



## Blended Learning Tasks

### Drama Department

### Year 7 Term 1 - Devising



You must complete one of these tasks per week. You should spend no more than one hour on any task. Anything which you create should be stored and kept until you return back to school.

<p><b>Task 1</b></p> <p>Research and complete the resource 1 table on Greek theatre, Agitprop theatre and Surrealism to develop your knowledge of them.</p>	<p><b>Task 2</b></p> <p>Fill in the role on the wall for a character who would appear in a play about the Gresford Disaster. Watch the video in resource 2 if you need a reminder of what happened.</p>	<p><b>Task 3</b></p> <p>Use resource 3 to create a mask for a character of your choice for a performance. Consider their background and how you will show that on the mask (facial features/expression, marks, etc)</p>
<p><b>Task 4</b></p> <p>Use resource 4 to explore characterisation and create a piece of devised theatre with your mask you created previously.</p>	<p><b>Task 5</b></p> <p>Create a mood board around the stimulus of "Hope" (Use resource 5) and plan a scene around this stimulus.</p>	<p><b>Task 6</b></p> <p>Watch the video on devising theatre by company Frantic Assembly in resource 6. Make notes on the information you hear and use it to write a guide for others in your class on how to devise. Include your own knowledge too!</p>
<p><b>Task 7</b></p> <p>Use the stimulus image in resource 7 to plan the backstory of the character in the image and then write a monologue for that character. Base this on Stanislavski (it must be VERY naturalistic!)</p>	<p><b>Task 8</b></p> <p>Plan a storyboard of silent movie scene. Each section of the scene must have a caption to go with it. This could be a line a character says, a line to establish where the scene is, or something comedic and clever!</p>	<p><b>Task 9</b></p> <p>Use the stimulus poem in resource 9 and write the script for a scene inspired by the poem. You should have more than one character and the script should be laid out correctly. Challenge: Design a surreal costume for one of the characters in your script.</p>

## Self-reflection - Have a look at the marking grid below:

Where do you think you are? Where do you want to be? How can you get there?

Grade		<i>To create and develop ideas to communicate meaning for theatrical performance</i>		
W5	I can work as part of a group.	I can create a simple character.	I can focus for some of the time rehearsal.	
W6				
EVIDENCE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE
1-	I listen to other people and suggest ideas.	I can create a character that is different from myself.	I can focus for most of the time rehearsal.	
1=				
EVIDENCE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE
1+	I stay focused and help develop work.	I can create and develop a character with different thoughts to myself.	I am fully focused at all times du rehearsal.	
2-				
EVIDENCE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE
2=	I help others and give them ideas to support their work.	I can create a range of characters for exploration tasks	I can use explorative strategies to f group in rehearsals.	
2+				
EVIDENCE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE

**Resource 1:**

<p><b>Greek Theatre</b></p>	
<p><b>Agitprop Theatre</b></p>	
<p><b>Surrealism (Theatre not art!)</b></p>	

## Resource 2:

Create a Role-On-The-Wall for a character who would appear in a play about the Gresford Disaster. Watch the video below if you need a recap...

