

Year 7 Drama



Home Learning Summer Term



Week 1 – Drama Glossary

Research and find out what all of these drama terms mean. Once you know what the drama term is:

1. Write the definition
2. Put that word into a short sentence to demonstrate your understanding.

The first one is completed for you as an example.

| | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drama term: | Facial expressions |
| Definition: | A facial expression conveys an emotion that tells us about the character and the way they react to the situation. |
| Sentence: | If I wanted to show the audience that I was angry, I would change my facial expression by piercing my lips together, frowning my eyebrows and squint my eyes. |

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| Drama term: | Body Language |
| Definition: | |
| Sentence: | |

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|-------------|----------|
| Drama term: | Gestures |
| Definition: | |
| Sentence: | |

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|-------------|--------------|
| Drama term: | Use of Voice |
| Definition: | |
| Sentence: | |

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|-------------|--------|
| Drama term: | Levels |
| Definition: | |
| Sentence: | |

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|-------------|--------|
| Drama term: | Status |
| Definition: | |
| Sentence: | |

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|-------------|----------|
| Drama term: | Blocking |
| Definition: | |
| Sentence: | |

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|-------------|-------|
| Drama term: | Wings |
| Definition: | |
| Sentence: | |

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|-------------|------|
| Drama term: | Cast |
| Definition: | |
| Sentence: | |

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|-------------|-------|
| Drama term: | Props |
| Definition: | |
| Sentence: | |

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|-------------|---------|
| Drama term: | Costume |
| Definition: | |
| Sentence: | |

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|-------------|-----------|
| Drama term: | Monologue |
| Definition: | |
| Sentence: | |

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|-------------|----------|
| Drama term: | Dialogue |
| Definition: | |
| Sentence: | |

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|-------------|---------------|
| Drama term: | Improvisation |
| Definition: | |
| Sentence: | |

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| Drama term: | Director |
| Definition: | |
| Sentence: | |

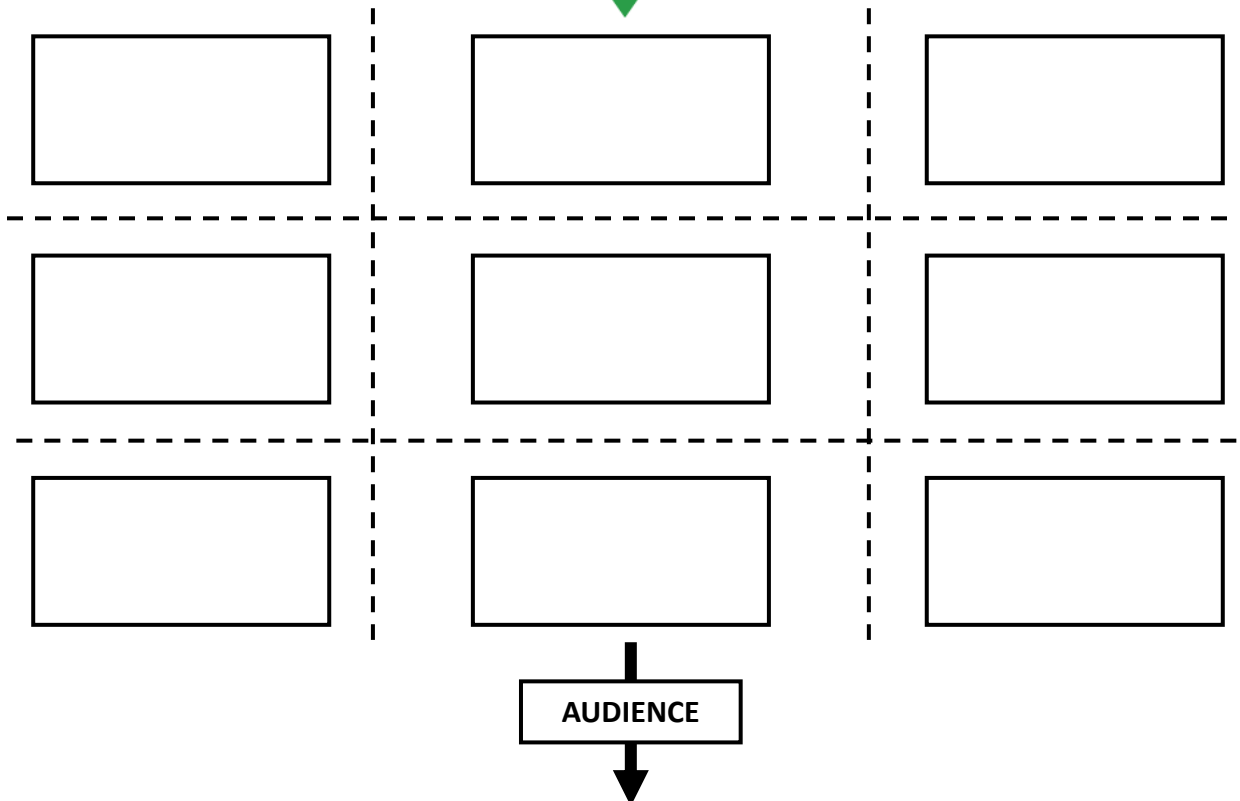
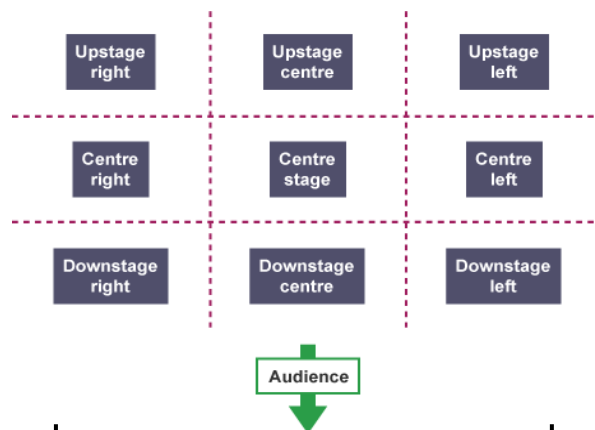
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| Drama term: | Rehearsal |
| Definition: | |
| Sentence: | |

