

GRADE 8

TERM 3

DRAMA

WORKSHEETS

Grade 8 TERM 3 DRAMA

Activity 1 Match the correct genre with the correct explanation that explain that particular genre or form of Drama

Form Of Drama	Explanation
1.1 Tragedy	A. performers are hand, stick puppets and other puppets that portrays characters
1.2 Comedy	B. It shows events that follow each other rapidly, but seems to be governed always by chance. The characters are victims in the hands of merciless fate.
1.3 Farce	C. It is a type of drama intended to interest and amuse the audience rather than make them deeply concerned about events that happen. The plot usually centers on a romantic conflict. A play ends happily. Comic complications always occur before the conflict is resolved. In most cases, the play ends with a wedding.
1.4 Musical	D. is a sub-category of comedy, characterized by greatly exaggerated characters and situations? Farces typically involve mistaken identities, lots of physical comedy and outrageous plot twists.
1.5 Melodrama	E. is a play that ends unhappily. Most classic Greek tragedies deal with serious, universal themes such as right and wrong ,justice and injustice, life and death
1.6 Puppet show Drama	F. In musical theater, the story is told not only through dialogue and acting but through music and dance. Musicals are often comedies, although many do involve serious subject matter.

Activity 2

Elements of Drama choose the correct option amongst the four given options about drama elements

1.1 Literal elements are.....

- A. What is needed to write a script or story?
- B. Script, Plot, Character, Story Organization
- C. Setting, Dialogue, Monologue /soliloquy/aside and Conflict
- D. All of the above are

1.2 Technical Elements are.....

- A. (What is needed to produce a play?)
- B. Scenery, Costumes
- C. Props, Sound and Music and Make-up
- D. All of the above

1.3 Performance Elements.....

- A. (What do the actors do on stage to make a character come alive?)
- B. Acting, Speaking and
- C. Non-verbal Expression
- D. All of the above

1.4 Script is a

- A. The plot is the storyline or arrangement of action
- B. The plot is the storyline or arrangement of action
- C. how a story is told – the beginning, middle and end
- D. A script is the written words and directions of a play.

1.5 Setting is about.....

- A. how a story is told – the beginning, middle and end.
- B. where the action takes place
- C. a person portrayed in a drama.
- D. Arrangement of action.

Activity 3

Match Columns: match the relevant **technical** resource/element in Column A with the relevant explanations in column B

Column A	Column B
1.1 Props	A. noise effect heard by audience to enhance performance like rain drops, thunder storm or music in the background of a performance
1.2 Set piece	B. The people the drama is designed for (age of audience or listeners)
1.3 Costume pieces	C. Light used for different purposes in a performance
1.4 Basic lighting	D. immovable objects used during performance
1.5 Sound /music	E. Articles except costumes that are used in a drama performance

Activity 4

Choose the correct term that completes the meaning of the following

- 4.1 (a musical/comedy) is a word komos which means celebration, revel or merrymaking.
The main intention of a comedy is to amuse people and make them laugh
- 4.2 (Tragic comedy/romantic comedy) mainly focus on love and the character's wish to find love.
- 4.3 Situational comedy/romantic comedy) is a comedy that grows out of a character's attempt to solve a problem created by a situation.
- 4.4 thinking form of (dramatic comedy/situational comedy) is a comedy that depicts and often satires the manners and affectations of a contemporary society
- 4.5 Comedy enacted through music singing and drama(musical comedy/tragic comedy)

Activity 5

Define the following elements of drama

5.1 Props _____

5.2 Characters _____

5.3 Stage _____

5.4 Technical effects _____

5.5 Costume _____

Activity 6

Answer the following questions known as the 5ws that need to be asked as you design your own improvisation (drama)

6.1 What: _____

_____ events, story line, development of story, structure of story (beginning, middle and end), climax, dramatic tension

6.2 Who: _____

_____ characters – vocal and physical characterization, attitude, function, specific mannerisms, speech patterns, relationships, variety of roles

6.3 Where: _____

_____ place and space (location), depicted through voice and body

6.4 When: _____

_____ time depicted through voice and body

6.5 Who to: _____

_____ audience, context, economic, political, social

TERM 3

ART FORM: DRAMA

TOPIC: 2 DRAMA ELEMENTS IN THE PLAYMAKING

SUBJECT: Creative Arts

ART FORM: Drama

MARKS: 25

FAT: Improvisation based on a theatre style: Choose only one and perform for formal assessment or recorded marks: comedy, tragedy, musical or puppetry

DURATION : 3 hours

INSTRUCTION: form a group of 2 to 6 members write a script of a well-practiced theatre style improvisation it can be either a comedy, tragedy, musical or puppetry on the theme of your choice and act between 3 and 5 minutes one of the following assessment tools will be used depending on the performance style you have chosen

Planning

Choose one of the explanations that follow to perform:

1. Slapstick comedy

- It will be performed by two people.
- One person is serious and the other person is the 'idiot'.
- Use props (e.g. some eggs/glasses/china that looks breakable)
- A removal man/woman is packing the breakables into a box.
- A wife/manager/store keeper explains to the person how to pack breakable things but the 'idiot' is not listening properly and makes sounds as if he understands exactly what the house wife/manager/store keeper wants.
- After the wife/manager/store keeper explained all the 'idiot' turns and start packing these valuables in his own way and not very carefully. Some of the things break.
- Being a very wife/manager/store keeper he/she shows the 'idiot' how to redo it but while they are showing him what to do the 'idiot' goes and sits in the corner eating his/her lunch and putting in his/her earphones listening to music.
- The wife/manager/store keeper gets angry, takes of the earphones, throw away the lunch and start showing the 'idiot' angrily how to do the job.
- This will continue on until the wife/manager/store keeper have packed the whole box themselves and then realizing they did so; are so angry they chase the 'idiot' with his/her shoe.

