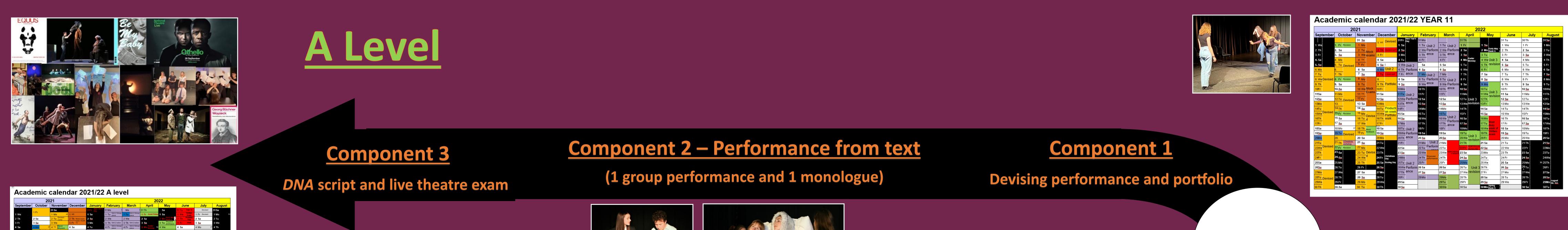
# So, what does the learning Journey look like in drama?







### Component 3

### **DNA script and live theatre exam prep**

<u>Component 2 – Performance from</u>

text

### Component 1 -

Practitioner work and devisi



# **Devising and Exam**

**Design – Staging 3—ASSSD Types of stage, style (naturalistic/Representative)** Context, Transitions, Box set, Significant props. Directing - Epic theatre, plausibility, 'Why me, why this, why now?' Time frames, Message Performance Skills- Choral movement 2, Multi-roling, Actioning, Gestus, Monologue *Cult. Cap.* focus — Can I understand how I inhabit space better in order to communicate more effectively ?

### Knife crime and gangs

Design - Light 3—ASSSD Lantern types, Programming and operating, Focusing (lanterns)

**Directing** - Forum theatre, Conscience alley, Linear/non-linear, Research, Character arc, Actioning **Performance Skills**— Direct/indirect, Sustained/quick, Proxemics, Characteristion 2, Displacement gestures Cult. Cap. focus — What is happening on an individual and societal level that means

some people only see violence and gang membership as a way to a better life.



Design – Costume 3 Broken down, Genre, practicality, fitment, Allegiance, Costume props, Era Directing - Stage terms, H&S, Cues, Cueing, Audience placement, Measuring, Mise-en-scene Performance Skills— Non contact, Distance Eye contact Stance and Balance Reverse/pulled energy Masking Timing, Knaps Cult. Cap. focus — How do I keep myself and my partner safe whilst cre ating something that looks violent to others?



### & Body works

Lighting 2 – Projection, Symbolism, mood, transitions, Straw and steel, 4 functions,

Intensity

**Directing**— Frantic assembly, Spatial awareness, Intentions, Sightlines, Counter-objective

10

Performance Skills—Fluidity, Articulation, Contact, Coordination, 'Talking/listening'

Cult. Cap. focus — Can I understand how my body works better in order to communicate more effectively with it?



Design 2 – Staging and set 2 Proscenium arch, Sightlines stage furniture, colour themes, back-drop/flies/scenery, Directing - Breaking the 4th wall, Scale, Entrances/Exits, Dramatic irony, Mash-up Performance Skills—Pace, Scale, Annunciation, Caricature, Cues, Timing, Choreogra-*Cult. Cap.* focus — What is the fascination with fairy-stories?

Pantomime

### Melodrama/Silent film

Design – Costume 2 Status, style, Scale, Silhouette, Personality, make up. Directing - Stock characters, Evolution Line, Language, Backstory,, Narrative , Placards

Performance Skills— Gestures, Gait, Mannerism, Clarity of intention, Objectives through mime Cult. Cap. focus — What can I learn through recreating the earliest form of cinema about how film makers tell stories today?

Design – Sound 2 Live – pre-recorded. Layers, Functions,, Pitch and tone, Diegetic/non-diegetic, Foreground/Background Directing - Levels of tension, Status, Lazzi, Slapstick, Conventions Performance Skills-Centre of gravity, Tension, Exaggeration, Leading with, Timing

#### Cult. Cap. What do I find funny and what does it take to make others laugh?



### The Play That Goes Wrong & Exam

*Cult. Cap.* focus — What is it about the failure of others that creates such a high level of entertainment?

All aspects of Directing, design and performance are accounted for in this assessment and the

## Blood brothers

#### Design – Sound 3

ASSSD, foreground background, underscoring, Location, Time of day, Speaker placement, cue sheet, added effects,

#### Directing - Cross-cutting, Style and Genre, Themes, Context, Subtext, Marking the moment, Choral voice 2

Performance Skills– Poise, Light/strong, free/bound, Characterisation 1, Submission/Dominance, Displacement gestures

#### Cult. Cap. focus — What judgements do we make about others based on their backgrounds?





### Greek Soap Opera

**Design** –Staging and set 1 Entrances/exits, Space and levels, projection, props and stage furniture. Directing - Structure, plot/subplot, Chorus, Dialogue, 3 unities, Classic form Performance Skills— Clarity, Diction, Accent, Energy, Stance, Cult. Cap. focus — What influences have ancient Greece had on western culture?

### Voice works

#### Design – Costume 1

Period /age, gender, occupation, costume props, garments Directing - Spontaneous/Rehearsed improv, Time management, Leading and following Performance Skills-Breath, Articulation, Technique, Proxemics, Cues

#### *Cult. Cap.* focus — Can I understand how my voice works better in order to communicate



### *Cult. Cap.* focus — What happens to the dreams we have

as children? Do they differ from those of adults?

All aspects of Directing, design and performance are accounted for in this assessment and the follow up to it.





# The Haunted Lift

#### Design – Lighting 1 B/out, framing, Setting, Crossfade, Setting, Audience focus, warm/cold

Directing - Morphing image, Hotseting, Soundscape, Thought Track, Flashback, Memory Alley, Abstract storytelling

Performance Skills— Pace, Emphasis, Tone, Gesture, Posture, Body as a prop, voice for other purposes Cult. Cap. focus — What are my and my classmates feelings about what happens after life?

# **TV and Film Forms**

#### Design – Sound 1

Mood and Atmosphere, Music, style/era, Tone, Volume, Timing, SFX Directing - Freeze, Role play, Montage, Narration, Target audience Performance Skills— Pitch, Volume, Pause, Body language, Facial expression, Eye contact

*Cult. Cap. focus* — Why do I respond to cinema and TV the way I do?