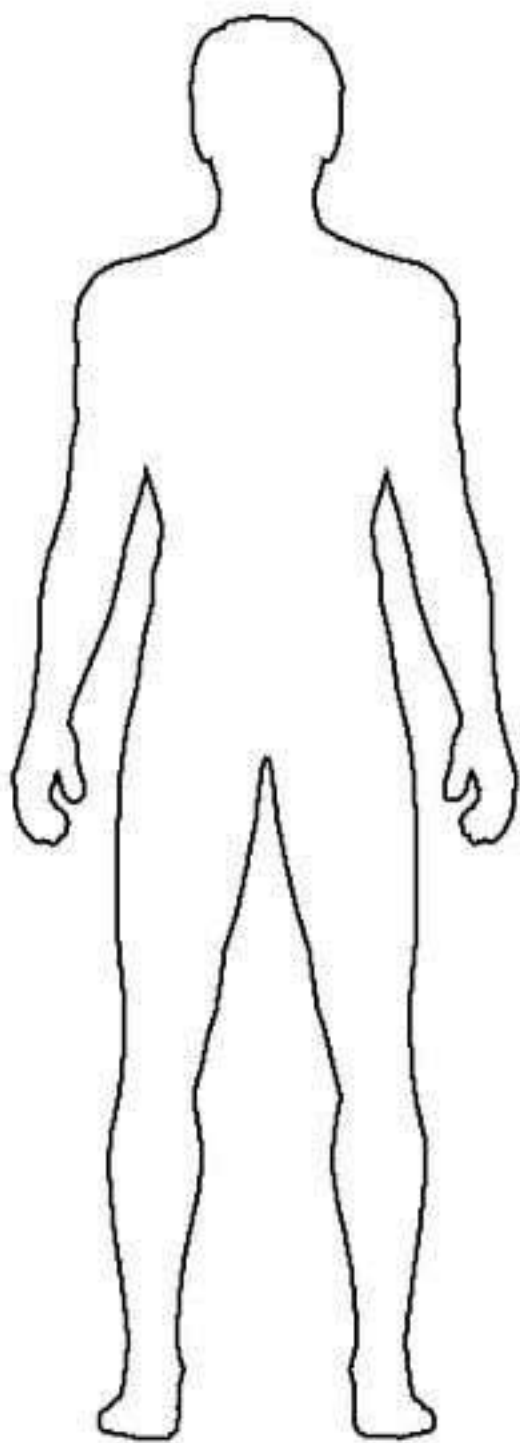
Remember to label the drawing saying why you have chosen a certain item and / or colour. Think location. Where is your character going to?

## <u>Designing a set for one location of your staged SOAP OPERA EPISODE.</u>

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, is usually a large backdrop which then is used to show lots of different areas / representations of scenes in one go. Depending upon where the actors stand, this helps to set the scene. It is usually a fixed set and as our school stage shows, it can be added to with smaller pieces of movable set.

*Task: in the space below, create a design for a composite set for a LIVE EPISODE OF YOUR SOAP OPERA ON STAGE. Some typical sets for Coronation Street and Emmerdale are pubs, houses,*