Week 2 – Areas of the stage.

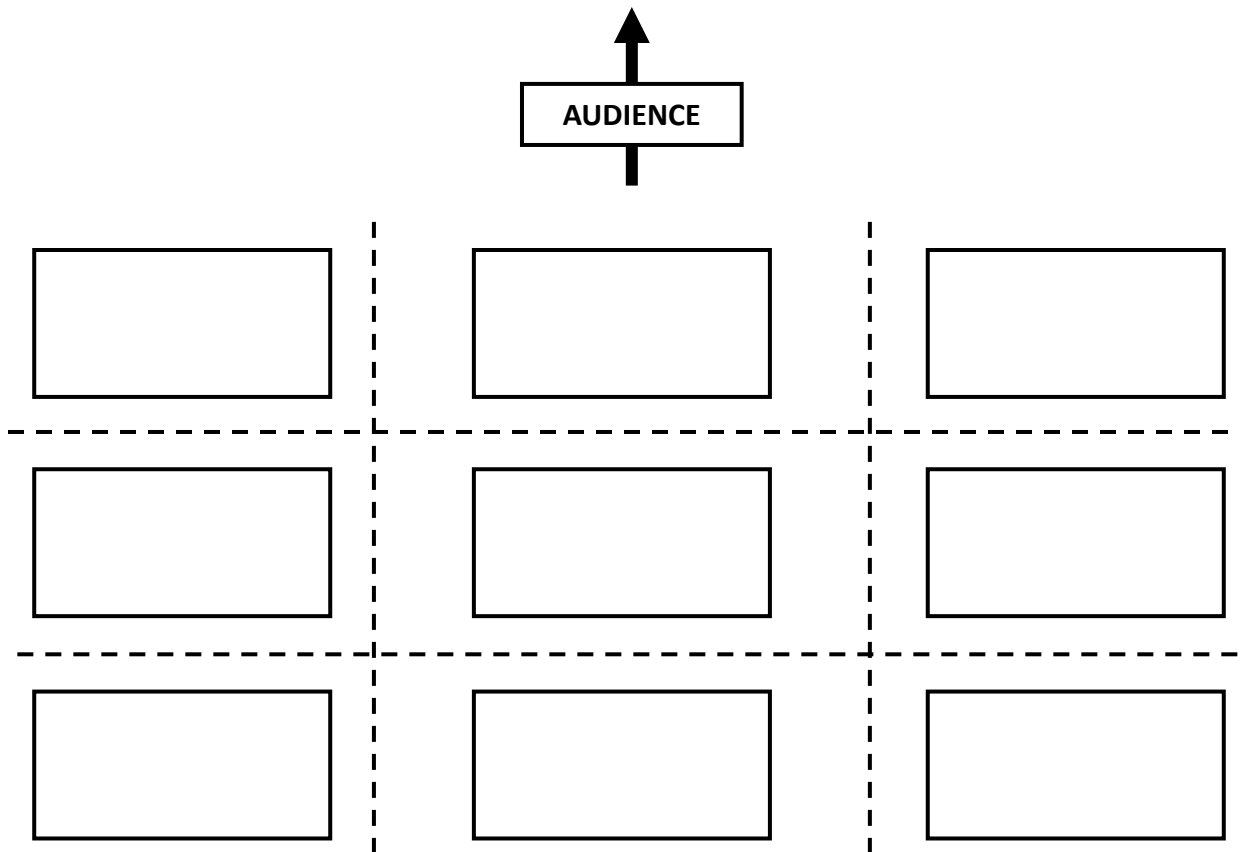
When acting things out on stage, it is important to know where you are stood, what this means for your character and how that affects how the audience portrays you and the action on stage. Each area of the stage has a specific name and actors and directors use these names to work out where to stand and move in a scene.

