

# KS3 Knowledge Organiser year 8:

By the end of year 7 I need to know how to:

- Play a character/role effectively on stage.
- Create my own drama in response to a stimulus.
- Evaluate my own and other work, identifying how meaning is being conveyed and considering some improvements.
- Perform and stage a script for an audience.

I need to understand these dramatic terms and understand how they are used to convey meaning

## What do I need to do to make progress in drama ?

You need to show you can:

- ◇ Work co operatively in a group to explore and develop ideas.
- ◇ Respond creatively to stimulus by creating characters and devising your own drama.
- ◇ Perform conveying ideas successfully.
- ◇ Evaluate and interpret your own and others work showing understanding of how the characters are created and the drama is shaped.

Remember **you** are responsible for the quality of the groups work , if you co operate and contribute the work is more likely to be effective.

## Dramatic Devices

**Freeze Frame** — A vivid motionless scene or image.

**Thought Tracking** — A group makes a still image and individuals speak their thoughts and feelings out loud. It can also involve members of the class speaking one characters thoughts aloud for them.

**Mime** — A storyline is acted out through movement and gesture without the character speaking.

**Direct Address** — An actor speaking directly to the audience.

**Narration** — A narrator tells a story or gives a an account of something.

**Slow motion** — Sometimes scenes showing events such as fights or races are shown in slow motion for greater visual effect.

**Choral Speaking** — Recreation of poetry or prose by a chorus.

**Symbols** — Dramas are produced to a great extent through the use of symbols—or representations— standing in for real things.

**Dramatic Pause** — During the dialogue a short silence is created—this can help build up the tension.

## Basic structure for devising

**Exposition** — Introduction of an idea.

**Development** — Often a conflict or problem.

**Climax** — Highest point of tension.

**Ending** — Resolution between the characters/ cliff hanger/question for the audience.

## Design Elements :

**Costume & Props** — they should convey era and convey information about the character.

**Set** — Where is it ?

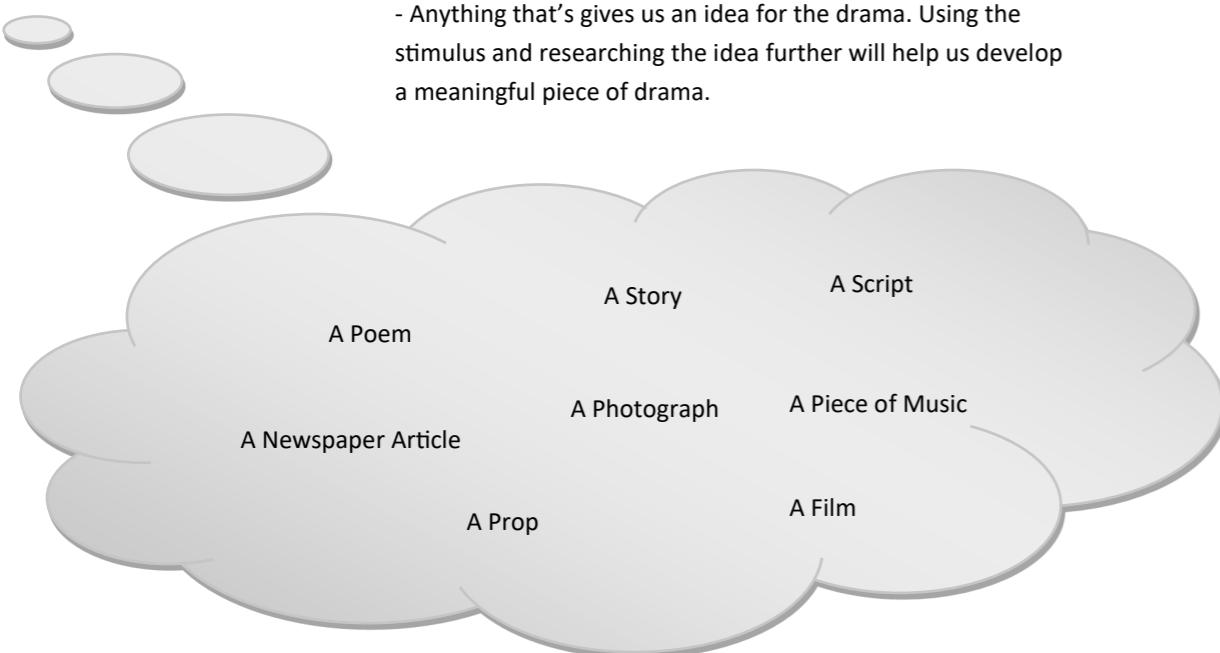
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**Sound Effects** — SFX e.g thunder, train arriving.

**Lighting** — LFX—conveying an atmosphere or highlighting a character or moment.

## What is a stimulus ?

- Anything that's gives us an idea for the drama. Using the stimulus and researching the idea further will help us develop a meaningful piece of drama.



## Performance skills need to convey the character/idea clearly.

- \* VTAPPE—volume, Tone, Accent, Pitch , Pace , Pause, Emphasis .
- \* FEMPPIG—Facial expression, Eyes, Movement & gesture, Posture, Proxemics, Interaction, Gait.
- \* Stage Positioning — Face the audience/don't block other characters.
- \* Entrance and exits — Introduce your character and set the mood.
- \* Engagement with the audience — Facing out , projecting your voice conveying your character.
- \* Commitment and focus — Stay in the role and perform with energy.

You need to understand that drama can be presented using different genres and styles. They all have certain features and that's how we recognise the genre. Drama is either naturalistic or non naturalistic in style.

Genre :

## Theatre in Education

- There is a clear aim and educational objective running throughout.
- A small cast so actors must be versatile and often have to multi-role.
- The production must be portable so the design is simple and representational.
- They explore issues important in society.
- There is some level of audience involvement.
- They are rarely wholly naturalistic because direct address or narration is used to engage the audience.
- The costumes are simple and representational, especially if actors have to multi-role.
- They may include facts and figures to educate the audience.
- They may have a strong message or moral running throughout.

## GENRE: Physical Theatre



## FEATURES

- Representing thoughts and emotions through physical movement.
- Highlighting an aspect of a scene with exaggerated physical movement.
- Symbolising a situation through physical movement.
- Expectation that the audience will need to think about what the drama is portraying therefore can be more engaging.

These Genres use Non—Naturalistic Techniques

## GENRE:Pantomime

## Horror

Feature	Features
It is funny.	A ghost or death.
Use of modern references.	A spooky or peculiar incident.
Men playing women, women plying men.	A haunted house/place with uneasy feeling.
Over the top-exaggerated acting-larger than life.	Unpredictable weather/sudden unexpected movement or appearances.
Communicating with the audience, audience participation.	A sceptic—a narrator or a central character who begins as a sceptic and is won over.
Stock characters e.g. Hero and Villain—'Goodie' and 'Baddie' characters.	Special effects to create an uneasy atmosphere.
Songs and dances, often up to date chart songs with some lyrics changed for the story.	
Clowning	
Exaggerated costume/make-up and set design.	



## STYLE: Naturalism

Constantin Stanislavsky was an influential theatre practitioner whose ideas are still used today in both theatre and film acting. He believed you should research your role so you can understand the character you are playing. He wanted the actor to think about why they are saying those lines and consider the characters back story. He believed you should portray the character as realistically as possible.

Often naturalistic so it draws you in and scares you !