factories, shops, town squares, the village shop/high street and many other areas you may wish to try and represent. Colour your image as well.
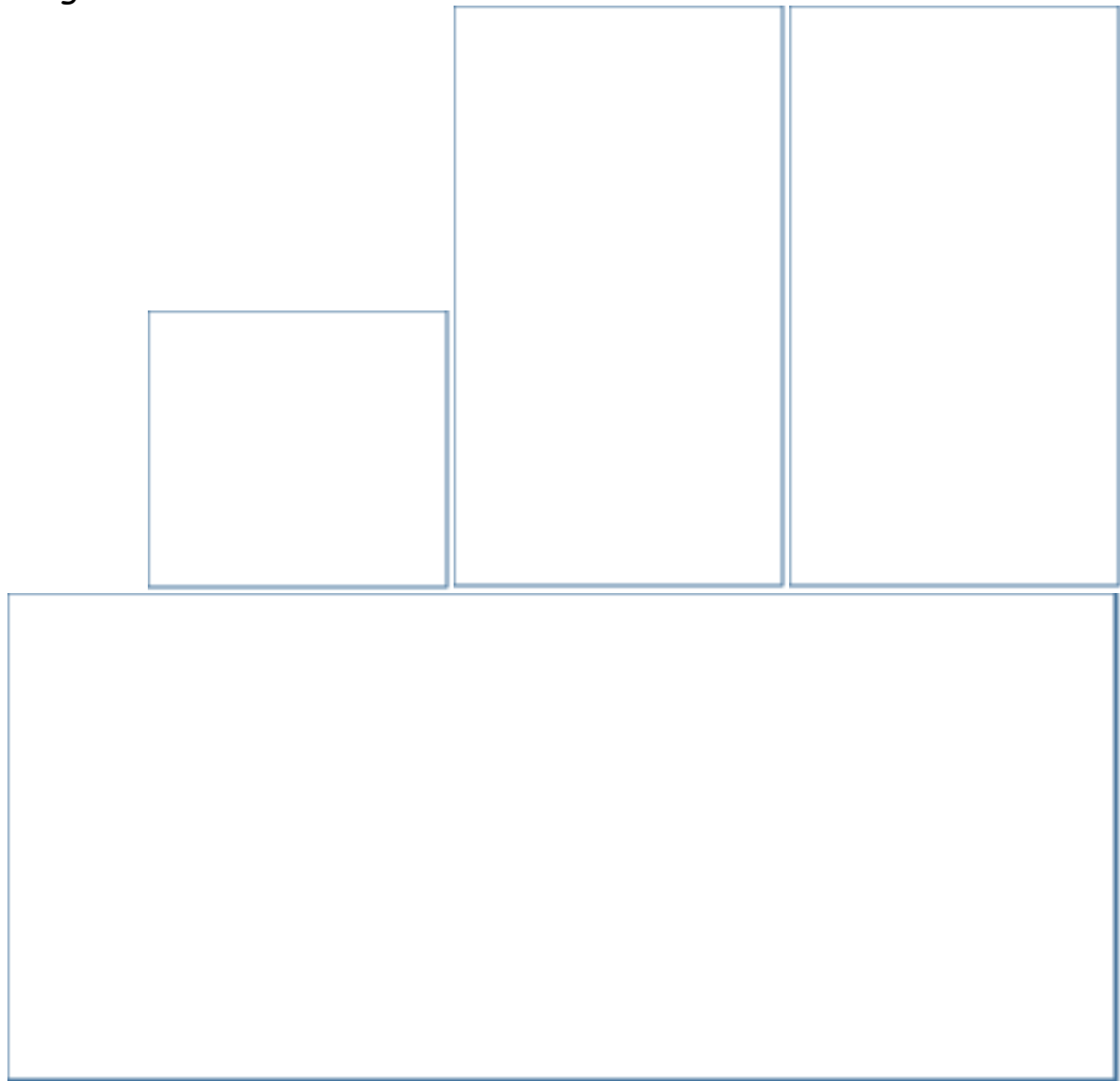
**Searching for new words.**

# Character Traits

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L  W  A  F  X  T  L  L  V  O  E  X  C  N  Y
L  L  H  P  X  U  C  D  H  C  N  L  O  H  T
Q  C  Z  C  F  F  M  E  N  R  U  F  N  Y  L
M  P  O  P  O  C  U  E  P  F  O  B  S  T  A
P  S  L  O  Q  U  T  V  T  S  D  V  I  I  Y
Y  E  I  X  P  S  R  H  I  I  E  D  D  S  O
H  W  H  T  I  E  G  T  S  F  R  R  E  O  L
S  R  E  S  O  U  R  C  E  F  U  L  R  R  S
W  S  R  Y  O  I  I  A  A  O  L  W  A  E  S
A  E  E  H  N  P  R  I  T  U  U  U  T  N  E
P  P  T  N  L  C  R  T  Q  I  R  S  E  E  N
H  A  Z  I  I  N  S  P  A  A  V  X  I  G  I
A  A  N  I  E  L  P  S  J  P  Q  E  Q  Y  L
R  E  Z  S  E  H  D  Y  T  S  E  N  O  H  N
D  R  S  L  O  V  I  N  G  D  A  W  K  N  A
W  G  I  B  X  I  N  T  E  G  R  I  T  Y  E
O  Q  W  L  E  L  B  A  T  I  R  A  H  C  L
R  X  I  B  M  G  D  C  E  E  R  Q  F  F  C
K  X  Z  R  Q  T  L  M  S  C  X  F  Y  G  X
P  A  Z  F  I  B  I  E  U  X  G  C  B  E  O
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| | | | |
|---|---|---|---|
| integrity | discipline | patriotism | resourceful |
| honesty | hardwork | generosity | loyalty |
| respect | cleanliness | cooperative | considerate |
| charitable | friendliness | thoughtful | courteous |
| persistence | fairness | loving | helpful |