In the past, when most of the audience had to stand to watch a play, it would be difficult for them to see people at the back of the stage if there were people stood at the front of the stage too. Therefore, the stage was raised at the back so that it was higher than the front of the stage. Therefore we have 'upstage' (higher) and 'downstage' (lower). When looking at this picture, it might seem like the left and right are the wrong way around. However, we name these places from the point of view of the person on the stage.

Now, copy this diagram below.



Can you work out the stage positioning from the other way?



Next, I want you to experiment moving to these places in a room in your flat/house/garden. Once you've got the hang of it, try getting someone such as a parent or sibling to call out places to move to. They can have the picture and you must move to those places. You could even make a game of it and see who can move to these places the quickest. If you don't want to do it now, try doing it later in the day.

Scenario

Imagine you and one other person are on the stage and you are trying to portray the following emotions or situations (see below). Where would be the best place on stage for you both to stand to show these emotions/situations and why? Think about whether you are near or far from each other, upstage or downstage, in the centre of the stage or to one side. Also, how would you stand/what facial expressions would you use to show these emotions? You can discuss this with a friend or someone in your family. Alternatively, you can imagine what would work best. You can answer these by drawing and labelling your answer on paper or by writing in bullet points and adding this to your paper. Then take a picture of your answers and upload then to Microsoft classroom.

- Two friends celebrating a victory
- An angry person who has upset someone
- Someone who wants to be alone and someone who wants to comfort them
- Someone who is confident and someone who is shy

Week 3 – Create your own play.

I want you to write your own short play about any topic you want. Some ideas could be around the theme of; Family, COVID-16, Bullying, War, Community, Love, Hate, etc.

How to write a play:

1. Create an interesting plot

If you don't have a plot, you don't have a play. The plot leads your story, taking you, your audience and your characters from the beginning to the end. It doesn't have to be linear, but audiences should be able to follow it.

2. Know your audience

Your audience is important for a play because you need to be able to market it.

Think about the age, gender, demographic, class, background, education, and anything else (no matter how trivial it may seem), when picturing who you're writing for. Come up with your perfect audience member, and tailor your script to them. The narrower your imaginary audience is, the easier it will be to write your script.

3. Creating interesting characters

Like any other piece of writing, each of your characters should be unique and easy for the audience to identify. They also shouldn't be walking stereotypes.

Many of your audience won't be able to see your character, so it's particularly important that they stand out in the way that they speak because there will be less visual cues, especially for those high up and/or with poor eyesight. The way your characters speak can tell your audience a variety of things including their class and educational level, and it's therefore important to get this right.

4. Create interesting events, plot twists and cliff hangers

Inside your plot or story, what unexpected turns does the play take the audience? What big events carry the story and character's? You need to keep your reader interested and wanting more.

5. The ending

How does your play end? Is everything concluded? Is there a cliff hanger? What message do you want your audience to take away from your play, and how are you going to make sure they receive that message before the end of the play?

Conclusion

To write a stage play, you have to be able to visualise how your play will appear on stage to audience members all over the theatre. Once you get into that mindset, it becomes easier.

If you're struggling, watch a variety of plays at different theatres to see how things are done. Every theatre, writer and director handles situations and stories differently.

Week 4 – Set design.

The design of your set can dramatically alter how actors perform your play.

Make sure that the stage layout is easy to follow in your stage play, though: you don't want to confuse set designers about how your play should look.

Try not to have too much going on at once—the more complicated you make the set design, the harder it will be for people to understand when they read your script. It will also make it more difficult for the audience to focus on what's going on—you want them to focus on the actors, not their surroundings. You also want the audience to use their imagination to visualise what the characters see.

An eye-catching but not distracting backdrop can work better than lots of props on the stage, and is cheaper to produce, too. If you're setting your play outside a coffee shop and the actors don't go inside it, consider using a backdrop of a row of shops instead of creating the whole street/shop front. This will be much cheaper to produce, and therefore make your play more attractive to those who can bring it to life.

Things to think about:

Note the time period during which the production is set. These specifics will help you choose the proper furniture and decorations, since they'll need to match the objects described in the script and will need to be appropriate to the time period.

Identify the setting and scenery of the play . Some plays rely heavily on the stage decoration to communicate a sense of location, whether the majority of scenes take place indoors or outdoors.