OR

Assignment : Comic mime

- You will be divided into groups of between 3 and 6.
- You will work with blank masks for this activity. The blank masks hide your facial expression, so the only way you can get your feelings across is by using your body and voice.
- In your group, decide on a short comedy, or tragedy, or musical, or a puppet show.
- Your story must be very clear and must include a few emotions.
- Try and make your story as funny as possible, but keep the following in mind:
 - Safety comes first. Create a safe and secure environment for your mime.
 - Comedy does not have to be crude or insulting. Keep it clean.
 - In a mime you do not use any words. Keep it silent, although music can be added for comic effect.
- Act out your mime for the class.

Photographic or video evidence may be recorded for record purposes.

Date: _____ **End Date:** _____

Name your Drama _____

Group members: _____

Rubric 4 – Group performance						
	Not achieved 0	Below standard 1	Average 2	Good 3	Very good 4	Excellent 5
Personal performance	Not done	Almost no emotion / personality shown	Some attempt at emotion / personality	Very little emotion / personality	Capturing of character done well	Excellent performance
Performance as group member	Not done	Does not work well with group	Very little participation and group spirit shown	Just enough participation and group spirit shown	Works well with rest of group	Team player
Originality	Not done	Unoriginal	Borders on plagiarism	Original but average	Original idea	Very original and above average idea
Professionalism	Not done	Unprofessional and untidy	Some attempt at professional presentation of project made	Professionally done, but still a little untidy	Professionally done	Worthy of Prime Time
Assignment achieved	Not done	Sloppy and not well planned	More effort can be put in	On an acceptable standard	Professionally done	Lots of effort and hard work put into project

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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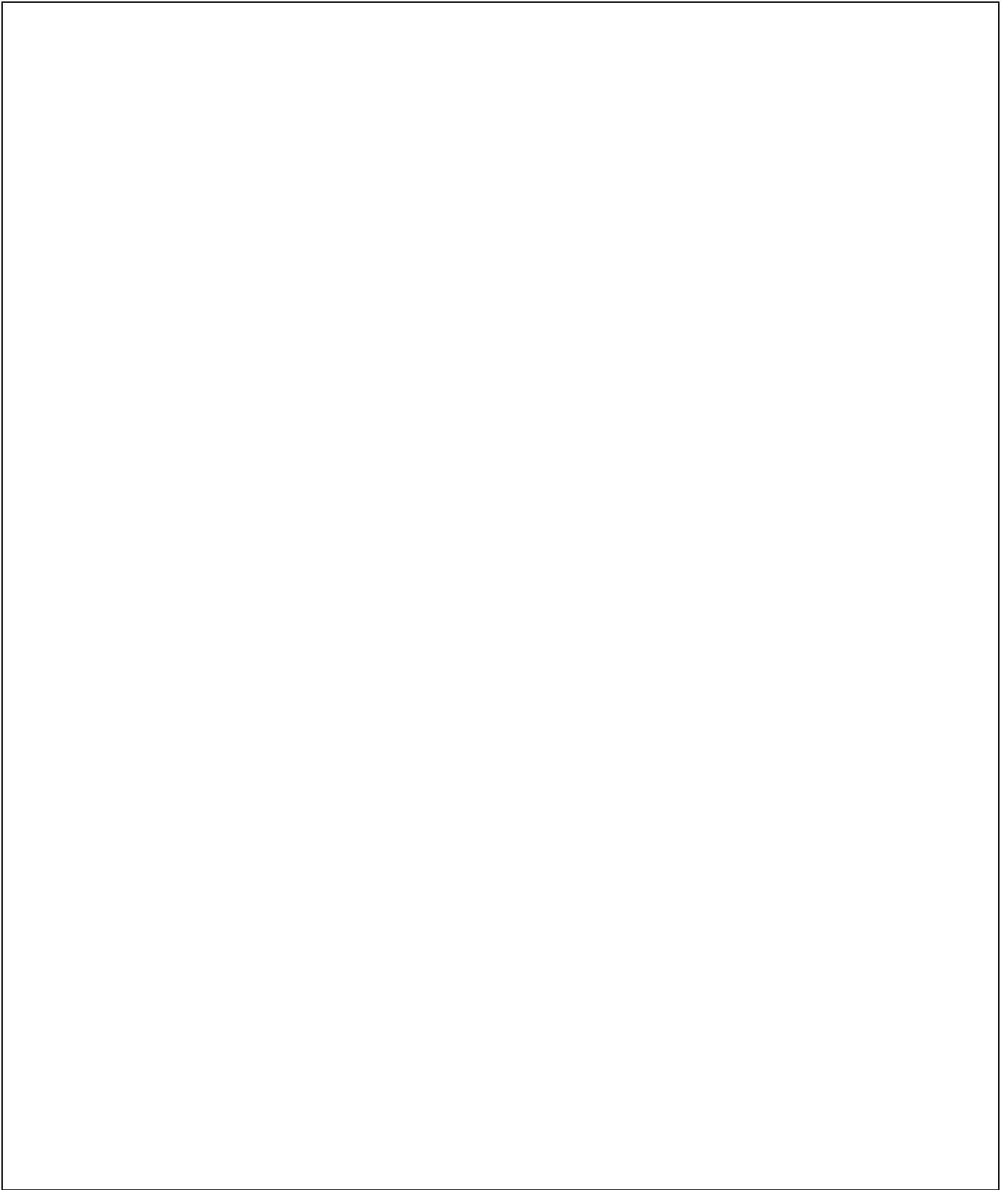
OR