Date:_____

# GREEK THEATRE

GREEK THEATRE is a genre of drama from the 6th Century…

*Use the internet to five 5 facts about Greek Theatre…*

1)

2)

3)

4)

5)

| Function of Greek Theatre | clue |
|---|---|
| M _ _ _ _ | All members of a Greek Chorus would wear these. |
| _ _ _ _ K  C_ _  _ _ _ | A group of Greek performers were called a… |
| A _ _ _ T _ _ _ _ _ _ _ | The place in which Greek Theatre was performed |
| M _ _ _ | Greek performers had to be… |
| _ _ R _ _ | The number of Greek actors on stage EXCLUDING the Chorus |

**Getting to know some of the Greek Gods. Complete the spider diagrams below with information about each of the Gods. Use the internet to help you ☺.**

**POSEIDON**

# ZEUS



## APOLLO

**ARES**

**HADES**

## Designing a story line / plot FOR A GREEK THEATRE PERFORMANCE.

In Greek Theatre, the plays were Tragedies or Comedies. Often there would be a mythical beast involved (such as a Minotaur), a challenge that needed to be overcome and a very dramatic ending.



The story must follow a clear plot line and have a distinct start and end. Often, storyboards are used to help plan what the performance will be like.

Remember to think about who you would have in YOUR Greek story…
The main three male actors?
A Greek Chorus?
The five Gods we previously studied?
A mythical beast?
CHARACTER DECISIONS ARE UP TO YOU!

## Creating a storyboard FOR YOUR GREEK THEATRE PERFORMANCE.

*Task: using the storyboard outline below, create your own short melodrama story. Include the information in each little box telling the performers what is happening.* Draw the pictures and use the small box for wirtten information.

|  |  |
|  |  |
|  |  |

| | |
|---|---|
| | |

## Voice / language.

*Task: read through the passage and underline the key words. Then have a go at completing the word search about Language and Voice.*

When speaking lines, often, we are told "it's not what you say, it's the way that you say it!" (Usually this is when we are getting told off at home! you know, when you say sorry and then get told off again?) If you put emphasis on certain words, this is known as intonation. It means that in a sentence, you might say

"Sit down and be quiet" but you place emphasis on the quiet. It helps to put stress on the word "quiet" and keep people's focus on this.

Another thing to consider with speech, is your pace, a bit like running, it refers to how fast you say the lines. So for example, someone may say "I'm fine!" quickly which may make you think they are not, but also if they say it slowly, it may give you an idea that they are a bit fed up or tired.

Articulation is important when performing or even presenting, as this allows people to hear your speech more clearly, which aids understanding.

Some people from different areas may have an accent. This helps to set a performance in a particular area / location. Not all pays do this, but some are clearly mean to be in a certain location. (e.g East Enders) They may have a natural register to allow the words to flow freely, but still maintain an accent.

# Drama Word Puzzle | Languag

Search for all of the words in the puzzle
sentences below using some of the...

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

1. _____ is wha
   are stressed in speech.

2. _____ is the
   softness of the voice.

3. _____ is "Cle
   of words"

4. _____ is the

5. _____ is how
   are understood.

6. _____ is the
   speech is altered depending o
   to.

7. _____ is "Na
   speech"

8. "A way of speaking used in
   country".

9. _____ is the
   height or depth of the voice.

10. _____ is
    rise and fall of the voice durin
    a sentence.