<https://www.youtube.com/watch?v=dSnV93TPvSM>

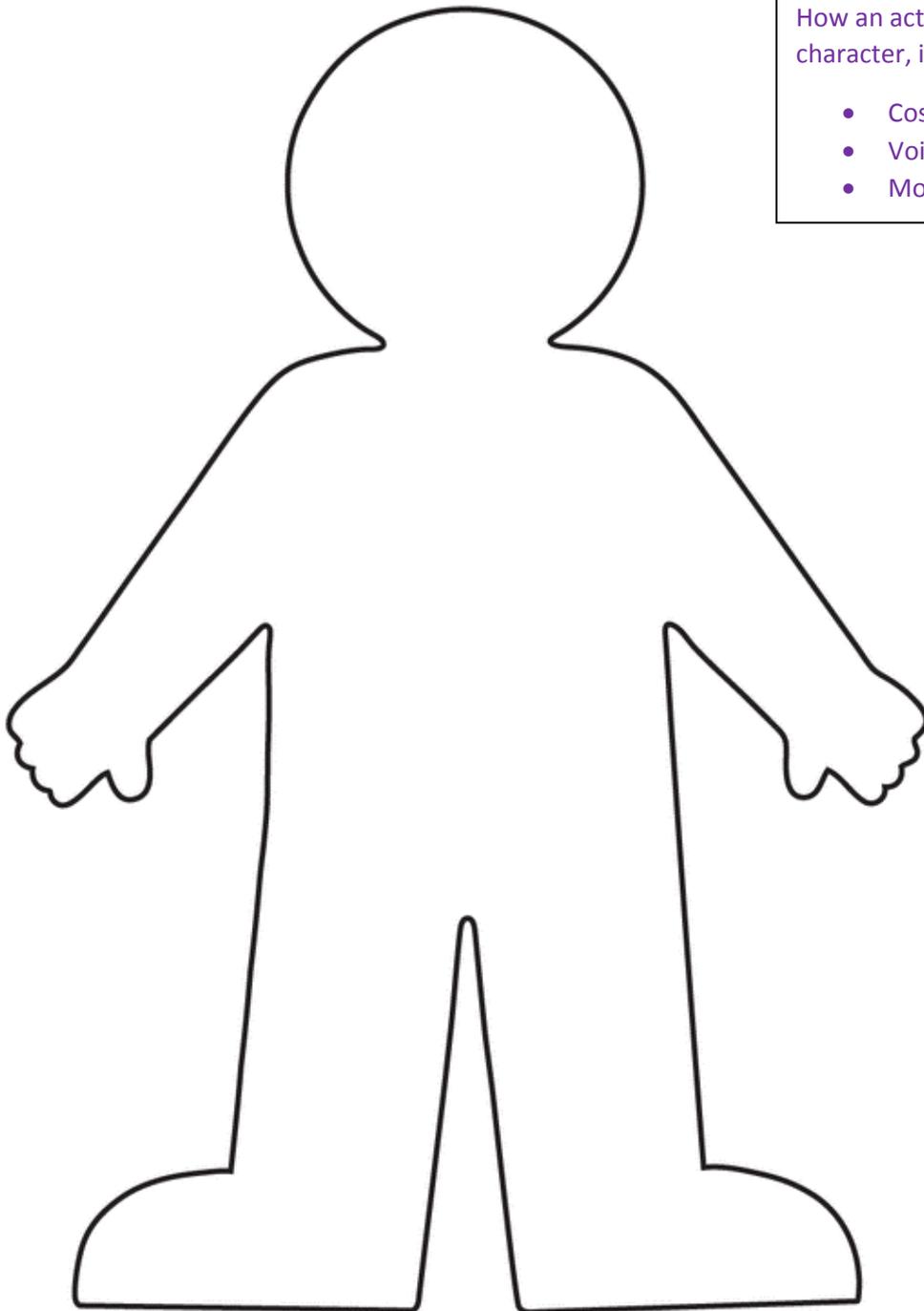
Inside the outline:

The emotions and feelings of the character and why.