Assignment 10: Shadow puppet show

- Your teacher will guide you through the process of creating shadow puppets with cardboard and sticks.
- In groups of between 2 and 4 decide on a story that you can tell, making use of puppet shows.
- Practice and present your puppet show behind a lit screen. Record your show and hand in the reordered show for marking.
- Your entire group must participate in the show, so arrange to make turns with the camera or get someone else to record the show for you.

(10)

- Draw your shadow puppet here:



Date: _____ **End Date:** _____

Name your Drama _____

Group members:

Rubric 4 – Group performance						
	Not achieved 0	Below standard 1	Average 2	Good 3	Very good 4	Excellent 5
Personal performance	Not done	Almost no emotion / personality shown	Some attempt at emotion / personality	Very little emotion / personality	Capturing of character done well	Excellent performance
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Answer the following questions about the play you preformed in class

1. Would you consider this performance to be better than your previous group performance? Why or why not?

2. Describe your own performance.

3. Describe the performances of the other cast members in your group.

4. How do you think you could improve on your own performance?

5. How did you feel about the 'play'?

6. What especially satisfied you about the 'play' produces by your group?

7. What especially frustrated you about the 'play' produced by your group?

8. Would you work with this group again if you had a choice?

9. Why or why not?

10. Did the project teach you anything about your a group? Explain what?

11. Did all your group members work equally hard on the project? Elaborate.

12. Do you feel that you put your best into the project? Elaborate.

13. One thing I would like to improve upon is...

14. Did you enjoy the project? Why?

15. Which elements of the project do you feel you (or your group) need more help with?

GRADE 8

TERM 4

DRAMA

WORKSHEETS

TERM 4**ART FORM: DRAMA****Activity 1A: Term 1- 4 Revisions**

Choose the correct answer between two answers

- 1.1 Dialogue is a conversation between two or more people as a feature of a book, play or film/
is a conversation for one person as a feature of a book, play or film
- 1.2 Dramatise prose is a form of language that has no formal metrical structure is a natural flow
of speech and ordinary grammatical structure such as in the case of traditional poetry/ is a
form language written in verses and stanzas.
- 1.3 Traditional storytelling is a significant way of expressing indigenous knowledge, culture and
oral traditions orally to generations / significant way of expressing indigenous knowledge,
culture and oral traditions through social media to specific people of specific people of a
particular age only.
- 1.4 Media forms in drama are about film, television, radio, documentaries and internet/ in drama
is paints, television, pencils, documentaries and ballpoints.
- 1.5 Dramatised prose from from South African authors means the prose should be from all over
Africa/prose should be from South Africa and nothing else

Activity 2

- 1.1 Vocal Character:
- 1.2 Media in Drama:
- 1.3 Different between a dialogue and choral verse:
- 1.4 Physical Character:
- 1.5 indigenous storytelling and folktale:

Activity 3

Explain in details your own understanding of the following

3.1 Prose: _____

3.2 Drama: _____

3.3 Poem: _____

Activity 4

Sort the following to be aligned to their relevant description

Poem, Drama, ProSe

Sort the the blocks below to fit into the correct category and write them down on the next page

Has rhythm that is created by stressed and unstressed syllables	Contains figurative language such as similes, and metaphors	The first line of each paragraph is indented
Sentences form paragraphs	The pattern of rhythm is called meter	Many times contains rhyming words
Dialogue tells actors what to say and stage directions tell them what to do	One sentence follows the other	Written in lines that are grouped together to form stanzas
Includes a description of the setting and what the stage should look like	Written so that is can be presented as a play	Begins with a cast of characters
Examples: chapter books & newspaper articles	Written in sentences	

[illegible]

Topic 5: Media

Name 5 media in drama

1.1

1.2

1.3

1.4

1.5

TERM 4

ART FORM: DRAMA

TOPIC: 3 INTERPRETATION & PERFORMANCE OF DRAMATIC FORMS:

FORMAL WORK: Practical Assessment Task (PAT) if learners chose a Dialogue, Dramatised Prose and or Indigenous storytelling

In groups of 3 to 6 members choose and perform one of the above listed dramatic genres for recorded marks

Dramatised prose

When choosing a piece of prose for performance, you should keep in mind what will capture and hold the audience's attention. You can choose either a short story or a piece of prose from a novel. Just make sure that whatever you choose has a beginning, middle and ending. There can be dialogue or not, and there shouldn't be too many characters, otherwise it can become confusing for the audience if you perform the piece by yourself. Cut the piece for dramatic effect and to make sure that it is the correct length. Ask a friend, your teacher or your parents to help you if you are struggling.

