

GRADE 7

TERM 3

DRAMA

WORKSHEETS

Activity 1

Compare the correct explanation with the correct term in the next column

Explanations	Terms
1. dramatizing issues related to ideas, customs, behaviour of a particular society,	A. Theatre:
2. Is a building or outdoor area with chairs or seats in tiers in which plays and other dramatic performances take place,	B. Social events:
3. dramatizing issues involving public positive or negative characteristics of persons forming group	C. Chants:
4. repeated rhythmic phrases political, wedding, cultural or ancestral shouted or sung in unison by crowd.	D. Space: a.
5. downstage and upstage or walking on a stage set	E. Cultural events

Activity 2

Take the relevant question to be asked as you design an improvisation next to the relevant needed explanations of such questions

Column A	Column B
1.1 Who ?	A. Time portrayed by drama i.e. years, time of the day
1.2 What ?	B. The people the drama is designed for (age of audience or listeners)
1.3 Where ?	C. Audience
1.4 When ?	D. Props
1.5 Who to?	E. Actors

Activity 3

Fill the blank spaces with the correct career from the ones listed in the brackets below to give a full explanation of the career creative team as you learnt them with your teacher this term (stage manager, stagehands, make-up artists, costume mistress, props master/mistress lighting technicians, sound technicians, front of house staff)

1.1a person who moves scenery or props before, during performance of a play

1.2a person responsible for the lighting and other technical arrangements for a stage play

1.3is involved with rigging stage and location sets and control

1.4any person in charge of procuring, making maintaining and returning all props in a play including artificial electric lights for drama production

1.5a person whose job is to apply cosmetics to actors/ performers or models

Activity 3

Define in full the meaning and the functions carried out by the following individual in the creative team:

- 1.1 Narrator:.....
.....
- 1.2 Costume mistress:
.....
- 1.3 Costume designer:.....
.....
- 1.4 Front house staff:.....
.....
- 1.5 Sound technician:.....
.....

TERM 3

ART FORM: DRAMA

TOPIC: 2 DRAMA ELEMENTS IN THE PLAYMAKING

FORMAL WORK: Practical Assessment Task (PAT) Cultural or social events

• Cultural scenes • Weddings • Baby christening • Payment of bride price • Welcoming of the bride • umembeso, • memulo, • umtsimba	• Birthday party • Celebration of an achievement • Welcoming party • wedding, funeral, Christening, • Bar Mitzvah, Bat Mitzvah or • Diwali,
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Polished improvisation Formal assessment

- Use one of your group's impromptu improvisations as the basis for a short script.
- You may make changes to the script if you think it will improve the storyline.
- Your polished improvisation should be between 4–5 minutes long.
- Work on the dialogue to make sure the characters are believable both in terms of what they say and how they behave. Rehearse your improvisation well.
- Present your drama improvisation to the rest of the class or grade.

REMEMBER IT'S A PROCESS TO PREPARE A DRAMA PERFORMANCE

Dramatise a cultural or social event

Instruction Sheet

- Work as a groups of 5–8 members to perform your own social or cultural ceremony and present it to the rest of the grade or school, if that is possible.
- Choose a ceremony that is realistic and relatively easy to dramatise, preferably a ceremony you have watched or participated in.
- It is not necessary to use costumes or props, use items you at home you may use them in the production. You may buy those that are not found at home but improvisation is key in this regard.
- Examples of cultural or religious ceremonies you could present are a **wedding, funeral, Christening, Bar Mitzvah, Bat Mitzvah or Diwali, umembeso, memulo, umtsimba** and others
- You may need to do some research or ask your parents or ant adults in your community to tell you about what happens on these occasions.



Try to complete the following worksheets as you practice your performance and submit to the teacher as part of your formal assessment task before the actual practical assessment task

- 1. What?** Name the cultural or social event you have chosen to dramatise and explain why you have made this specific choice.

- 2. Actors:** list the members who will be participating in your group and include their role in your performance

CHARACTERS	ROLES

3. **Audience:** Who is going to be the audience in this ceremony? Is it your class or the whole school

4. **Performance space:** Where will the event take place? Where will the audience and participants or performers be seated?

5. **Time:** When will this event take place and how long will it last?

6. **Costumes:** list and describe the costumes and the role they will play in the event. You can also include a picture or two if you want to



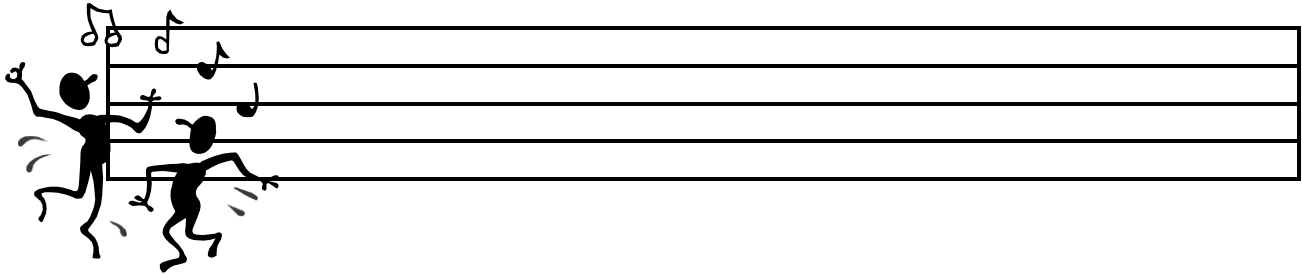
7. **Props:** List the props you will use to enhance the performance and mention why do you need them? and include

8. **Special effects (optional):** Will any special effects form part of the event, and if so what and why? Describe how you will use technology to create visual or aural displays.

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9. **Music or accompaniment:** Will you make use of music? If so, what instruments will you use and when will you play them? How big a part will music play in the production? Explain and describe.



10. **Movement or choreography:** What movement or choreography will you use in the event? Describe and explain the meaning or significance of the movements used.

11. **Dialogue:** Will you use any dialogue, chanting, call-and-response or songs in the ceremony? Describe and explain.

Final: Ask someone to take a photograph of the 'finale' or high point of your production. All the members of your group must be in the photograph. Paste it in here.

USE OF DRAMA ELEMENTS IN EITHER CULTURAL OR SOCIAL EVENTS IN TERMS OF:

Instruction Sheet

- Work as a groups of 5–8 members to perform your own **social or cultural ceremony** cultural or religious ceremonies you could present are a **wedding, funeral, Christening, Bar Mitzvah, Bat Mitzvah or Diwali, umembeso, memulo, umtsimba** and others
- The following criteria will be looked in allocating marks, remember you will be assed as an individual although you will work as a group
 1. Social or cultural ceremony presentation.(5)
 2. Space arrangement for actors and audience (stage). (5)
 3. Use or improvisation of relevant costumes and props.(5)
 4. Display of cultural or social research done.(5)
 5. Is the ceremony realistic, are character(s) believable? (5)

Criteria	5 Excellently archived	4 Achieve	1-2 partially achieved	0 Not achieved
USE OF DRAMA ELEMENTS IN CULTURAL OR SOCIAL EVENTS IN TERMS OF:				
social or cultural ceremony presentation (5)	Excellent social or cultural ceremony presented , (5)	Good social or cultural ceremony presented (4)	Fair social or cultural ceremony presented (3)	Mixed or No Excellent social or cultural ceremony presented at all (1)
Space arrangement for actors and audience (stage) (5)	Excellent spatial arrangements (5)	Good spatial arrangements (4)	Fair spatial arrangements (3)	Poor spatial arrangements (1)
Use or improvisation of relevant costumes and props (5)	Excellent use of relevant costumes and props or excellently improvised (5)	Good use of relevant costumes and props or a good improvisation displayed (4)	Acceptable use of relevant costumes and props or a fair improvisation displayed (3)	No use of relevant costumes and props or no effort displayed at all improvisation displayed (0)
Display of cultural or social research done (5)	Excellent research done on cultural or social (5)	Good research done on cultural or social (4)	Fair research done on cultural or social (3)	No research done on cultural or social (0)
Is the ceremony realistic, are character(s) believable? (5)	Excellently realistic ceremony and exceedingly	Realistic ceremony and believable character(s) (4)	Real ceremony and fairly believable character(s) (3)	Non realistic ceremony and unbelievable character(s) (0-1)

	believable character(s) (5)			
				Total: ____/25

GRADE 7

TERM 4

DRAMA

WORKSHEETS

TERM 4

Activity 1: Term 1- 4 Revision

Answer the following questions

1.1 Two main tools of acting in Drama and

1.2 Define relaxation:

1.3 Define breathing.....

1.4 Define resonance

Activity 2:

1.1 Define articulation

1.2 Define release tension

1.3 Explain mirror work in drama.....

1.4 Explain imagery in details.....

1.5 Lead and follow movements.....

Activity 3

Topic 5: Careers/ field of study

Match relevant explanation in the second column with the terms in the first column

Field of study	
Terms	Explanation
1.1 Field of study	A. is a person who introduces items in a particular programe on radio or television
1.2 Radio / TV presenter	B. A person who who is employed to help people attain their goals in life
1.3 Drama teacher:	C. An official host of ceremony staged event, conference, convention or similar performance
1.4 Drama life coach	D. a branch of knowledge, taught and researched as part of higher education
1.5 Master of ceremonies	E. Someone who educate or train students on how to act, communicate or project their voices during acting

Activity 4

Topic 5: Careers/ field of study

True or false about field of study

1.1 For drama teachers/coach: teaching in public schools: a certificate, teacher education program, and student internships

1.2 No need for formal or academic qualifications to become a life coach

1.3 To be a master of ceremonies one must be skilled in public speaking, be able to make the audience at ease and create a good atmosphere and be an entertainer and have a good sense of humor

1.4 Radio or TV presenter be able to work on both media, be able to work under hot lights, TV presenter recommended subjects Dramatic Arts, Languages, Visual Arts and Music, Diploma or degree in drama and speech

1.5 Speech therapist is expected to have a degree in/; speech-language pathology 4 year professional qualification

Choral verse

A choral verse can be described as the effective communication of a poem or prose piece by a group of people speaking together by using specific techniques.

It is great for learning how to perform as part of a group.

It's important that you listen carefully for your cue (final words before you have to speak) , so that there is no uncomfortable pauses.

Being quick to follow on cues influences the pace of the poem, and it should therefore be used correctly.

Different techniques to use in a choral verse

1. Divide the class into different voice groups

- ❖ High-pitched boys' voices
- ❖ Low-pitched boys' voices
- ❖ High-pitched girls' voices
- ❖ Low-pitched girls' voices

2. Make use of different combinations of voices to create effect ➤

The whole group speaks in unison.

- ❖ Smaller groups alternate in response to one another (antiphon), either in mixed voice groups or specific voice groups.
- ❖ An individual learner can speak a line or phrase.
- ❖ Echo: one learner speaks a line, while the group echoes it back.
- ❖ One word at a time: selected learners speak one word each of a phrase.
- ❖ Closure: one learner speaks a line or phrase with the whole group speaking the last word.
- ❖ Individual learners can be given specific character roles, if there are characters that speak in the poem.
- ❖ Build up to a vocal climax by getting an individual learner to speak a line, a small group to speak the next line, and then add more people with each line, until everyone speaks the final line.

3. Tips for grouping

- ❖ Learners who speak at the same time are grouped together.
- ❖ All the learners should be visible to the audience.
- ❖ Try to create an interesting shape in the way the learners are grouped together.
- ❖ The grouping can be changed if it will add to the overall visual effect and meaning of the poem, but it must happen effortlessly and smoothly.

4. Tips for creating vocal and visual effects

- ❖ **Gestures** can help to convey meaning when they are appropriate. They must be performed in exactly the same way, at exactly the same time, in order for them to enhance and not detract from the performance.
- ❖ **Facial expression** and **eye contact** with the audience will show the speakers' involvement and enjoyment and help to engage the audience.
- ❖ **Body movements** can be used to great effect, but be careful not to overdo or exaggerate them. They should look spontaneous.
- ❖ **Sound effects** such as body percussion, musical instruments (e.g. triangles or rattles), voice or the clapping of a rhythm can further enhance a performance.

Costumes and props should suit the mood and theme of the poem

Samples of Coral Verses 1

Waiting for Daylight

*He would enter the corral in the
thick fog of mist, up long before
daylight would christen the air
The skies would be coral, and the sun glazed the crest
Dust clung to the heels of his old
leather boots, and gathered in
shrouds around the hoofs of the
mare.*

*Billowing were clouds, and a
whirlwind of grief that followed
the storms of long hours awake
Endless were nights without the
refuge of sleep while he waited
for sun to arrive and relieve*

*Caressing the flank of her sleek
narrow, frame, his favorite mare,
Queenie, was the color of dawn
He would gather her reins, for a
moment of calm then, bury his
face in her rusty brown mane*

*He'd watch as the light slipped over
the hills, smoothing the shadows,
that haunted his world
Without ever knowing the worries
we found as we saw those same
shadows, splay rapidly down,
drowning his eyes, with dark circles
and frowns*

*Grief and the love of his
horses, would ride,
together, off
center....wherever, to hide,
and soften the hours, that
waited for night*

*For the house was a shell, and the bedroom,
upstairs, became the forbidden, without her
to share*

*The nights, ever long, were just
waiting to tear open the wounds
that couldn't be shared*

*Up at the sunrise, and out until
starlight
Where shadows grew stronger, and nights even longer
Burning the daylight, until light was
in ashes, then thrashing the midnight, with
the darkness of mourning, wading through
dust-clouds, to see morning's light
Waiting for something to make it
alright*

By: Taylor Graham

She moved away out here
to get away from people,
from a job that buried her
under
other people's problems. We're rural here.

She settled in a place with
barn and corral, got a horse
but doesn't ride. Adopted a
dog
and two barn cats plus one for the house.

Added some pens and got a
nanny goat, two sheep, one
pig, two hens, a rooster and
a husband but like most other humans

he had his problems. Before long he was gone.

She put out grain for wild
turkeys, a saltlick to lure in
deer. Jackrabbits who ravage
gardens

here and there. Coyote keeps
to edges, hawk to thermals
and the owl to dark. Last
night we heard the most
blood-curdling cry from her
direction. Husband back with a gun? No
country home's complete without a
peacock screaming murder

Activity 5

Topic 5: Careers/ field of study

Field of study	career requirements/Qualifications required
1.1 Speech and voice therapist	A. is a person who introduces items in a particular program on radio or television
1.2 Radio / TV presenter	B. A person who coaches the characters
1.3 Make up aertist:	C. An official host of ceremony staged event, conference, convention or similar performance
1.4 Drama life coach	D. A person who is responsible to change character's images to suit the character
1.5 Master of ceremonies	E. Someone who educate or train students on how to act, communicate or project their voices during acting

GRADE: 7

MARKS: 25

FAT: CHORAL VERSE

DURATION: 3 hours

Instructions: you are expected to perform either a **CHORAL VERSE** for formal Practical Assessment Task

This is how marks will be allocated for the CHORAL VERSE

- vocal modulation and expression (pitch, inflection, pace, pause, volume, emphasis, tone-colour) (5)
- harmony with other performers (5)
- Choral verse techniques (e.g. speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines) (5)
- Group movement (consider working as one, using body percussion, point of focus) (5)
- Usage of body and voice to show understanding of the text and interpretation of the choral **verse** (5)

Criteria				
Vocal modulation and expression (pitch, inflection, pace, pause, volume, emphasis, tone-colour) (5)	outstanding modulation and expression (pitch, inflection, pace, pause, volume, emphasis, tone-colour) (5)	Good modulation and expression (pitch, inflection, pace, pause, volume, emphasis, tone-colour) (4)	Fairly use of modulation and expression (pitch, inflection, pace, pause, volume, emphasis, tone-colour) (3)	Poor/no modulation and expression (pitch, inflection, pace, pause, volume, emphasis, tone-colour) (1-2)
harmony with other performers (5)	Outstanding harmony with other performers (5)	Good harmony with other performers (4)	Satisfactory harmony with other performers (3)	Poor/no harmony with other performers (1-2)
Choral verse techniques (e.g. speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines)(5)	Excellent choral verse techniques (e.g. speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines) (5)	Good choral verse techniques (e.g. speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines) (4)	Fair choral verse techniques (e.g. speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines) (3)	Poor/no choral verse techniques (e.g. speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines) (1-2)
Group movement (consider working as one, using body percussion, point of focus) (5)	Excellent group movement (consider working as one, using body percussion, point of focus) (5)	Good group movement (consider working as one, using body percussion, point of focus) (4)	Fair group movement (consider working as one, using body percussion, point of focus) (3)	Poor group movement (consider working as one, using body percussion, point of focus) (1-2)

Usage of body and voice to show understanding of the text and interpretation of the choral verse (5)	Excellent Usage of body and voice to show understanding of the text and interpretation of the choral verse (5)	Good Usage of body and voice to show understanding of the text and interpretation of the choral verse (4)	fair Usage of body and voice to show understanding of the text and interpretation of the choral verse (3)	poor/no Usage of body and voice to show understanding of the text and interpretation of the choral verse (1-2)
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