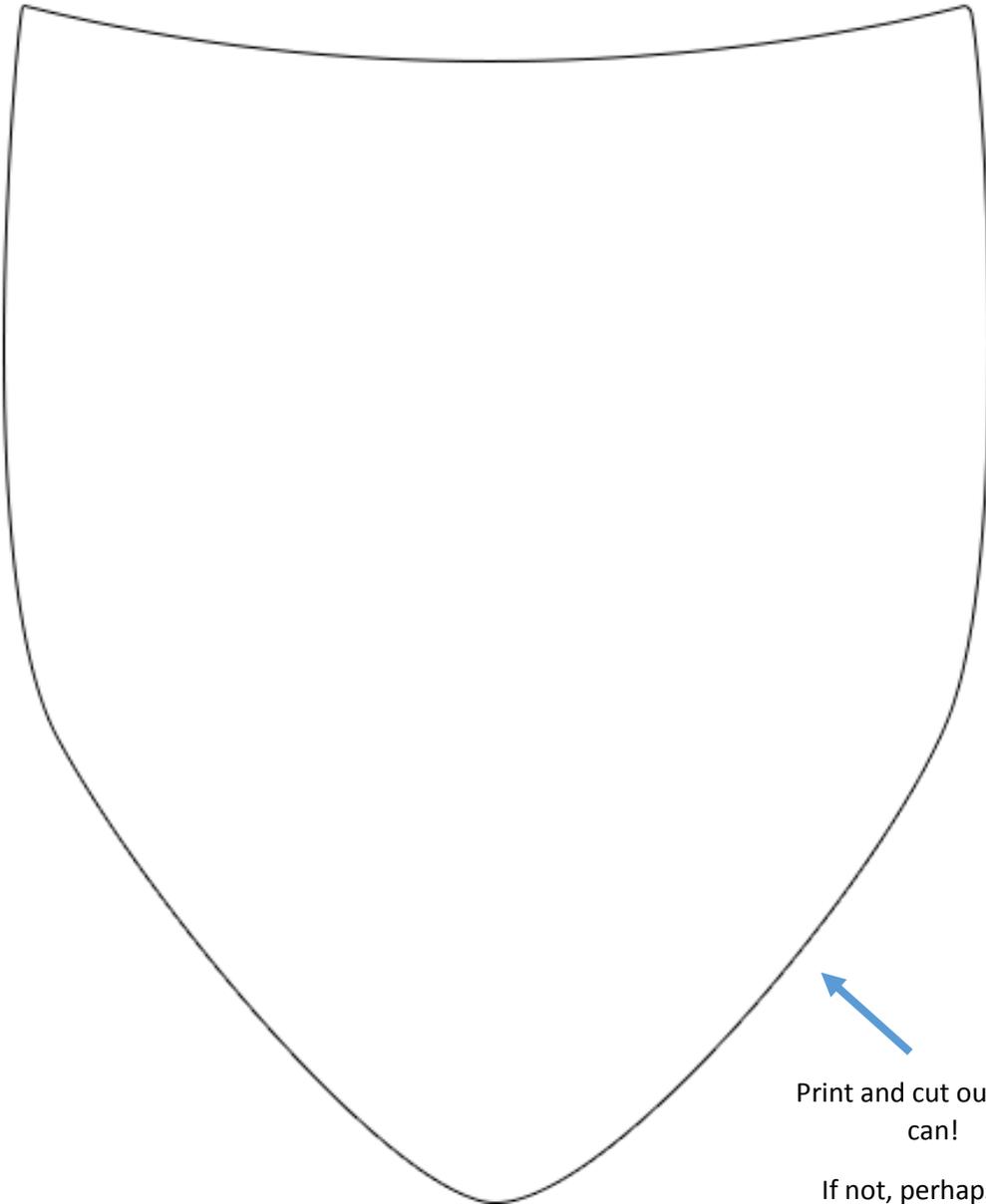
Outside the outline:

How an actor might play this character, including...

- Costume/props
- Voice
- Movement

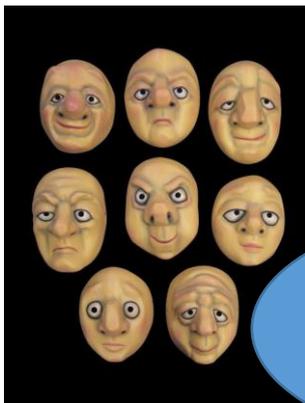


## Resource 3 (Mask):



Print and cut out if you can!

If not, perhaps use shapes/text to design the mask and label it.



This is called a larval mask  
(aka a half mask) – what is the  
benefit of a half mask?

Look at these examples –  
how have they been made  
to show  
character/emotion?



## Resource 4 (Mask):

When you use a mask your facial expression is replaced by what is known as 'the gaze' of the mask. You will need to develop more pronounced movements and make sure at least half of the mask is always be facing the audience.



### Warm up

Try the following mime exercises when you have a mask on:

- ❖ eating a piece of fruit
- ❖ painting a wall
- ❖ building a house
- ❖ walking a dog
- ❖ dressing
- ❖ receiving a present from someone and opening it.

### Task

Create a character which you will shortly become in a mime activity.

Write down the following details about your character:

- ❖ age, occupation, nationality, hobbies, family details, weight, height, colouring, distinguishing features, clothing and accessories
- ❖ a brief description of your character - what are their personality traits?

Devise a short situation which your character could find themselves in, this could be going to the shops, forgetting to tie up laces and tripping, etc. Complete this scenario using mime (you cannot talk wearing a full mask!) Make sure you think about:

- ❖ each character's status in relation to the other
- ❖ creating a task that is involved, unusual or awkward
- ❖ how the characters will communicate through the use of body language.

When you have performed your piece:

- ❖ evaluate the strengths of your performance
- ❖ discuss how you could have improved aspects of your performance.

**Resource 5:** Fill the page with...

- Ideas for characters/situations
- Connotations of the word
- Images
- Colours you associate with the word
- Research

# Hope

If you were to devise a scene around the stimulus of HOPE, what would it be?

## Resource 6:

<https://www.franticassembly.co.uk/frantic-digital/students-week-1>

The video you are looking for is this:



Space for notes:

## Resource 7:



Use the questions in the grid to plan your monologue first...