Activity

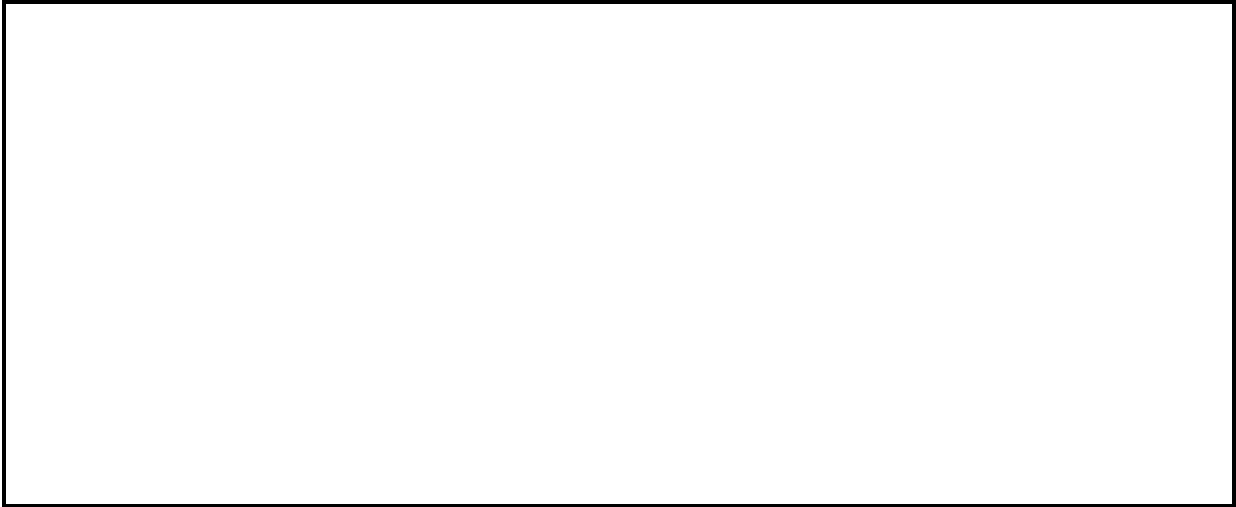
Planning

Work on your own in this activity. Choose a prose piece written by a South African author that reflects the uniqueness of South African culture and society. Cut your piece of prose to improve dramatic quality. Your final performance should be between 3–5 minutes.

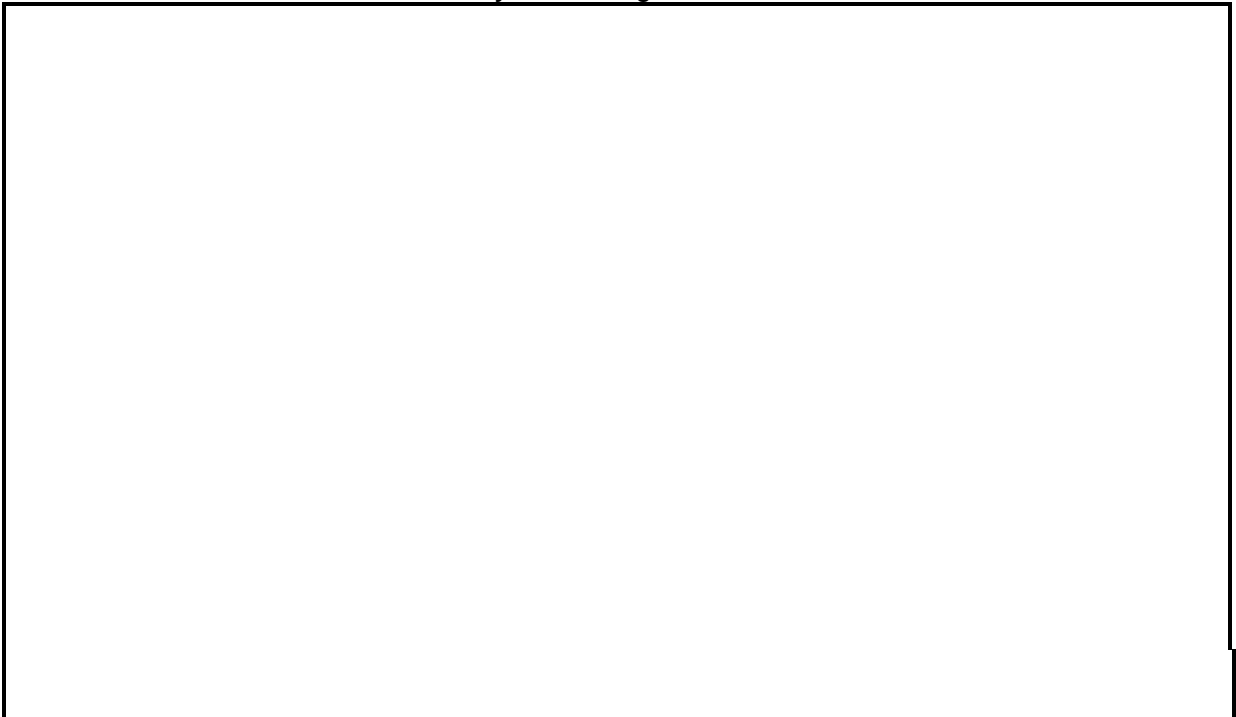
3.1 Name of story and author

3.2 Why have you chosen this specific prose piece? Explain.

3.3 Explain what happens in your prose piece in your own words.



3.4 What mood do you need to create in your prose piece? How will you achieve this through the use of your voice and movement (gestures, posture and facial expression)? Keep in mind that excessive movement becomes very distracting!



3.5 How will you make sure that you capture and hold the attention of your audience? Explain.



3.6 Explain what needs to be emphasised in the prose piece and how you will do that.

Memorise your prose piece and present it to the class.

Keep in mind:

- Everyone in the audience must hear every word you are saying.
- You need to emotionally connect with the subject matter of the prose piece if you want to engage the audience. If it is a funny piece you need to make sure that you remain serious, otherwise the audience will not think it is funny. Do not laugh at yourself or what happens in the piece.
- The way you physically express yourself during the performance needs to suit the style of the prose piece.

FORMAL ASSESSMENT
INTERPRETATION AND PERFORMANCE
Dramatised prose

Criteria	4	3	2	1-0
Preparation				
Understanding of piece of prose				
Expression of meaning				
Vocal expressiveness				
Vocal clarity				
Physical work				
Dramatisation as performance piece				
Use of appropriate narrative techniques				
Creation of appropriate mood/style/genre				
Impact of prose piece				

0-1 – Not achieved; 2 – Partially achieved; 3 – Achieved; 4 – Outstanding

Total: (40) = _____

Date: _____

Reflection:

Interpret the mark allocation your teacher gave you and discuss each mark allocated? Give reasons for your statements

OR

Choice 3:

Indigenous storytelling



Storytelling is an oral art form for preserving and transmitting ideas, images, motives and emotions with which everyone can identify.

Marsh Cassady

Storytelling depends on the situation, the teller, the audience, the purpose, and the mood, and as a result can never be duplicated. It is a once off, unique experience.

Why do people tell stories?

- ✓ To learn about the past
- ✓ To illustrate different cultural traditions
- ✓ To teach us how to live moral lives
- ✓ To explain natural phenomena
- ✓ To entertain

3.1 Can you think of any other reasons why people tell stories?

3.2 Give your own definition of a storyteller.

Choose any indigenous South African story that you like that you will be able to tell convincingly. It can be a folk tale, legend, fairy tale, or any other genre that appeals to you. The storytelling should take 3–5 minutes.

3.3 Name the theme of your story. _____

3.4 Now analyse and organise the **structure** of your story.

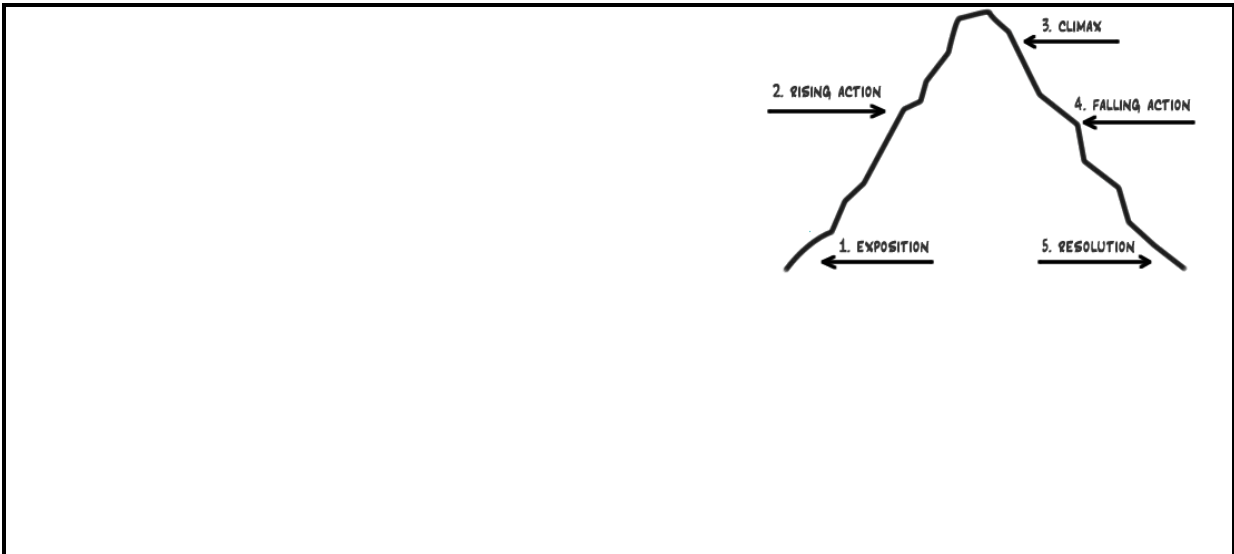
A plot involves the meeting of two opposing forces called the **protagonist** and the **antagonist**. The protagonist is the 'hero' in the story, someone you would be able to easily identify with and it is always an individual, be it a human, an animal or another entity. The antagonist, on the other hand, is the opposing force keeping the protagonist from getting what he/she wants. This can be a person or an animal but it is most often specific conditions or circumstances, like poverty.

Identify the **protagonist and antagonist** in your story. Explain their roles in the story.

3.5 The inciting incident is that point in the story where the balance is disturbed. This is really the thing that starts the unfolding action in the story.

Identify the **inciting incident** in your story. Explain how it occurs.

3.6 The inciting incident introduces the rising action during which the suspense steadily increases. The rising action really is the unfolding of the events of the story. Give a brief description of the **rising action**.