CLARITY  FLUENCY  INTONATION

LATION  PACE  REGISTER  PAUSE

HASIS  TONE  VOLUME  PITCH

find more at grammadrama.v

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

ARTICULATION PACE REGISTER PAUSE

EMPHASIS TONE VOLUME PITCH

| ACCENT | CLARITY | FLUENCY | |
|---|---|---|---|
| INTONATION | ARTICULATION | | PACE |
| REGISTER | PAUSE | EMPHASIS | |
| TONE | VOLUME | PITCH | |

Q – Which element of your voice do you think you use the most and why?

_____

_____

_____

Date:_____

# Making a HORROR movie!

In drama you often concentrate on making work for sharing to an audience. Did you know that often the same skills used in making a movie or adverts are used when putting a performance on stage? Your challenge is to come up with an idea for HORROR movie…

# INITIAL IDEAS.
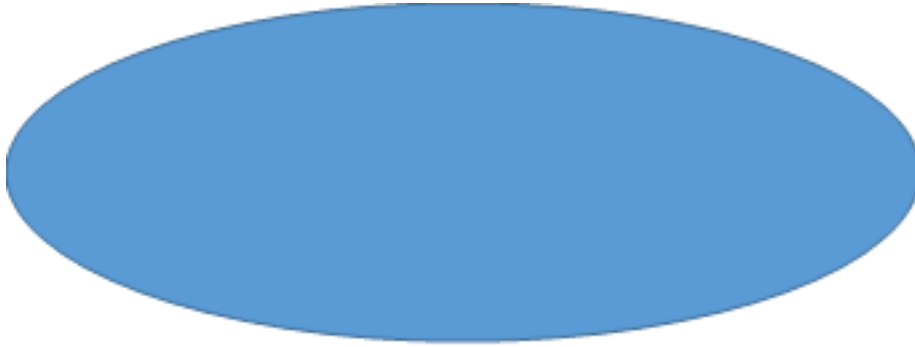
In the space below, put down all your ideas about how the DARKWOOD MANOR house became haunted and where the family ended up…

# Planning your movie!

Having thought about the plot line to your movie, there are various decisions which need to be made for your movie, these include;

Locations

Scene order

Shooting angles

TASKS TO COMPLETE PRIOR TO FILMING:

1—Create a detailed storyboard of your movie -this should include colour—detail about location, which characters are involved and also thought about the music or sound affects you may wish to use. (Whoever does this has to produce something which can be handed to your project manager (teacher) and they can understand exactly what is happening in each scene / location)

2—A formal letter requesting filming permission for your locations. This has to be formally written and include the dates of filming; locations required, duration required and a brief outline of what you will be filming there. Remember that this needs to be formal and written in Standard English. Failure to present a formal letter will result in no filming permits being awarded.

3—A risk assessment for filming ( this is a formal document which outlines potential risks to those involved and around you along with what you will do to alleviate the risks)

4— Make up designs for at least 2 different characters (full colour and labelled)

5— Costume designs for at least 2 different characters (Full colour and labelled)

6— set design for the main locations—design your space for filming.

## Storyboard (what happens and where)

| | |
|---|---|
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## Formal letter.