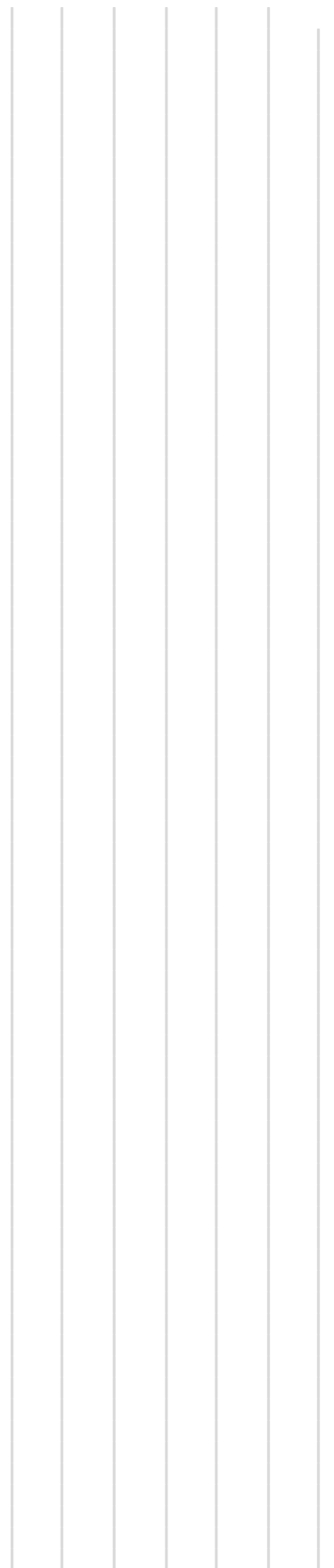
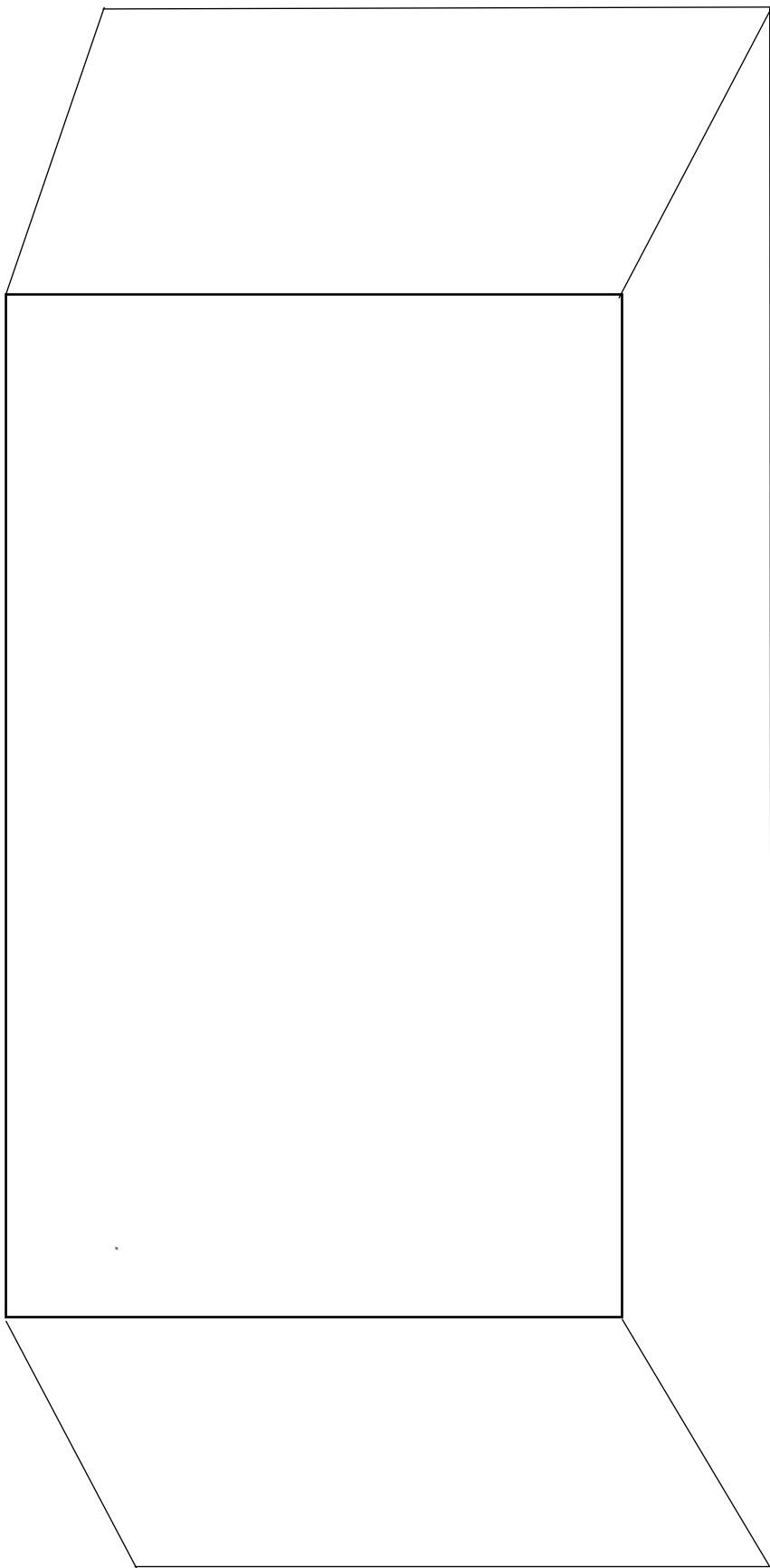
Consider size and colour.

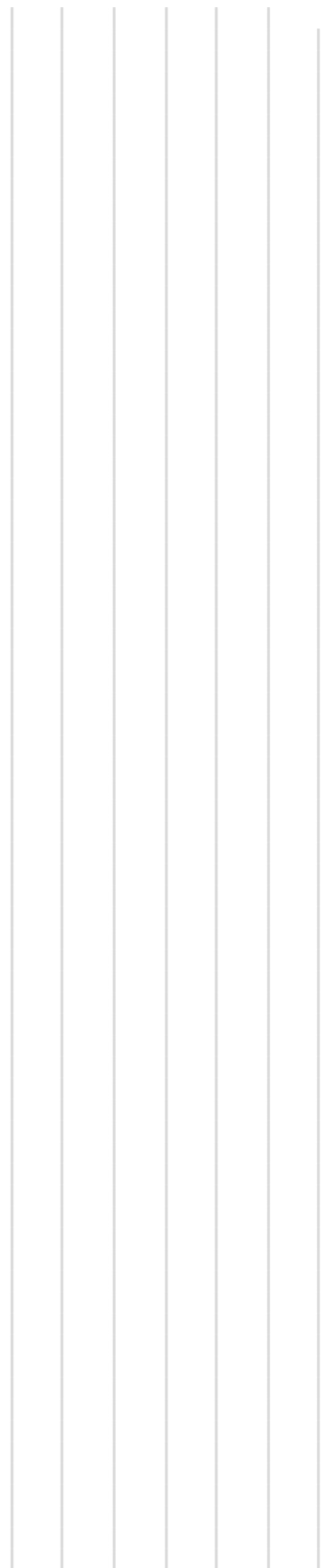
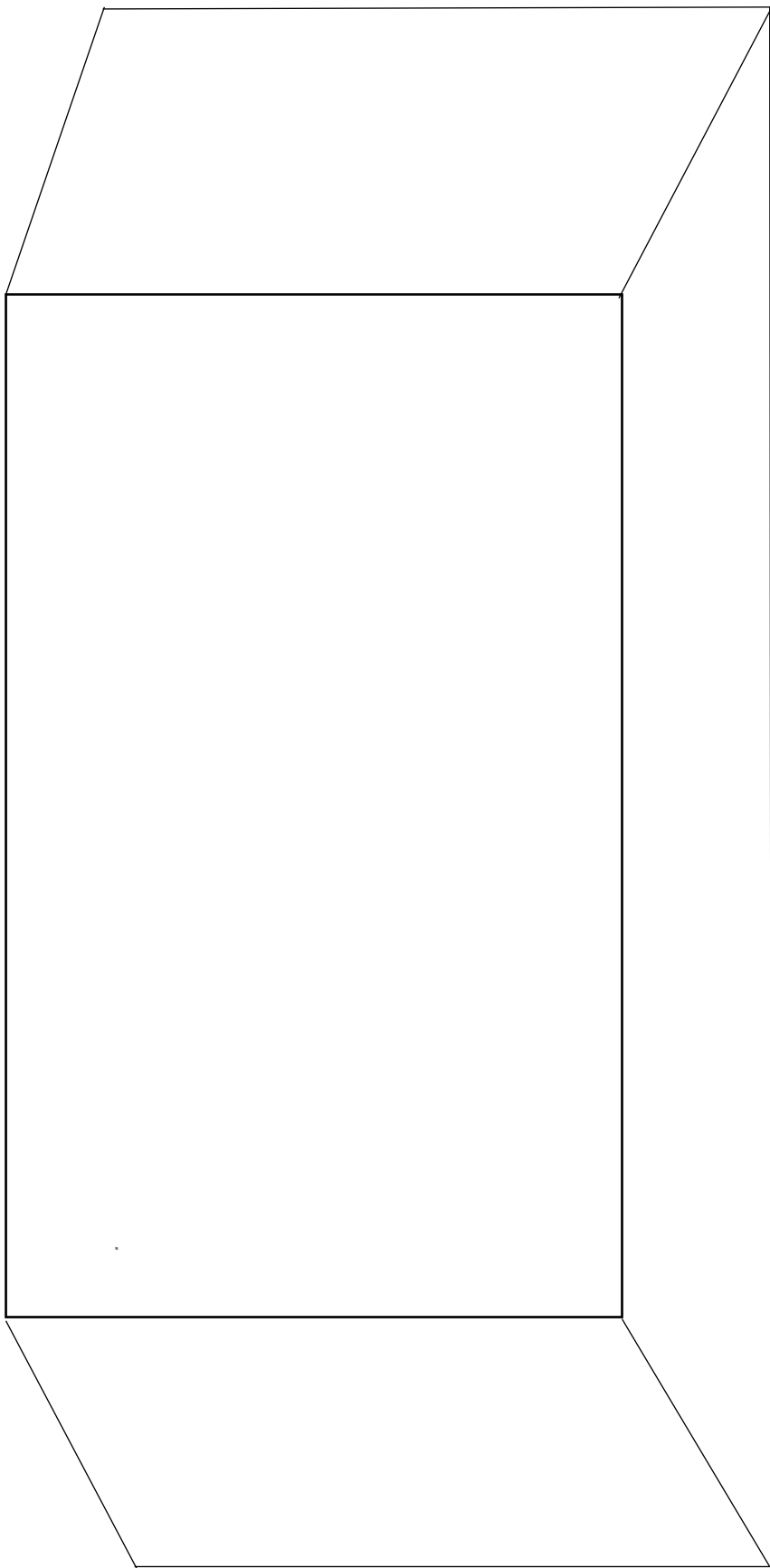
Think about which props would be needed.