3.6 The rising action culminates in the climax or high point of the story, which is the point at which

the central character either wins or loses.

Identify the **climax** of your story. Give reasons why you think this is the climax.

3.7 This is followed by the falling action and shows the result of the climax.

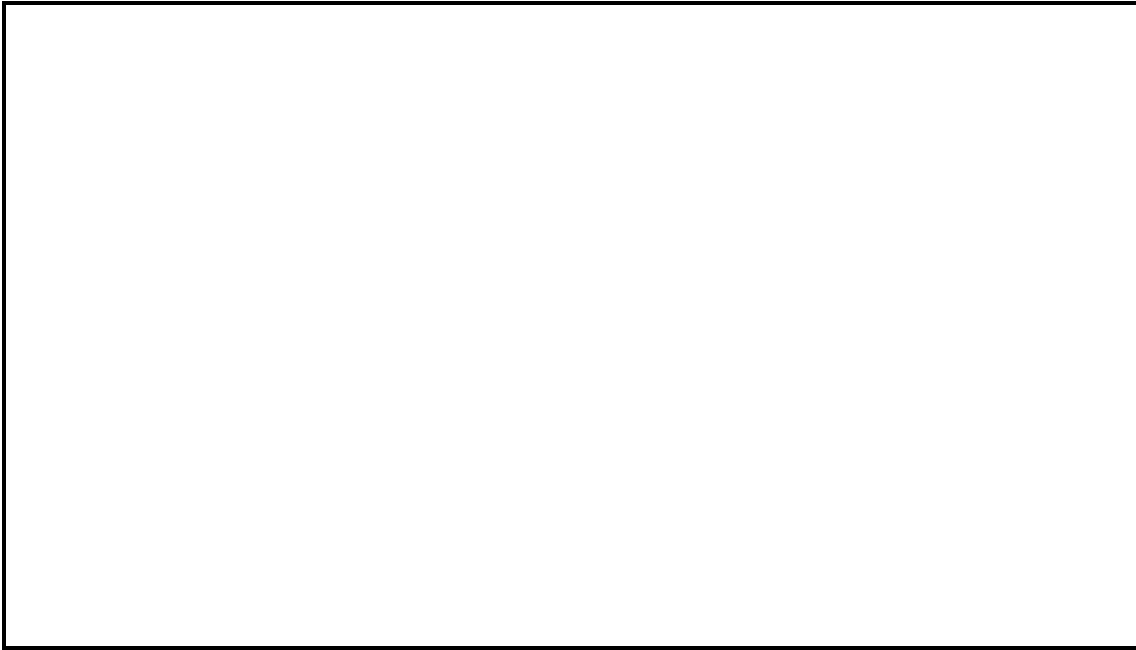
The story usually ends shortly after the climax and the falling action is therefore not drawn out.

Briefly describe the **falling action** in your story.

3.8 Characterisation is very important in storytelling and you need to figure out everything that is important about the characters in your story to ensure that you will present them effectively. You also need to understand exactly where and how all the characters fit into the story.

Are there any **characters** in your story that you can cut from it? If so, name the character and explain why he/she has been left out.

Afterwards, reflect on how successful you think you were in telling your story. Is there anything you would change next time you tell it? Explain.

A large, empty rectangular box with a black border, intended for a student to write their reflection on their storytelling experience.

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Name your Drama _____

Group members: _____

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FORMAL ASSESSMENT
Rubric
INTERPRETATION AND PERFORMANCE
Dialogue/Dramatised Prose or Indigenous storytelling

- Your teacher will guide you in performing a dialogu, a Dramatised Prose or an indigenouse story telling.
- In groups of between 2 and 8 decide on agenre from the ones listed below and perform for your formal assessment .
- Thoroughly practice and present your performance in front of the class as if on a big screen.
- Record your performance and hand in the reordered show for marking.
- Your entire group must participate in the performance, so arrange to make turns with the camera or get someone else to record the show for you.

The following criteria will be considered for assessing your performance

1. Preparation and presentation
2. Use and understanding of imagery and/or symbolism
3. Expression of meaning through vocal expressiveness, physical expressiveness and vocal clarity
4. Dramatisation as per performance piece and Creation of appropriate mood for the chosen style/genre
5. Overall performance and Impact of story to the audience

Date: _____ **End Date:** _____

Name your Drama _____

Group members:

Criteria ↓	Marks →	5	4	2-3	0-1
1. Preparation and presentation					
2. Use and understanding of imagery and/or symbolism					
3. Expression of meaning through vocal expressiveness, physical expressiveness and vocal clarity					
4. Dramatisation as per performance piece and Creation of appropriate mood for the chosen style/genre					
5. Overall performance and Impact of story to the audience					

Drama elements in the media

Activity 4

Choose one of the following media forms:

- ✓ Film
- ✓ Television
- ✓ Radio
- ✓ Documentaries
- ✓ Internet

Highlight the one you have chosen



You will now have to identify and describe the different drama elements in your selected media form. If your chosen media form does not have this element you will have to explain why not. Give as much detail as possible when discussing the different elements.

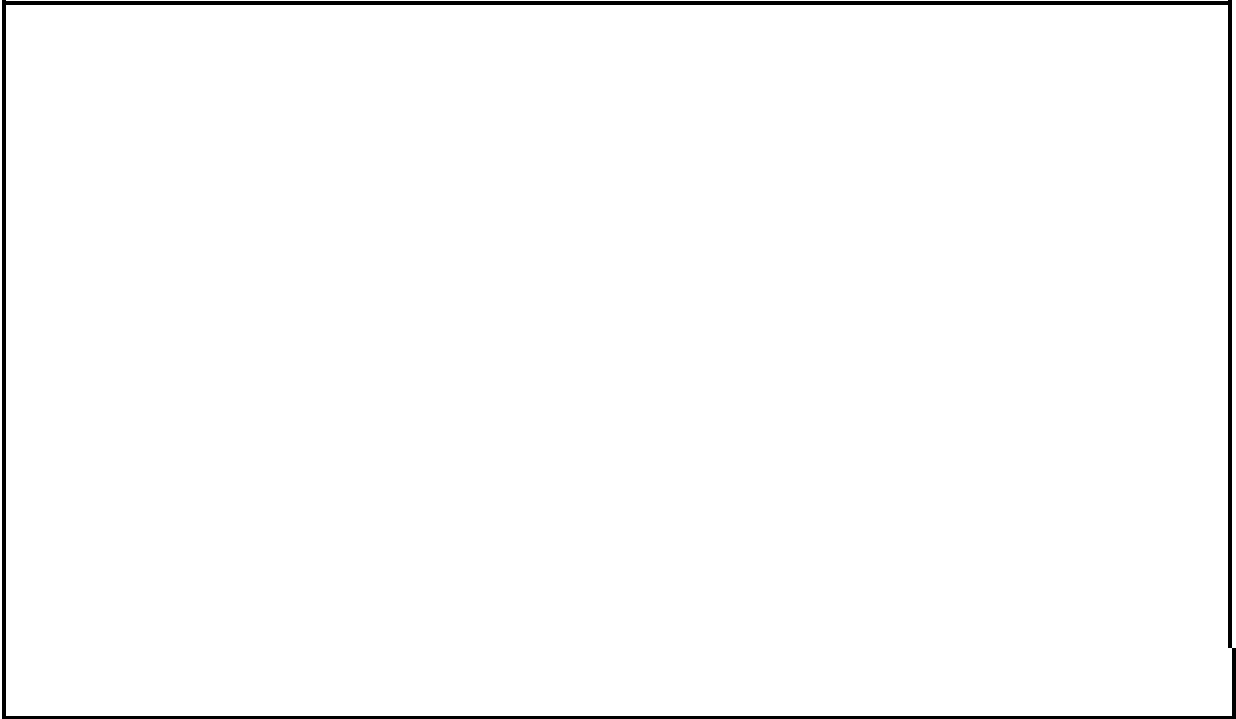
Actors:

A large, empty rectangular box with a black border, intended for the student to write their analysis of the actors in the selected media form.

Audience:

A large, empty rectangular box with a black border, intended for the student to write their analysis of the audience in the selected media form.

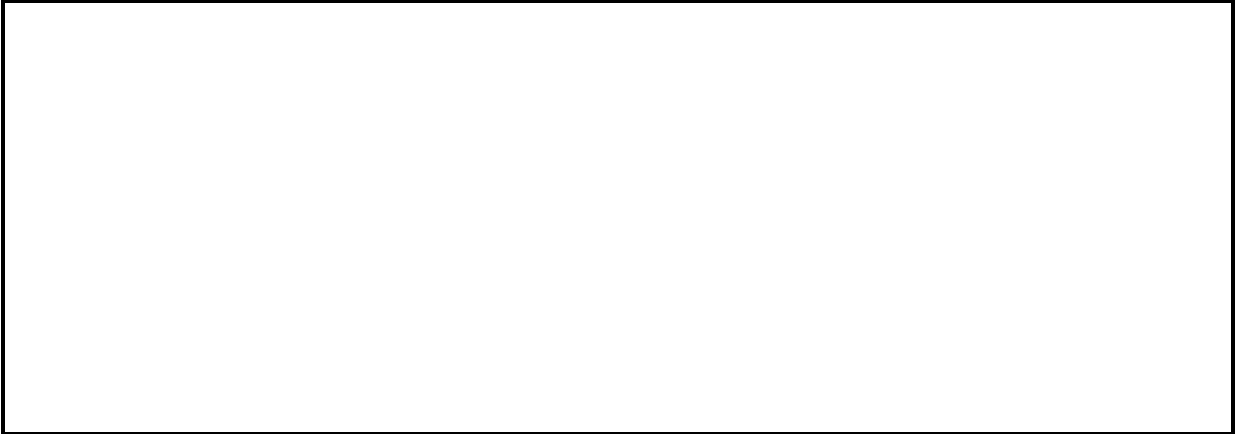
Performance space:

A large, empty rectangular box with a black border, intended for a performance space.

Time:

A large, empty rectangular box with a black border, intended for time.