Who are they?	How old are they?	Where are they?
How did they get here?	Where do they need to go next?	What are they doing?
What are they thinking?	What are they feeling?	Why are they sitting like this?
Why do they feel this way?		

DON'T

FORGET

Writing your monologue: Don't forget...

- Stage directions to show movement, voice and emotion
- A clear ending which would move on the scene
- Naturalistic speech. For example, if your character is a child, what sort of childish elements would you use to make it natural?

Once you are happy with your monologue, rehearse it in front of family/the mirror and focus on showing emotion through your voice and physical movements. Is it *believable*?

**Resource 8:**


## Resource 9:

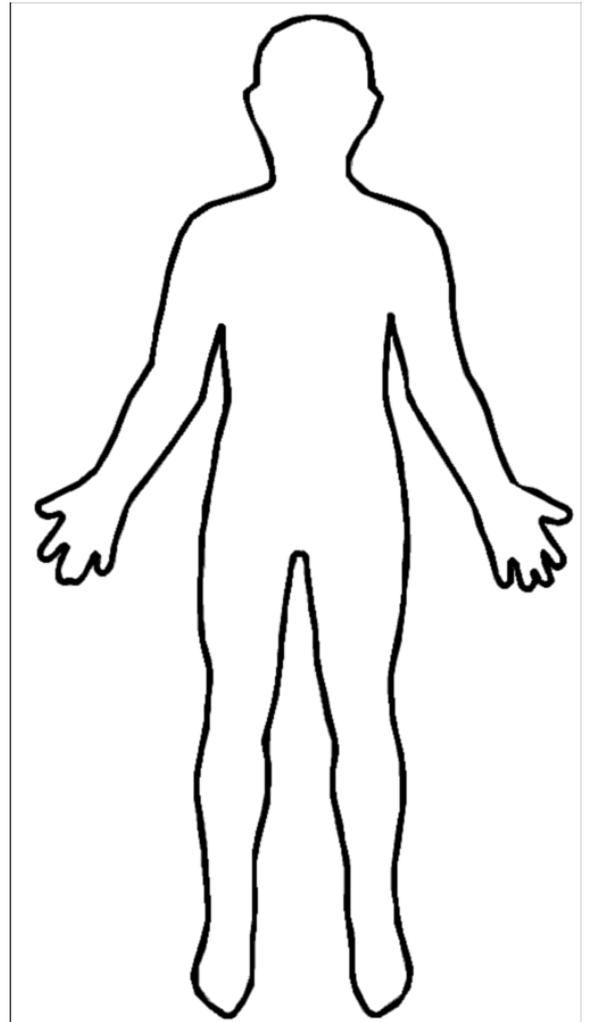
Dream by Cecil Frances Alexander

Beyond, beyond the mountain line,  
The grey-stone and the boulder,  
Beyond the growth of dark green pine,  
That crowns its western shoulder,  
There lies that fairy land of mine,  
Unseen of a beholder.

Its fruits are all like rubies rare,  
Its streams are clear as glasses;  
There golden castles hang in air,  
And purple grapes in masses,  
And noble knights and ladies fair  
Come riding down the passes.

Ah me! they say if I could stand  
Upon those mountain ledges,  
I should but see on either hand  
Plain fields and dusty hedges:  
And yet I know my fairy land  
Lies somewhere o'er their edges.

## Challenge



### Success criteria for scene:

- Correct layout for script (character name and their line)
- Correct SPaG
- Use of stage directions

### Non-required work resources:

BBC Bitesize Drama

<https://www.bbc.co.uk/bitesize/topics/zfhd8xs>

Frantic Digital (Physical theatre company)

<https://www.franticassembly.co.uk/frantic-digital>

National Theatre

Youtube

<https://www.youtube.com/user/ntdiscovertheatre>

Website

<https://www.nationaltheatre.org.uk/learning>

## **Bonus task!**

Find the definitions for the key words and use them in a sentence.

Once this is done, create flashcards or use the website “quizlet” to input your words and definitions into virtual flashcards and test yourself!

Abstract:

Body language:

Characterisation:

Chorus:

Cross-cutting:

Facial expression:

Fourth wall (Stanislawski):

Gait:

Gestus (Brecht):

Hot seating:

Improvisation:

Levels:

Marking the moment:

Narration:

Naturalistic:

Pace:

Pitch:

Posture:

Proxemics:

Stance:

Stimulus:

Storyboard:

Tableaux:

Volume: