

**TERM 3**

**GRADE 9**

**DRAMA**

**WORKSHEETS**

## Grade 9 TERM 3 DRAMA

### Activity 1

Answer the following by comparing the two columns

| Form Of Drama                            | Explanation                                                                                                                                                                                                                                                                           |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 exercise the jaw and facial muscles. | A. The teacher calls out each line and then the learners repeat it back.                                                                                                                                                                                                              |
| 1.2 It is called an response             | B. Sitting in a circle and then you pass a particular word around the circle each of the group member takes turns to say the word and you can change dynamics and speed. make sure that your voice is optimal for the space (classroom, school hall, or outside) you find yourself in |
| 1.3 Pause                                | C. A good warm up before any vocal work.                                                                                                                                                                                                                                              |
| 1.4 Pitch                                | D. This is done to allow time to take a breath, emphasise a words, allow listeners to comprehend what we are saying, prevent a monotonous pace, build suspense and help with articulation                                                                                             |
| 1.5 Voice projection exercises           | E. is called <b>inflection</b> or <b>intonation</b> and it can change the meaning of a sentence.                                                                                                                                                                                      |

### Activity 2

Circle or highlight the correct word to complete the meaning of the following.

2.1 Empowers actors to stand in a more upright position and boost their confidence level.

- A. Skipping
- B. Posture
- C. Sitting in a circle
- D. Jumping all over the hall

2.2 It tells if a character's voice has a low or high pitch

- A. Voice
- B. Volume
- C. Pace
- D. Breathing

2.3 Is positioning of objects and bodies in the performing platform and the relationships between them so that they make meaning to their performance

- A. Props
- B. Sets
- C. Lights
- D. Space

2.4 Are the most important aspects of space in drama.

- A. Grouping, Levels, Pathways and Personal space
- B. The plot is the storyline or arrangement of action
- C. The beginning, middle and end
- D. Script writing, words and directions of a play.

2.5 body paint used to transform an actor into a character

- A. Props
- B. Costume
- C. make up
- D. Hair dressing.

#### Activity 3

Match Columns: match the relevant **information** in Column A with the relevant explanations in column B

| Column A                                                         | Column B                                                                                                                                                                       |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 Movement                                                     | A. What does the character look like physically? How old is the character? What is the character wearing? How does the character sound like?                                   |
| 3.2 Reasons or purpose of performance in drama                   | B. Using timing, direction and energy to build a sustained sequence of roaming around the performing space can enhance understanding of characters and the meaning of a scene. |
| 3.3 Age group, economic, social and political background         | C. To enlighten, educate, entertainment, mobilise inform                                                                                                                       |
| 3.4 Most important moments, effective use of words and dialogues | D. It is important to target the audience of your performance according to                                                                                                     |
| 3.5 Outer characteristics                                        | E. Development of drama should be according to                                                                                                                                 |

#### Activity 4

State whether the following are **True** or **False**

- 4.1 Basic staging conventions mean rules and techniques used by the writer in creating the play.
- 4.2 Technical resources are all stage lighting, props, scenery, and sound, make up and costumes used only in comedy.
- 4.3 Space in drama means how performers are positioned on the performance area without audience in that area.
- 4.4 Sets pieces can be things like sofas, chairs, bookshelves, fake buildings, cups and pots
- 4.5 It is not important to involve and consider audience while planning performance in drama.

1.Name three movies that Angelina Jolie have played in and also mentioned the character she played as?

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

2. Who does Will Smith play in “Men in Black”?

---

3.What character does Will play when he was painted blue?

---

4. Both Angelina and Will played roles in action movies. Name one action movie they played in.

---

5.Who played the Joker in the film Batman and why is the face of another actor placed next to him?

---

6.Name one of the movies above where a singer also acts.

---

7. Use some magazines and make a collage of actors playing in movies or on T.V. and write the character each is playing in that particular movie or series.

## Physical Characterisation

### Activity 6

Date: \_\_\_\_\_

In physical characterisation the focus is on the outward appearance and movement of the character. In other words, it is the way the character walks, sits, stands and gestures, as well as the facial expressions he/she uses.

### Activity

Choose an animal:

Describe the physical appearance of the chosen animal in detail:

Describe the way this animal moves:

Describe any behaviour patterns of this animal in detail:

How would a human being move if he/she made use of this animal's movements and behaviour patterns? Motivate.

What kind of person would this be? Describe the inner qualities.

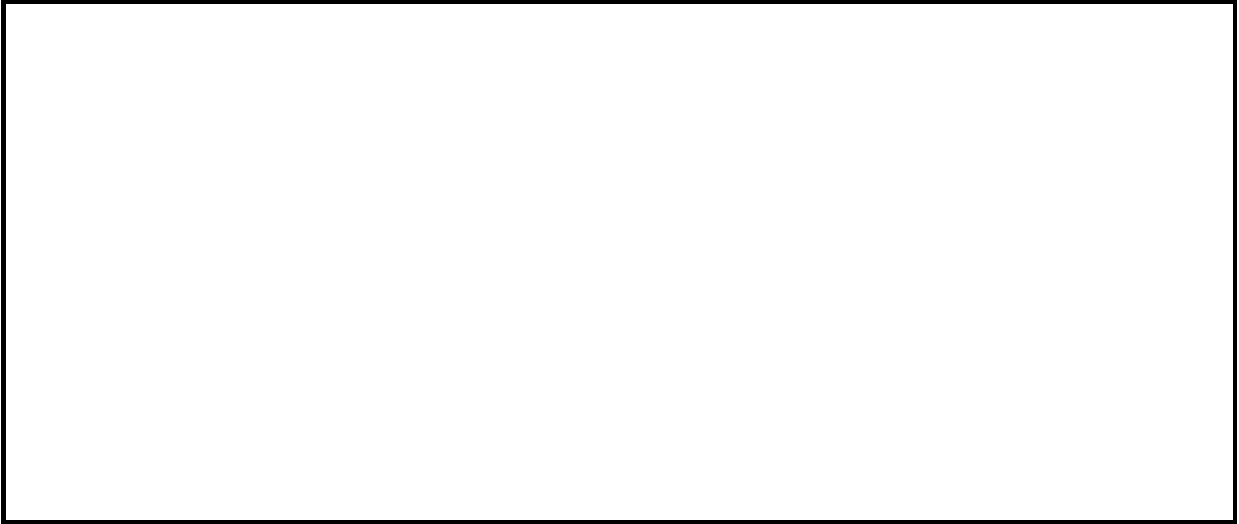
The above information to physically create a character. Get your character to perform the following tasks:

- ✓ Watch television
- ✓ Make a sandwich
- ✓ Shop for groceries

Get your character to interact with another character. Make use of the following scenarios:

- ✓ Meeting a friend while walking on the beach
- ✓ Arguing with a waiter
- ✓ Planning a bank robbery

Reflect on the practical component of the activity. What were the challenges for you? How did you overcome these? Would you change anything if you had to repeat the activity? Explain.



### **Inner Characteristics**

Attitude / Personality

Is your character confident or nervous?

Is your character outgoing, responsible and or adventurous?

What do you think the characters motto in life might be?

The inner personality traits of the character can be related to the colours

Blue can represent sadness, purple – royalty, black – evil etc.

Use the above information to physically create a character. Get your character to perform the following tasks:

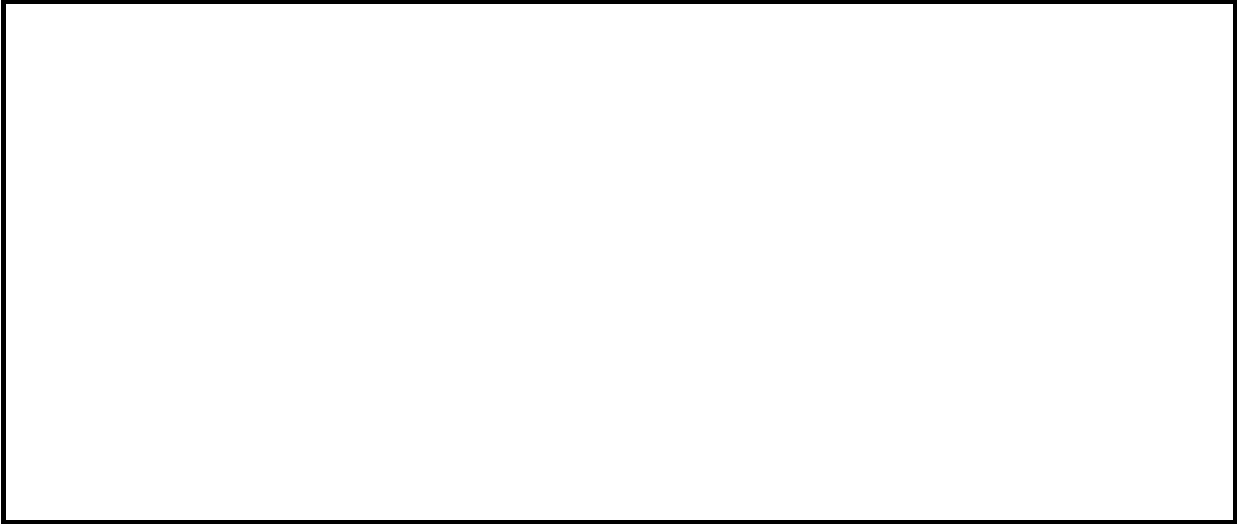
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### Character Development Sketch

*What thoughts are circling in his or her head?* Brain

*How does he or she see the world?* Eyes

*Memorable Quote* Mouth

*What burdens does he/she carry?* Shoulder

*What does he/she worry about?* Heart

*What does he/she care most about?* Heart

*What does he/she need to hold on to? Who/what would be considered his/her "right-hand man?"* Right Hand

*What is his or her weakness?* Left Hand

*What has he/she "left" behind?* Left Hand

*his/her life up to this point?* Achilles Heel

*What or who has helped shape* The "Roots"

*What significant events have he/she experienced* The Road - Life Line

## Language

### Other literacy elements

**Language:** In Drama the particular manner of verbal expression, the direction or style of writing, or the speech or phrasing that suggests a class or profession or type of character

**Style:** the shaping of dramatic material, settings, or costumes in a deliberately non-realistic, manner

**Soliloquy:** A speech by a single actor who is Alone on stage.

**Monologue:** A long speech made by one actor (a monologue may be delivered alone or in the presence of others).

### Types of language in Drama

Language is subtle and can express all sorts of shades of meaning.

There are a few obvious, rules: for example: if a character shouts, they might be angry, frightened, in pain, frustrated or shocked.

Playwrights chose their words carefully and with purpose; you need to pick up clues as to what their purposes are.

## **Topic 2: Drama elements in playmaking**

### **Content/concepts/skills**

Developing a polished improvised performance focusing on the following:

#### **Purpose of performance:**

- Educate, enlighten, entertain, mobilise, inform, etc.

#### **Target audience**

- Age group, economic background, social background, political background

#### **Basic staging conventions**

- Stage space – centre stage, upstage, downstage etc.
- Use of performance space – placing of actors, indicating fictional place of the drama, movement patterns
- Placement of the audience in relation to the type of stage

#### **Symbols**

- Objects may be symbolic and reflect on the deeper meaning of the play

**Technical elements:** adding to the meaning, mood, impact and spectacle (if relevant).

Design, develop and make own technical elements such as:

- Costumes – pieces of costume that contribute to characterisation, add meaning, symbolism
- Props – used to enhance meaning, characterisation and dramatic tension in the play
- Sets – economical use of set pieces, different meanings assigned to objects
- Lighting – different kinds of lights or colours create different spaces, time-frames, moods, meanings, contrasts between well-lit performance space and darkness, use of spotlights

## **Pitch**

This refers to the height or depth of the voice.

There are three main pitches: high, middle or low.

**There are different reasons for changing the pitch:**

- Changing of emotions
- Characterisation
- A change of paragraph or subject matter when speaking a parenthesis

The best way to present a speech is to try to get balance between high & low pitches.

## **Inflection**



Inflection is the variation in pitch of your voice as you speak.

The inflection can change the meaning of the words just by changing the inflection.

A rising inflection is when the pitch of the voice goes up or higher.

A falling inflection is when pitch of the voice goes down or lower

## **Pace**

How fast or slow your voice is you speak in. No two people speak at the same pace.

If you speak to slow people tend to get bored easily. When you are excited about things ones pace usually fastens.

Two things determine how quickly people speak a passage:

- The nature of the passage
- The capabilities of the speaker

## **Symbols in Drama**

Symbolism is a device in which an object, person or situation is given another meaning beyond itself. There are many kinds of symbols, every culture has their own symbols with different meanings. It is possible to signal complex ideas in a drama through commonly recognized symbols.

Costumes can also be symbolic. At times symbolic colours are used, for example purple that shows wealth and royalty, In early times the purple dye came from crushing sea shells.

## Technical Elements in Drama

### Set and lighting design

### Drama elements in Playmaking

#### Sets

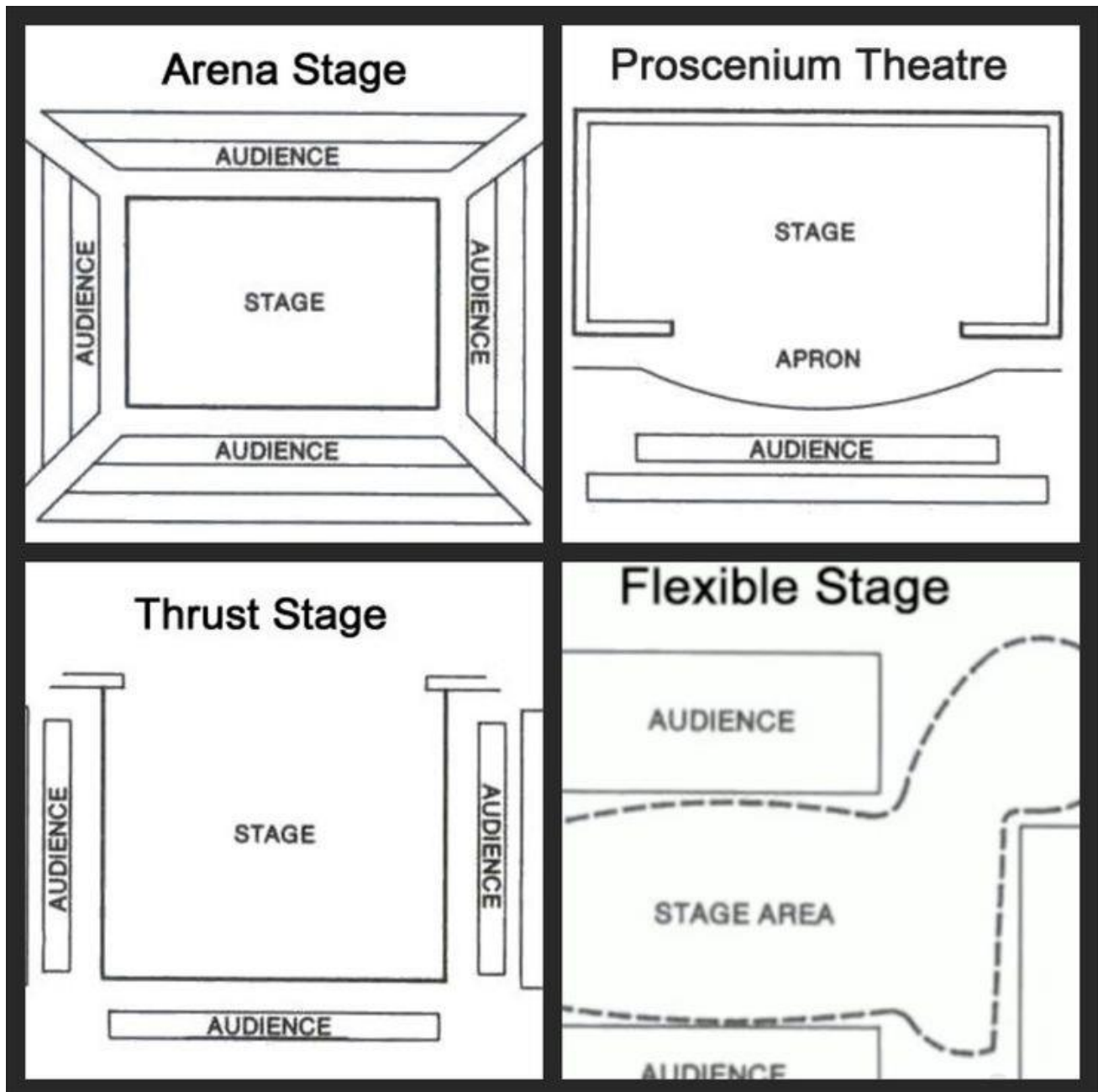
#### Stage designer

- The stage designer takes care of all the visual effects to create mood and atmosphere.
- The stage designer makes props, paints scenery, controls curtains, platforms and ad backdrops. He consults with the director on what effects must be created during the show.
- Every theatre is different. Before deciding on any idea, the stage designer draws a plan on the stage area.
- The designer can use colour to make the plan more effective.
- **The stage designer uses technical terms like:**
  - **Setting lines** (imaginary lines drawn across the stage downstage that shows where scenery should be placed)
  - **Centre line** ( an imaginary line drawn across the middle of the stage)
  - **Tabs** (the main curtains at the front of the stage)
  - **Scene clock** (storage space for the scenery)
  - **Wings** (the area on the sides of the stage).
- The designer usually gives the plan to all those involved in preparing the stage for the production.
- To be a good stage designer, you need to be able to visualise or see the stage in your head as well as draw plans of the stage.
- The stage designer takes note of five areas:
  - onstage area: acting area
  - floor of the stage: what is it made of?
  - backstage area: how will scenery be able to get on stage?
  - lighting availability
  - Audience: How far will they be seated from the stage?

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

#### Types of Stages

The 3 types of Stages are the End Stage and the Proscenium Arch Stage, the Arena Stage and the Thrust Stage.



### Set pieces

Sometimes set designers are given huge budgets in order to create spectacular senses for a performance. Usually the set designer need to think of ways to save money yet still produce a set that is interesting, relevant and visually attractive to the audience. The amount of set pieces can also be kept small yet changing the lighting effects and stage props to create a new scene.

### **Different meanings assigned to objects**

Set pieces are objects that form part of the scenery that stand by themselves.

These objects create meaning.

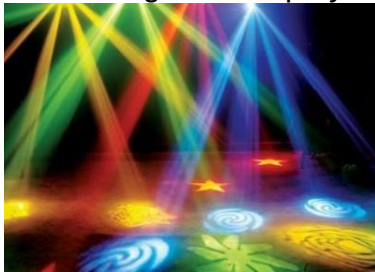
They could create the specific time period of the performance or place e.g. forest, castle etc.

### **Basic lighting**

This consists of floodlights and spotlights and the use of different coloured lenses to create different moods.

To light up our stage, experiment with natural light from the windows and doorways.

The placement, intensity and colour of lights help communicate the environment, mood and feeling that the play will have.



### **Sound**

Microphones, amplifiers and speakers are used to magnify the sound of voices and musical instruments on stage to the audience.

Sound effects can be played on a DVD player or can be made with the mouth or other body parts.

The effect an audience hears during a performance to communicate character, context or environment.

Silence can play an important role in moving image.

It can either diegetic or non-diegetic and be used to emphasise something or imply something might happen.

Ambient sounds are background sounds.

They are what we would expect to hear, such as birds outside.

Ambient sounds are used to establish or reinforce the atmosphere / mood of a scene and also provide continuity between shots and prevent unnatural (unwanted) silence, when no other sound is present.





**Polished improvisation**  
**Formal activity**

**Instructions**

Divide into groups of 5–7.

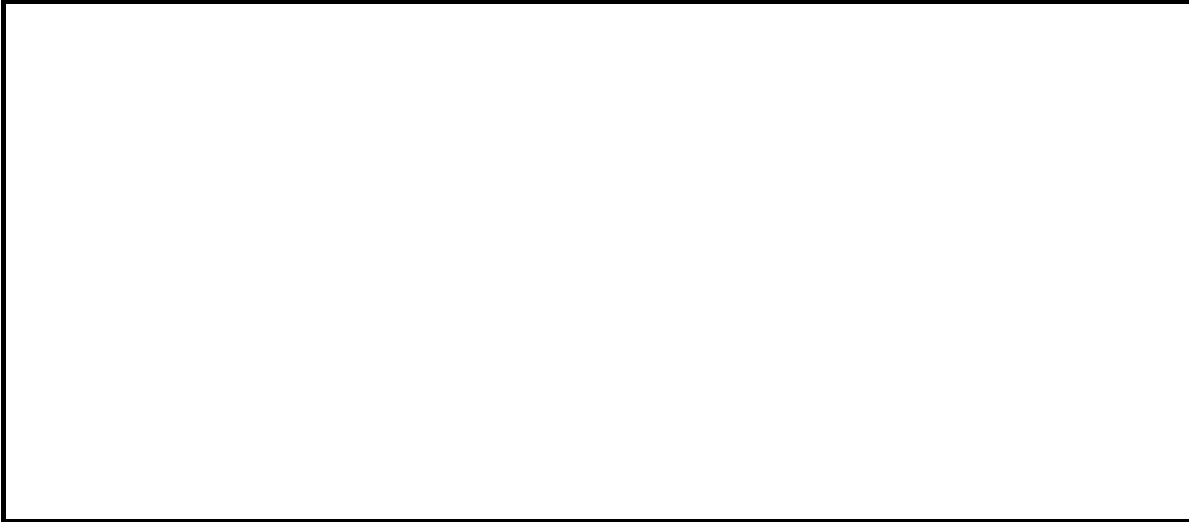
Make sure that you choose your group carefully to avoid future disagreements and problems regarding different work ethics.

You have to develop a polished improvisation that will be performed at the end of the term.

Brainstorm a few themes that are relevant to your daily lives and write them below.

**(5)**

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



Choose one of these themes to work with. Through improvisation, explore the many story options available to you through this theme, and come up with a plot for your play. At this stage it is just necessary to come up with a broad storyline, and not any details.

Write down the theme you have chosen and explain why you have decided on this specific theme.

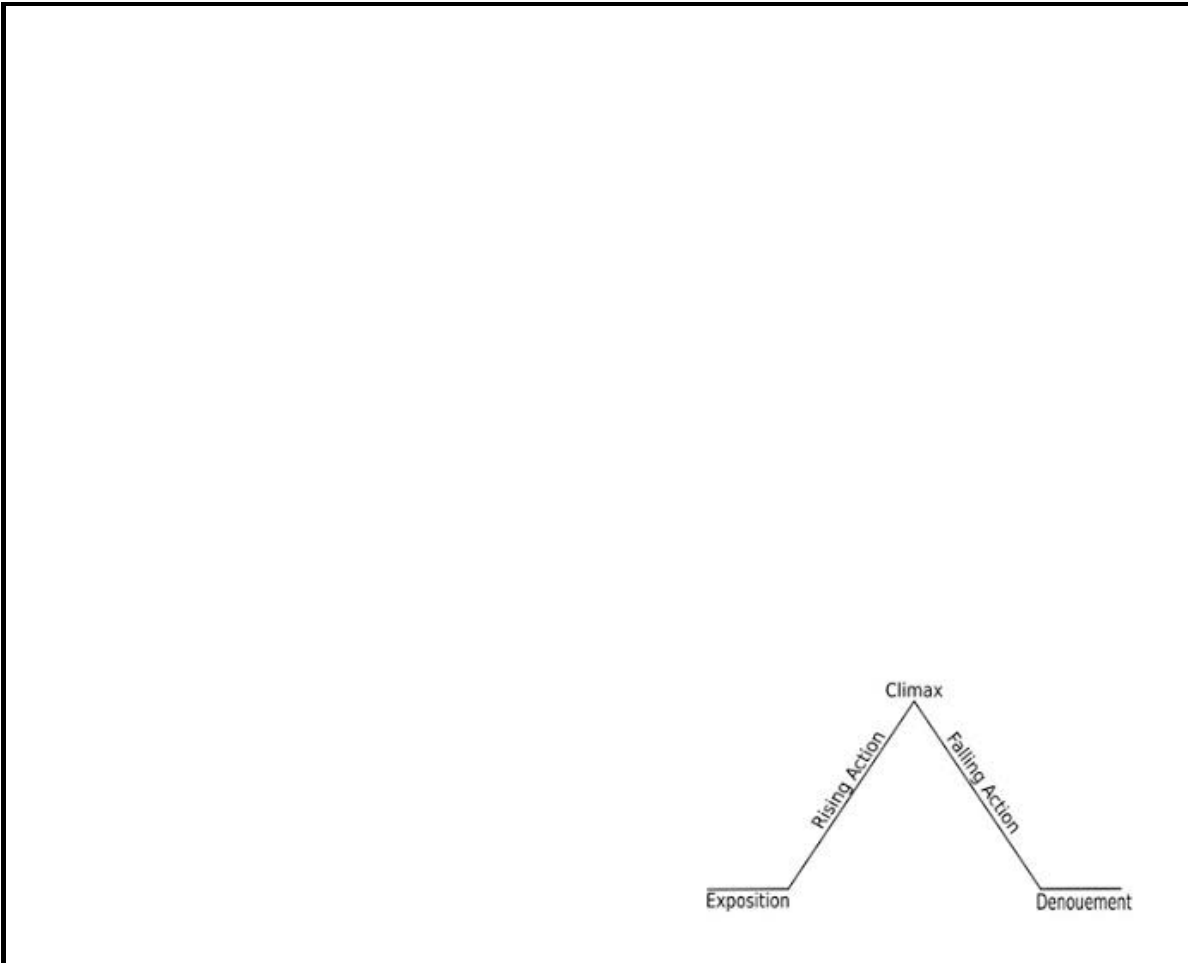
**(2)**



Provide a broad outline of the plot (what will happen).

**(5)**





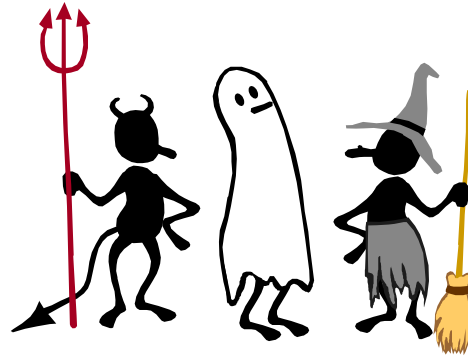
You now have to develop your story. Decide what type of structure will best enable you to convey the theme of your play to the audience.

Which structure will suit your play best? Explain why.  
(2)

A large empty rectangular box for writing, intended for the student to explain why a particular structure suits their play best.

Decide which characters you need to tell your story. Give a short explanation of why you have chosen these specific characters.

(10)



Decide which group member will portray which character. Each group member now has to develop his/her character by paying attention to the following: personality, likes and dislikes, habits, hobbies, style and any other information that is crucial for the story. Also think of how your character will talk, stand and move around.

Write a short biography for your character. Also look at where your character fits into the plot and explain how your character will help develop and build dramatic tension.  
**(12)**

A large, empty rectangular box with a black border, intended for students to write a short biography for their character. The box occupies the majority of the page below the instructions.

Look at the dramatic tension of your play and describe and explain it. Is the conflict an internal struggle within one of the characters, or is it a conflict between different characters? Is it a conflict between one of the characters and the physical environment? Is it a conflict between a character and his/her social or cultural environment, which includes that society's beliefs, attitudes or traditions? Explain and motivate.

**(10)**

Think about the language your characters will use. Make sure that it suits the different characters, as well as the environment of the play. What do you want the audience to learn through how you make use of dialogue? Remember that the dialogue should have a specific purpose and must help to unfold the story and develop dramatic tension.

Experiment with different variations of telling your story, until you create a play you can write down in script form. Make sure each group member has a script. Learn your words!

Think about your target audience and how they will receive your play.

Why are you performing this play? Is it just to entertain the audience or do you want to achieve anything else, like educate, enlighten, mobilise or inform? Explain.

**(5)**

Who will be your target audience? Describe your target audience and how you think they will appreciate your play. (Include age group and economic, social and political background.)

**(6)**

Describe your performance space and explain which type of stage you will make use of for your performance, indicating where the audience will sit. Motivate your choices.

**(2)**

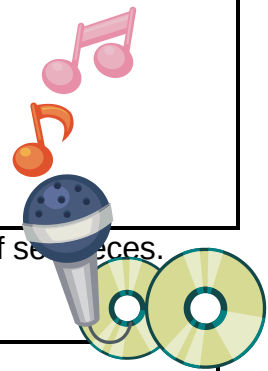
Draw a stage plan in the space below on which you indicate your set design, as well as placement and movement of actors in your opening scene.

**(2)**

Will you be making use of music and/or sound effects? If so, describe how and when you will make use of sound effects and why you will use them.

**(5)**





Describe the set design for your play, and motivate the use or lack of set pieces.

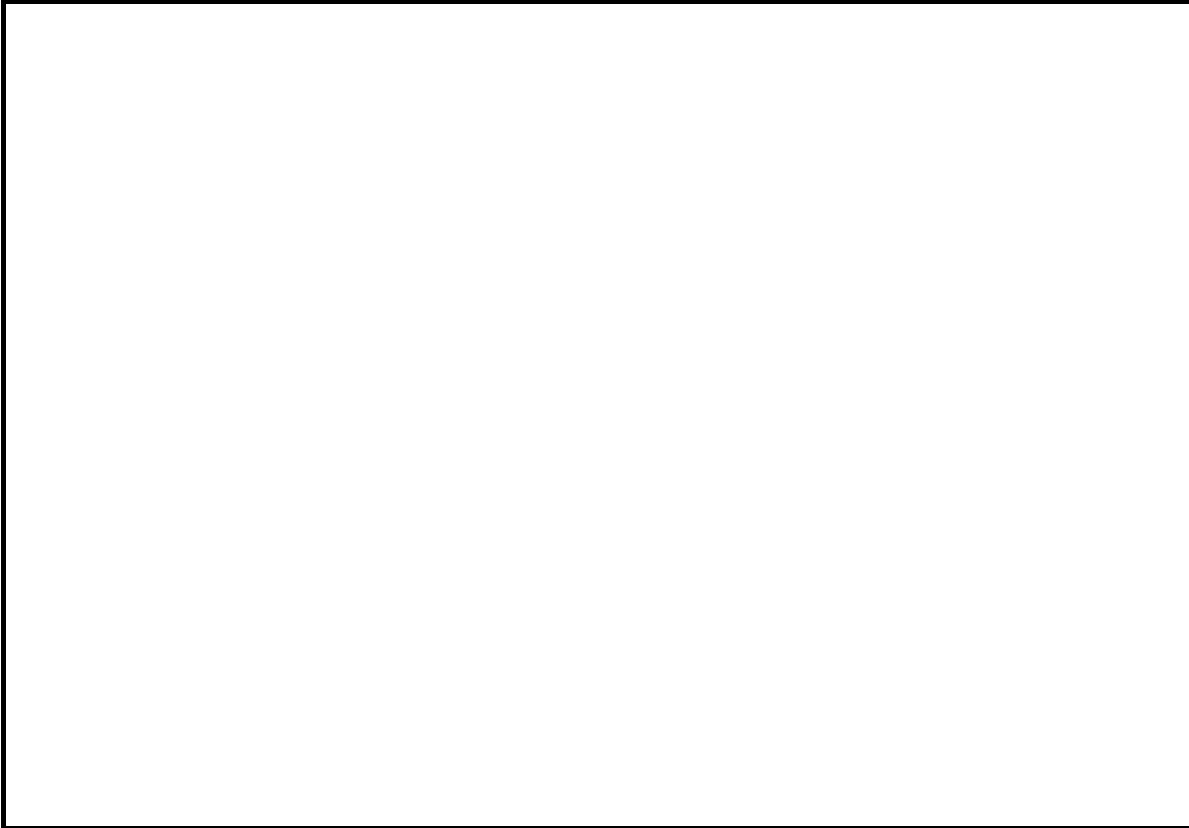
(5)

Describe the costume your character will wear and the props he/she will use. Motivate every choice you make by giving a detailed explanation.

(5)



Depending on your school's technical resources you will either be able to make use of lighting or not. Either way you have to describe what you will do and explain the choices you make. If you have access to lighting equipment and are going to make use of it.



Integrate the action of your play with the technical elements, and rehearse until you are happy with the end result.

Make use of the following checklist:

- ✓ Did you include symbols in your play? Are they clear and well-defined?
- ✓ Do the technical elements enhance your play or detract from the message?
- ✓ Are you clear about how you will make use of your performance space?
- ✓ Does the structure of your play suit the theme and storyline?
- ✓ Are the characters unique and clearly defined?
- ✓ Does the dialogue help develop dramatic tension?
- ✓ Is the time and space clear through the use of dialogue and technical elements?
- ✓ Does the dramatic tension lead to the climax of your play?
- ✓ Is the message/theme of your play clearly recognisable?
- ✓ Does each member of the group know exactly what he/she is responsible for to ensure a successful performance?

All you now have to do is rehearse your play well. Remember to warm-up and cool down before and after each rehearsal, as well as your performance.

**TERM 3** **ART FORM: DRAMA**

**TOPIC:2 DRAMA ELEMENTS IN THE PLAYMAKING**

**FORMAL WORK: Practical Assessment Task (PAT)** Performance of either

- comedy
- tragedy
- musical or
- puppet show

You are expected to develop your own technical resources to enhance your performance:

- props
- set pieces
- costume pieces
- basic lighting
- sound effect and or music

Try as much as you can to justify the usage of these technical resources

The following will be used to assess your performance

1. Physically and vocally characterisation is convincing and use of dialogue by each learner. (5)
2. Stage conventions include good use of space and blocking. (5)
3. Costumes and props contribute to a successful performance. (5)
4. Lighting and the set contribute to a successful performance. (5)
5. The cast is well prepared and performs with confidence. (5)

**Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**Name your Drama** \_\_\_\_\_

**Your Name and group members:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

| <b>Assessment criteria</b>                                                              | <b>Poor<br/>0-1 Mark</b>                                                                                     | <b>Fair<br/>2-3 Marks</b>                                                                                            | <b>Good<br/>4 Marks</b>                                                                                       | <b>Excellent<br/>5 Marks</b>                                                                                                |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Physically and vocally characterisation convincing plus use of dialogue by each learner | Performer has not made an effort in both physically and vocally characterisation and has not used dialogue . | An attempt has been made in both physically and vocally characterisation and the learner attempted to use dialogue . | A great deal presented in both physically and vocally characterisation and good dialogue used by the learner. | Expectations have been exceeded in both physically and vocally characterisation and excellent dialogue used by the learner. |
| Stage conventions include good use of space and blocking                                | Stage conventions have not been used correctly.                                                              | Stage conventions have been used yet confusing.                                                                      | There is a good use of space and blocking adds meaning and structure.                                         | The use of the performance space and blocking is innovative and expressive.                                                 |
| Costumes and props contribute to a successful performance                               | Costumes and props are incomplete, missing or inappropriate.                                                 | Learners have chosen suitable costumes and props yet these are distracting                                           | Costumes and props are well finished and are integrated successfully.                                         | The costumes and props are excellent and adds to the success and symbolism.                                                 |
| Lighting and the set contribute to a successful performance                             | Lighting and the set is incomplete missing or inappropriate.                                                 | Lighting and the set are complete yet distracting or unsuitable.                                                     | Lighting and the set are well chosen adding to the mood and context.                                          | The lighting and the set are highly successful at achieving the mood and content                                            |
| The cast is well prepared and performs with confidence                                  | The cast was not prepared to perform. They did not know their lines.                                         | The cast was fairly prepared yet lacked confidence and timing                                                        | The cast was adequately prepared and confident.                                                               | Expectations have been exceeded. Very professional and timed well.                                                          |
|                                                                                         |                                                                                                              |                                                                                                                      |                                                                                                               | <b>TOTAL 25</b>                                                                                                             |

Reflect on the polished improvisation of another group in your class. Your teacher will allocate which group you will write a critical reflection on. Make use of drama terminology and be as objective as possible in your reflection.

- Critical reflection (Write full sentences and make use of paragraphs to organise your thoughts.)

[illegible]



**TERM 4**  
**SCENE WORK**  
**OR**  
**RADIO DRAMA**  
**WORKSHEETS**



**TERM 4**  
**GRADE 9**

**ART FORM: DRAMA**

**Activity**

Indicate whether the following are True or False

- 1.1 Dialogue is a conversation between 10 or 100 people.
- 1.2 Scene work in drama means actors taking a specific scene from a movie, television or plays and work on it in front of a teacher or instructor or age group and wait for the audience to give feedback with the aim to improve the performance.
- 1.3 A performance without visual component that depends mainly on dialogue, sound and music effects whereby the listener imagines the characters and incidents is television drama.
- 1.4 These are least essential elements of Radio Drama human voice, sound effect, music and silence.
- 1.5 Text analysis is about the text(meaning of written words), context (what is the written piece talking about) and how it is written (external)

**Activity 2**

**Match the correct explanation in the next column**

| Term                             | Meaning                                                                                                                      |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Emotional connection         | A. How performers use their bodies to portray personality traits and emotional state of a character.                         |
| 2.2 Development of relationships | B. When a character in a dramatic performance speaks directly to the audience expressing his/her thought                     |
| 2.3 Physical characterization    | C. The connection between two or more characters like a king and his followers, a father and the son, brother and sister etc |
| 2.4 Soliloquy                    | D. Audience relate to the performers emotions, situation, vocal, body language and mood.                                     |
| 2.5 Audience contact             | E. That mood that evokes character and audience to share the same emotions during dramatic performance                       |

**Activity 3**

**Define the following terms in relation to Drama**

- 3.1 Technical resources: \_\_\_\_\_
- 3.2 Elements of drama : \_\_\_\_\_
- 3.3 Purposed of drama performance : \_\_\_\_\_
- 3.4 Target audience: \_\_\_\_\_
- 3.5 Theatre: \_\_\_\_\_

## A warm-up routine

### Physical exercises

Allow the following verbs to guide your movements:

- ✓ Stretching: you are reaching up towards the ceiling – try to push against it
- ✓ Twisting: you are a fallen leaf slowly drying in the sun
- ✓ Flinging: you are a huge tree during a tornado that is being torn out of the earth
- ✓ Shaking: you are a pile of clothes in a washing machine

### Relaxation

Start by standing in the neutral position. Pretend that you are a tall tree that is blowing in a gentle breeze. The wind starts to increase until it is very strong. Move your body accordingly. Slowly the wind dies down until you are back in the neutral position. Repeat three times.

### Posture

Sit slouched forward in a chair. Now stand up using as little effort as you can and come into the neutral position. Repeat five times.

### Breathing

Lie on your back with your legs hip-width apart and your feet just falling to the sides. Put your one hand on your under your diaphragm and your other hand on your upper chest. Start to breathe in deeply and slowly. Feel how, when you breathe in, your hand on your diaphragm is being pushed up and how it lowers when you breathe out. There should be no movement in the upper chest area. Do this for about 2 minutes. Now when you breathe out, release your voice by sighing out 'phew' for as long as your breath lasts. Do not force your voice or breath. It should feel natural and your shoulders and neck should be relaxed throughout the exercise. Repeat this and see if you can lengthen your breath a little each time. Repeat for about 1 minute.

### Resonance

Count from 1 to 10 beginning on a low note and getting higher in pitch on each number. Reverse the process and allow your voice to drop lower with each count. Play around with this in order to activate and use the different resonators.

Now hum the following two words: 'ping...pong'. Make sure that your neck and chin are in a neutral position and make use of the different resonators. Repeat as many times as you want to get comfortable with utilizing all the different resonance cavities.

## Articulation

Repeat the following tongue twisters:

- ❑ Red leather, yellow leather, red leather, yellow leather
- ❑ Mommy made me mash my mini-muffins
- ❑ Billy Button bought a buttered biscuit.  
Did Billy Button buy a buttered biscuit?  
If Billy Button bought a buttered biscuit,  
Where's the buttered biscuit Billy Button bought?
- ❑ Mr See owned a saw.  
And Mr Soar owned a seesaw.  
Now See's saw sawed Soar's seesaw  
Before Soar saw See,  
Which made Soar sore.  
Had Soar seen See's saw  
Before See sawed Soar's seesaw,  
See's saw would not have sawed  
Soar's seesaw.  
So See's saw sawed Soar's seesaw.  
But it was sad to see Soar so sore  
Just because See's saw sawed  
Soar's seesaw!

## Projection

Use the following nursery rhyme:

Hey diddle, diddle,  
The cat and the fiddle,  
The cow jumped over the moon;  
The little dog laughed  
To see such sport,  
And the dish ran away with the spoon.

Remember not to strain your voice and to make use of the strength of your breath!

## Interpretation skills

Choose a short piece of prose to read to a small group of friends (4 per group). Make sure you make use of pause, pace, projection and intonation in the correct way to convey the meaning of your chosen piece of prose.

Topic 2: Interpretation and performance of a choice of dramatic forms: scene work (theatre/television) or radio drama

Content/concepts/skills

Develop interpretation and presentation skills by focusing on the following:

Scene work

- Text analysis – expressing piece in own words
- Interpretation of the character – based on knowledge of the play
- Vocal characterisation – communicate background, age, status, intention
- Vocal clarity – distinct and audible use of voice
- Physical characterisation – communicate through the body – age, status, body language, gestures
- Emotional connection – connect with the emotions of the character
- Use of space, emotional connection, invisible listener, on-stage silent partner
- Interaction – stay in character when not speaking, listening and responsiveness
- Development of relationship – status of characters, development of relationship
- Impact of the scene – memorable, engaging and effective

OR

Radio drama

- Text analysis – expressing piece in own words
- Interpretation of the character – based on knowledge of the play
- Vocal characterisation – communicate aspects of the character – background, age, status, intention
- Vocal clarity – distinct and audible use of voice
- Emotional connection – connect with the emotions of the character
- Interaction – listening and responsiveness, stay in character when not speaking
- Development of relationships – understand status of characters, relationship grows, develops and changes appropriately
- Impact of sound on the listener
- Use of voice to create atmosphere, space and time
- Use of pause, building of tension by using sound only
- The use of sound effects and music

Choice 1

Scene work

Choose a scene from a play (theatre or television) which has a clear beginning, middle and ending.

Edit it and cut the material in such a way that the scene builds up to climax or High point and makes sense on its own.

It should be 5 – 10 minutes long.

Rehearsing

- Read the scene with the rest of the cast conversationally and discuss what the emotional high point of the scene is and how best to work up to it.
- Make a plan for rehearsing outside of class
- Remember that rehearsing scenes demands a sacrifice of time and effort.

### Scene work

- The success of the final performance depends on how well you can work together as a team.
- Decide in which period the scene is in and what style of acting is appropriate and what essential pieces of furniture you will need.
- Plan an effective stage arrangement that can function easily and simply and work out a broad outline of movement so that you consistently create an interesting picture on stage.
- Memorisation of lines should be word perfect. You cannot create a part of it in your mind when you perform.
- When memorising your lines, apply the “whole part” method to the entire scene so that you are fixing ideas and not just words.
- Prepare your props and make them interesting to look at.
- Remember how you have to perform on a stage and choose your music, lighting etc carefully.





## **Radio Drama**

Do this in your workbook on the given pages after the brief and the rubric.

Decorate the theme page using the given headings

Term 4 Exam: Radio Drama

Follow the instructions in the brief found on the next page

Be prepared to perform your radio drama in front of the class

Arrive on time to perform the drama

Apply all the knowledge and skills that you have learned from terms 1-3.

### **You will need the following:**

- A copy of the final script
- Your recorded sound effects on a CD or memory stick or phone
- Your music or musical instruments (if needed)
- A large screen to project your background on
- A CD player or computer or phone
- Objects (props) to make live sound effects with
- Sound cue sheet
- Chairs to sit down on (if needed)
- Your planning to be handed to the educator

Before you perform make sure you understand the rubric and if you have questions about the rubric make sure you sort this two to three days before you have to perform

The teacher will announce in what order the drama companies will perform

When it is your company's turn take your places behind the screen.

Take a few minutes to focus and get organised.

Enjoy the performance and have fun!

### **Planning**

1. Your script to be pasted into the book

(2)

2. Lines highlighted what you are going to be saying in different colours to indicate tone, inflection, Silences, etc. Name the effects to be used in your drama piece. And indicate where these sound

Effects have to be slotted into the script by writing it down or highlighting it with a visible colour (4)

1. Write down the props you are going to be using. (2)
2. Indicate the preparation you and your group have made to make this a success. (2)

## **TERM : 4     ARTFORM: DRAMA**

## **Practical Assessment**

### **Task**

MARKS 25

### **Radio Drama**

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Before you perform make sure you understand the rubric and if you have questions about the rubric make sure you sort this two to three days before you have to perform

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Take a few minutes to focus and get organised.

Enjoy the performance and have fun!

Your rubric has the following Criterias that you will be assessed on

1. The portrayal of the characters was convincing.
2. Vocal clarity was achieved
3. Confidence
4. Vocal expression
5. Emotional connection
6. Portrayal of relationships
7. Timing
8. Effort
9. Creativity
10. Overall performance

**Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**Name your Drama** \_\_\_\_\_

**Your Name and group members:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Rubric

| Assessment criteria                            | Poor<br>1 mark                                                           | Fair<br>2 marks                                                                         | Acceptable<br>3 marks                                                     | Good t<br>4 marks                                   | Excellent<br>5 marks                                                            |
|------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------|
| The portrayal of the characters was convincing | The cast has poorly portrayed characters their characters not convincing | A fair level of characters portrayal displayed .and is convincing with a bit of concern | Acceptable level of characters portrayal displayed .and is convincing a   | Good portrayal of Characters is convincing          | Excellent portrayal of . Characters is excellently convincing and is innovative |
| Vocal clarity was achieved                     | It was difficult to hear what was going on                               | The cast often swallowed their words.                                                   | The vast spoke clearly and projected their words in an acceptable manner. | Each and every word could be clearly heard          | Each and every word could be exceedingly heard with creativity                  |
| Confidence                                     | Performers have no confidence in performance                             | Performers confidence was not stable and affected their performance                     | The Performers acceptably performed their radio drama                     | Performer have been good in displaying Confidence . | Expectations have been exceeded. Confidence was clearly evident                 |

|                            |                                                                        |                                                                            |                                                                  |                                                                     |                                                                           |
|----------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------|
| Vocal expression           | The cast has not made an effort to use vocal expression.               | Only some voice modulation techniques have been used                       | The cast used voice modulation techniques successfully           | Good vocal expression was displayed and characters were convincing. | Excellent vocal expression that exceeded expectations have been displayed |
| Emotional connection       | The actors did not connect with their characters                       | The actors made an attempt yet it was not convincing                       | The actors portrayal of their characters emotions was convincing | A good emotions connection had been displayed.                      | The audience exceedingly understood the characters emotions               |
| Portrayal of relationships | No relationship were convincing                                        | Interaction has been attempted                                             | There fair interaction between characters                        | Characters interact with confidence and clarity                     | Characters exceedingly interact with confidence and clarity               |
| Timing                     | Actors forgot their cues                                               | Most of the times actors came in on cue                                    | The actors timing was fair                                       | the timing was good                                                 | the timing was excellent and exceeded expectations                        |
| Effort                     | The group were reluctant to attempt the task and unable to complete it | The group attempted the task with persuasion, but struggled to complete it | The group fairly attempted the task and put in a lot of effort   | Good Completion of the task was displayed                           | The group exceedingly completed the task and beyond expectation           |
| Creativity                 | The group was not creative at all                                      | Creativity displayed was somehow and no connection                         | Creativity was fairly shown                                      | Creativity was shown and connected with emotions                    | The use of both performance and technical elements were highly innovative |

|                          |                                             |                                                                      |                                                           |                                       |                                                                                               |
|--------------------------|---------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------|
| Preparation              | Preparation was not part of the performance | Learners were prepared in some actions and some were not             | Leaners were adequately prepared                          | Drama was prepared and well performed | Drama was well prepared and exceeds expectations                                              |
| Overall performance      | Performance was not completed               | Performance was somehow and some important performance were left out | A fair performance was shown although some were not clear | A good performance was shown          | A far beyond expectation performance was displayed and audience were out of their seats were. |
| <b>TOTAL 50 ÷ 2 = 25</b> |                                             |                                                                      |                                                           |                                       |                                                                                               |

## Reflection

What have you learnt out of this particular performance?

What will you change and describe how you and the group got the marks you deserved?

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