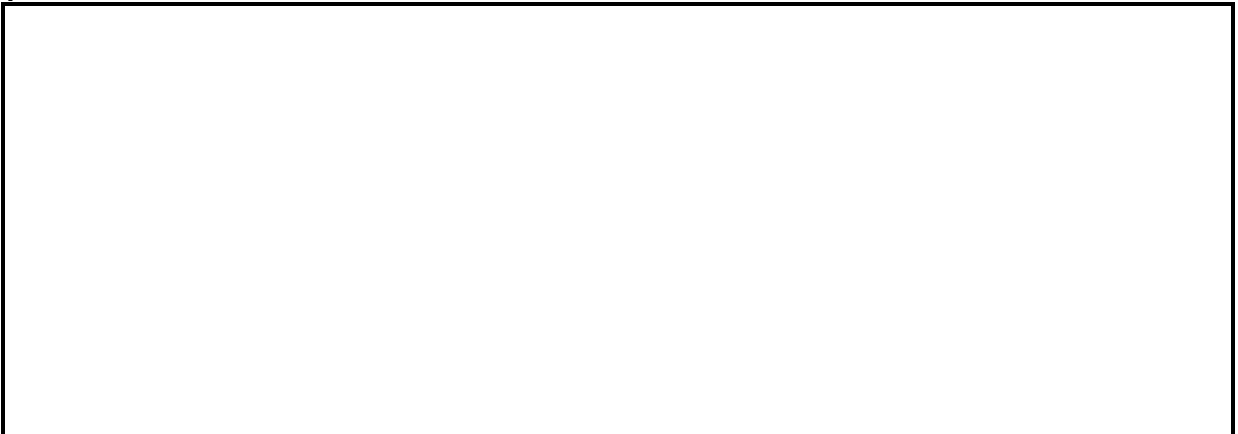
Costumes:



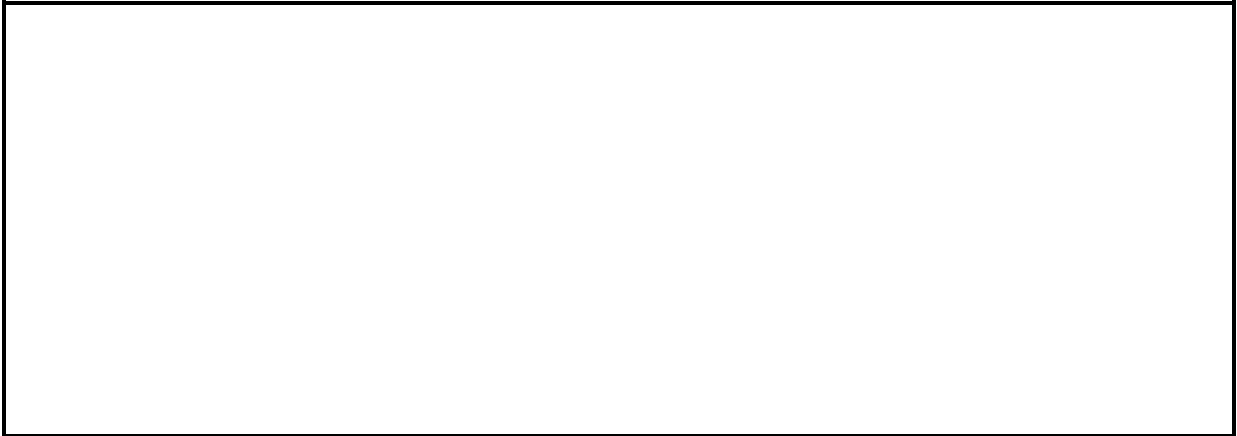
Props:



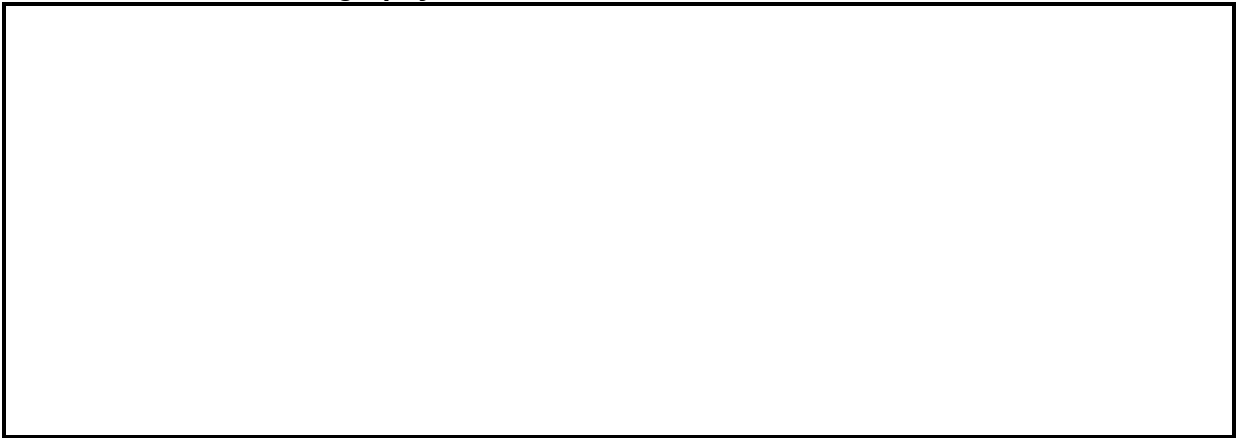
Special effects:



Music and/or sound effects:



Movement and/or choreography:



Dialogue:

Some of the information was taken from the following sources of information

https://cheezburger.com/
https://www.teacherspayteachers.com/
https://www.zazzle.com/william_shakespeare_quote_poster
https://www.slideshare.net/MOHANADASA/conventions-of-sitcoms
https://www.liveabout.com/
http://draconicarcaniahangout.weebly.com/
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Term 4

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