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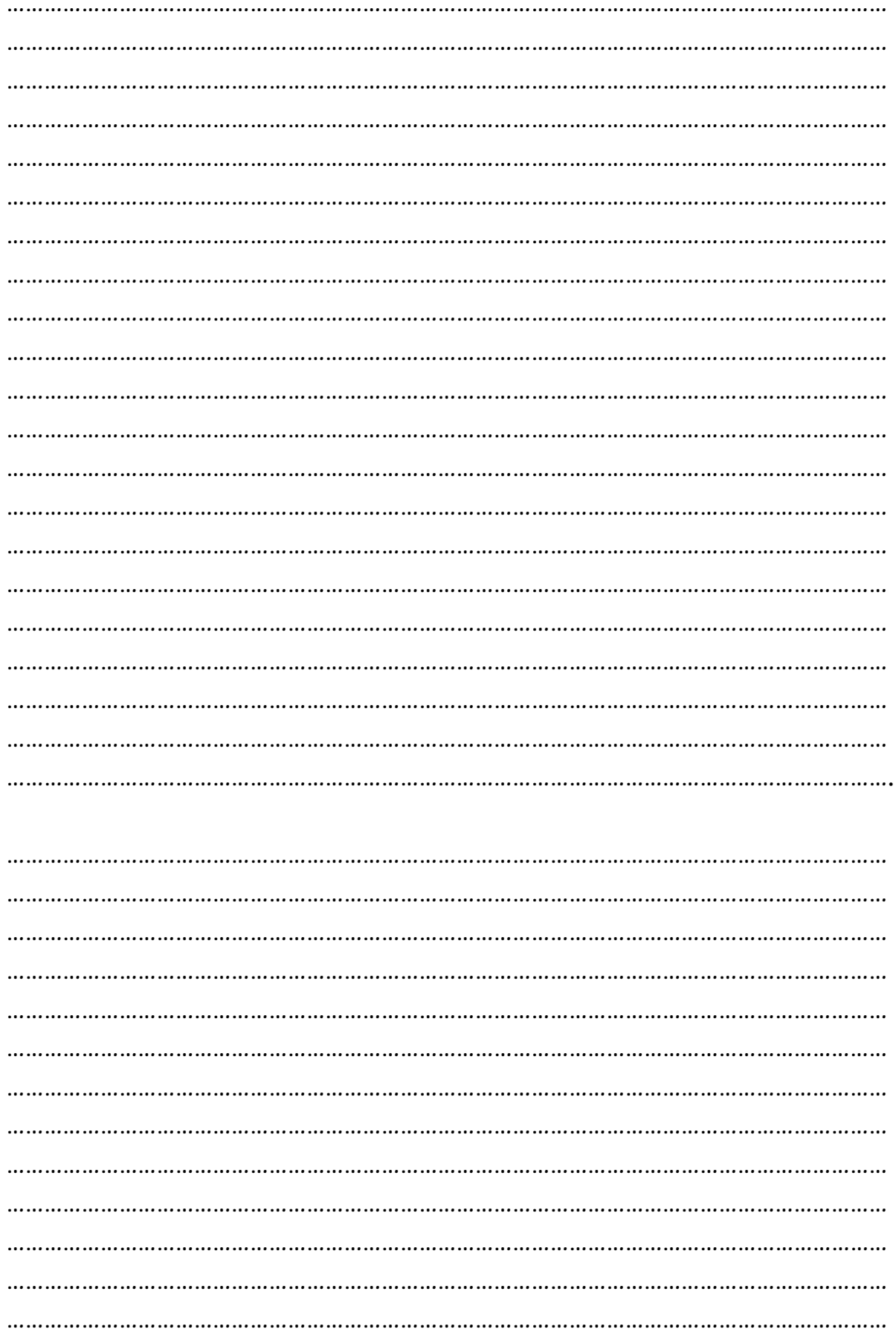
## Risk assessment.

*A risk assessment is a document which identifies any potential hazards when completing a project and how you will ensure that no injury or harm is caused. (an example has been done for you)*

| Risk | Danger level ( 1= very low, 5= very high) | Who can be affected? | How will you prevent it? |
|---|---|---|---|
| Skin allergy / bad reaction to make-up | 3 ( this is because it is not everyone, but can easily happen) | Actors wearing make up

Make-up artists | Test for allergy and provide suitable alternative or allow actor to bring in their own. Wear gloves to protect hands. Check for allergy |
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In the space below – draw a plan of the fire escape routes and where you will assemble in an emergency. (This could be what your school already has in place and should be like a mini map)

## Make up design

*In the space below – create your make up design.*

HORROR – THINK ABOUT CUTS, BLOOD ETC



In the space below create your make up design.

## Costume design
(Remember to label it and explain why the person may be wearing ripped jeans etc)

Costume design 2

**THE PLAY THAT GOES WRONG**

**Please use the internet to find out about the performance piece called 'THE PLAY THAT GOES WRONG'**

1. **Watch the link attached...**
https://www.youtube.com/watch?v=DOWO4gq-whg

2. **) List all of the things that went wrong**

3. _**Write how they could have been improved**_


4. _**Who was your favourite actor and why? What drama skills did they use? (Give specific examples)**_