Task:

Design and colour 2 different sets for your play.

Below, explain what part of your play will be performed on this set and why you have chosen to design it this particular way.





Week 5 – Costume design.

The way you dress your characters is just as important as how you light your scene or direct your actors.

Choose costumes that communicate

Costumes speak volumes. They can tell audiences where and when something is taking place, who your character is, what's going on in a scene, and what is going on in the story. Costumes give your characters their persona and your story visual depth, so it's not enough to have your actors wear the clothes they came to set with. Take some time to develop the costumes of each character and see how you can communicate story elements with your choices.

Make them pop

Another thing you'll want to consider when designing costumes is colour, not just of the clothes you'll be using, but of the set(s) they'll be appearing in. You'll want to choose materials that bring your actors out from the background, rather than blend them into it. In other words, if you're shooting against a brick wall, it wouldn't be wise to dress your actors in red; perhaps blue or a vibrant yellow would work better.

Keep styles consistent

In real life, we all wear costumes, don't we? Each of them will have their own unique style and any deviation from it will most likely be obvious and confusing.

Things to think about:

Note the time period. These specifics will help you choose the proper colour and style of the costumes.

Identify the setting and scenery of the play

Consider size and colour.

Think about which accessories and how your character's costume shows them as a person or the situation they are in.

Think about hair and make-up and what this also shows.

Task:

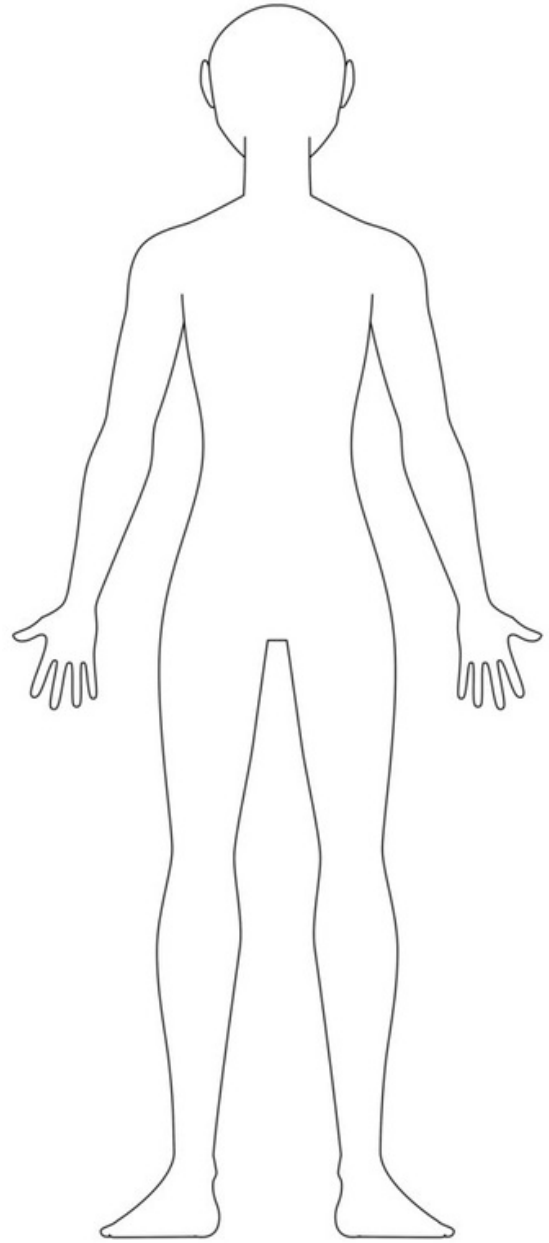
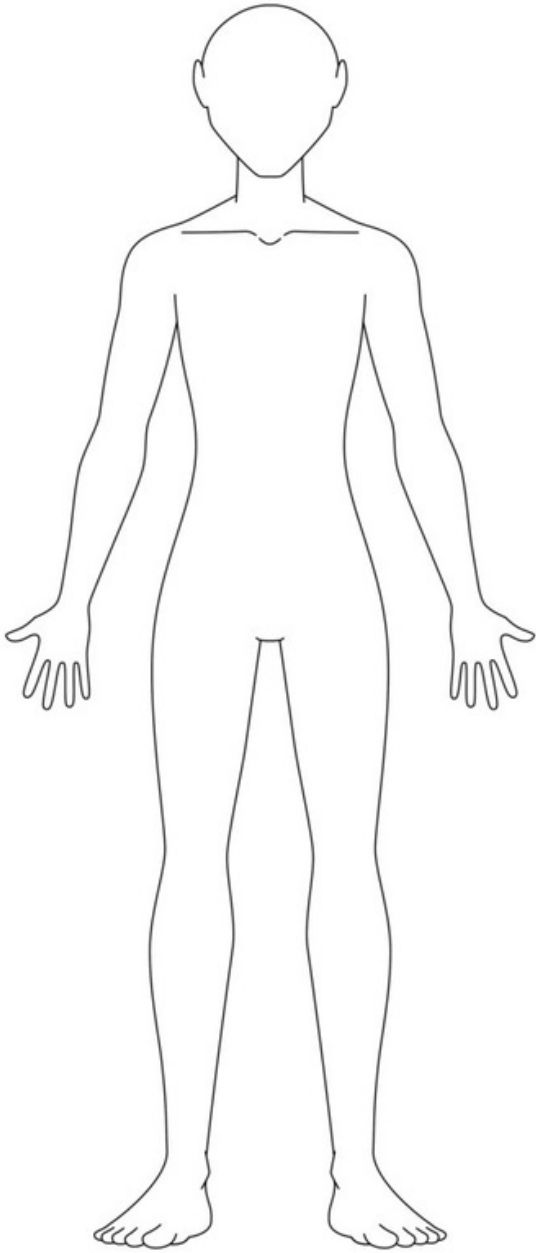
Design and colour a costume for 2 characters in your play.

Below, explain which character you have chosen, what is their current situation in the play and why you have chosen to design it this particular way. What does it show the audience?

Character 1

Front

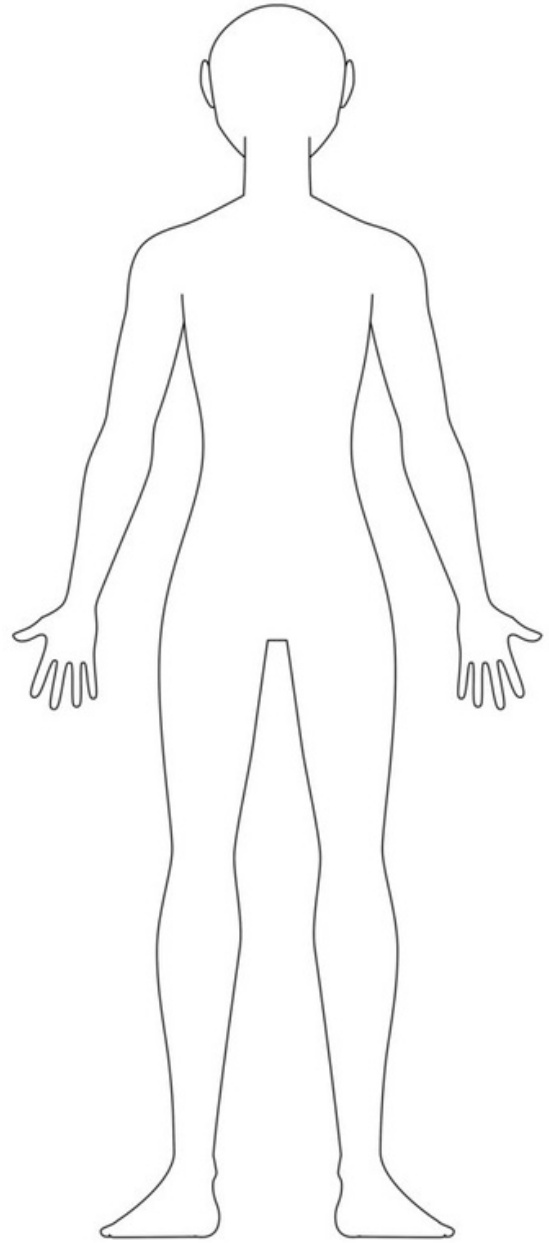
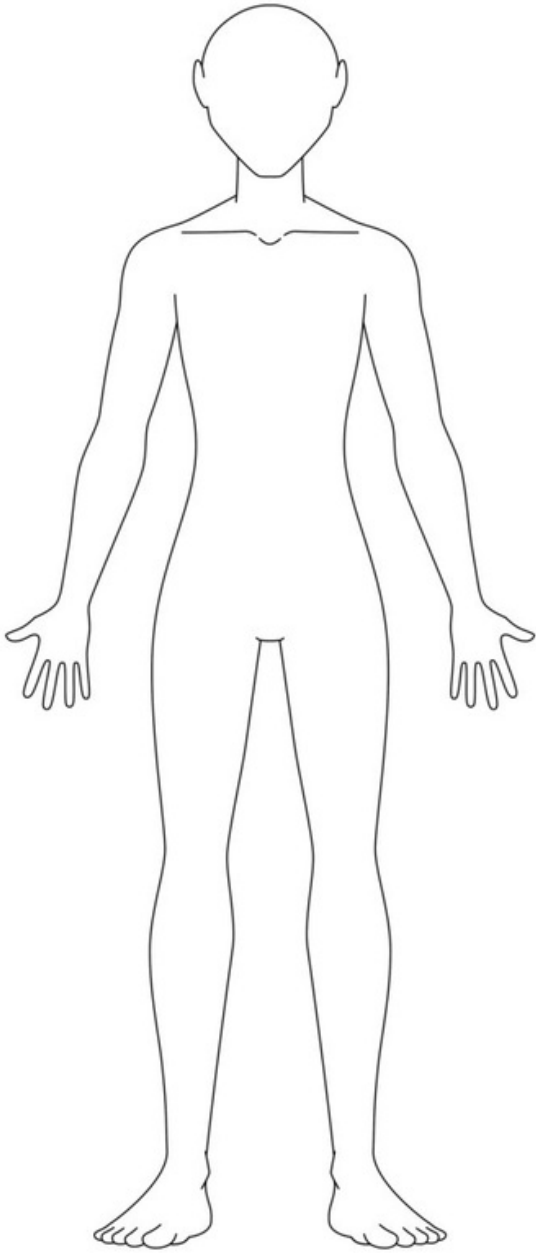
Back



Character 2

Front

Back



Week 6 – Writing a script

When writing your script, you need to think about the following things:

Which part of the play is it? What is going on?

What are you trying to show your audience? What is the overall aim of the scene and how are you going to get there through your actors.

The emotion and relationship of your characters.

The location and obstacles.

The language your actors use (the words you use) – This can show a lot about the character's personality and situation.

Stage directions (Where do you want your actors to walk to?(use stage positioning from task 2) How do you want the actors to say the lines? When do they sit or stand?) Any stage directions should be in brackets.

Here is an example of a scene with stage directions (normally in italics):

ACT I SCENE 1

Set in 1950's style diner, "McDenny's", in the present day England. BERYL is sitting at the back of a "u" shaped booth. She is tucking into a large burger and reading a gas bill

Enter LYNDA, SUSAN and RODERICK

LYNDA: *(speaking to SUSAN and ROD as they make their way over to BERYL)*
...put your back into it man, I said, use some elbow grease, don't just tickle it, I want to see my face in it... Hi Beryl...

BERYL hides the burger under the table

BERYL: Oh hi

SUSAN: *(sits at the table at the left side of BERYL)* He was doing his best.

ROD: Hi

LYNDA: I don't want to see any smear marks and don't bend the aerial or I'll stop it out of your wages.

LYNDA and ROD sit to the right of BERYL

SUSAN: Lynda, I think you're being a bit harsh. Hi Beryl

LYNDA: If you're going to do something, do it right that's what I say.

Task:

Write 2 separate scenes from two parts of your play. Remember to include stage directions in brackets!

