



## Blended Learning Tasks

### Drama Department

### Year 8 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 the practitioners Stanislavski and Brecht to develop your knowledge of them.</p>	<p><b>Task 2</b></p> <p>Watch the two videos in resource 2 of the same actress portraying the same character in the two styles. Make notes and compare the way she presents the character and evaluate which worked best.</p>	<p><b>Task 3</b></p> <p>Use resource 3 to create a mask for a character of your choice for a Brechtian 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 "Envy" (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 new year 7s 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.</p> <p>Base this on Stanislavski (it must be VERY naturalistic!)</p>	<p><b>Task 8</b></p> <p>Influenced by Brecht, plan a storyboard of a series of six still images which will form a montage. Use resource 8. Use one of the following stimulus as a starting point to create your montage:</p> <ul style="list-style-type: none"> <li>Conflict</li> <li>Power</li> <li>Revenge</li> <li>Success</li> </ul>	<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 naturalistic (think Stanislavski)</p> <p>Challenge: Do some research on soldiers in WW1 and design a realistic costume for a character in your scene.</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?*

<b>Grade</b>	<i>Demonstrate the ability to collaborate with others in response to stimulus, leading the creation of original performance work and character.</i>	
W5	Makes inconsistent attempts to create a character through voice, physicalisation and movement with no thought to style and form	Offers limited ideas during rehearsal and often loses focus and detracts others from the task
W6		
EVIDENCE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE
1-	Makes some attempts to create a character through voice, physicalisation and movement with little thought to style and form	Offers sporadic ideas during rehearsal to help develop work and can stay focused for the majority of tasks, listening to direction from others
1=		
EVIDENCE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE
1+	Shows basic ability to create a character through voice, physicalisation and movement with some thought to style and form	Offers basic ideas during rehearsal to help develop work and can stay focused throughout tasks, exploring the direction from others
2-		
EVIDENCE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE
2=	Shows competent ability when creating a character through voice, physicalisation and movement with obvious thought to style/form	Offers competent ideas during rehearsal to help develop work and can stay focused throughout tasks, making some decisions to encourage others.
2+		
3-		
EVIDENCE	DATE & TEACHER SIGNATURE	DATE & TEACHER SIGNATURE

**Resource 1:**

	<b>Konstantin Stanislavski</b>	<b>Bertolt Brecht</b>
<b>Information about their person life</b>		
<b>Their beliefs about theatre</b>		
<b>Examples of their style of theatre (you can copy pictures into here!)</b>		

## Resource 2:

Watch the following videos from beginning to end. They show an actress playing the part of Ophelia in Shakespeare's famous play Hamlet. This is part of a series on youtube called "Five Truths) which looks at lots of practitioners' styles.

One is performed in a Stanislavski style, while the other is in the Brechtian style.

Brecht

Stanislavski

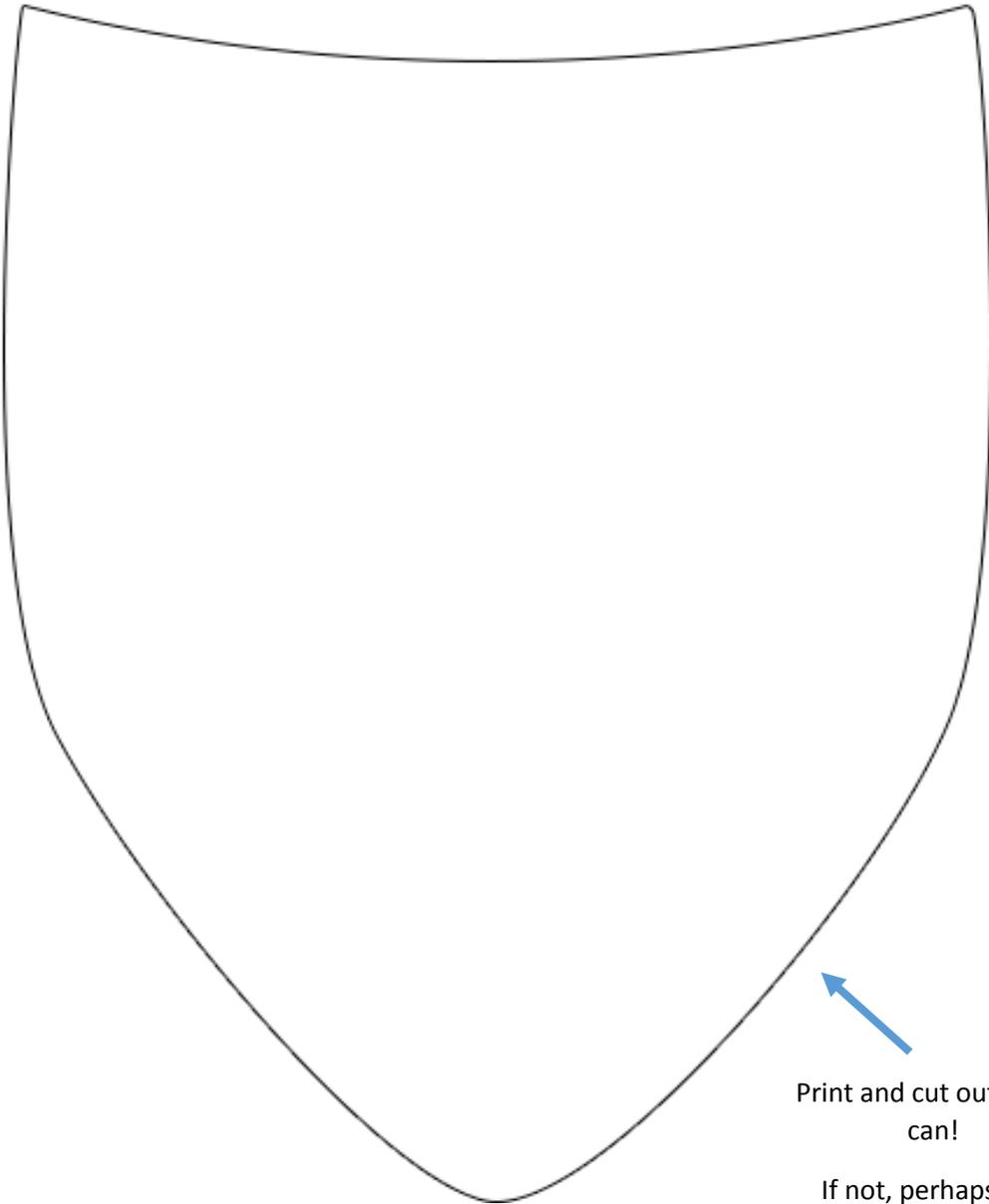


[https://www.youtube.com/watch?v=2OD7phopWWk&ab\\_channel=NationalTheatre](https://www.youtube.com/watch?v=2OD7phopWWk&ab_channel=NationalTheatre) (Stanislavski)

[https://www.youtube.com/watch?v=62-gYcO6jrY&ab\\_channel=NationalTheatre](https://www.youtube.com/watch?v=62-gYcO6jrY&ab_channel=NationalTheatre) (Brecht)

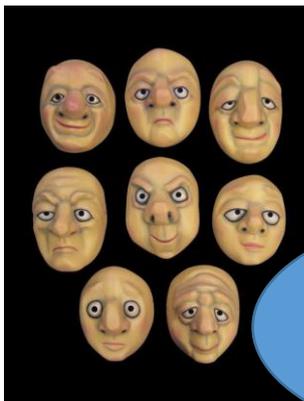
	Stanislavski	Brecht
<b>Obvious examples of Stanislavski/Brecht techniques used</b>		
<b>Use of speech</b>		
<b>Set and costume</b>		
<b>Which is more effective in your opinion and why? (You must justify your answer!)</b>		

## 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

# Envy

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

## Resource 6:

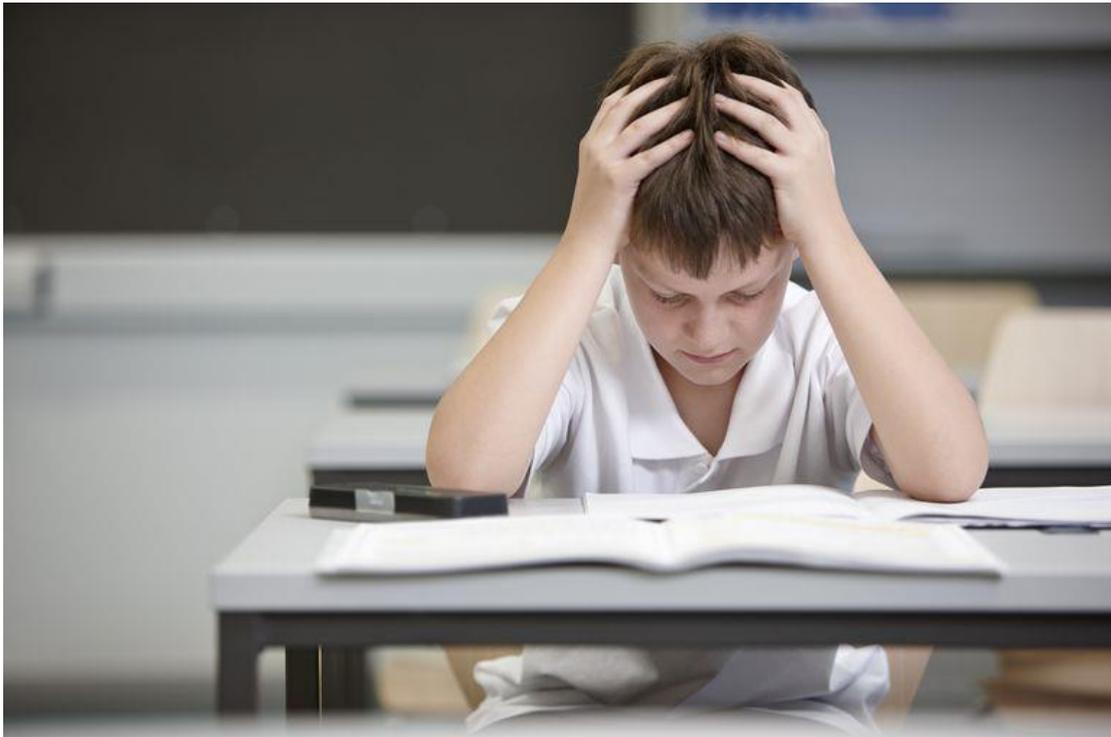
<https://www.franticassembly.co.uk/frantic-digital/students-week-1>

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:** Use the outline to plan out a series of still images which form a montage in the style of Brecht. Add a caption to each which can be shown on stage as a placard. (This does not need to entirely spell out the narrative to the audience!)


## Resource 9:

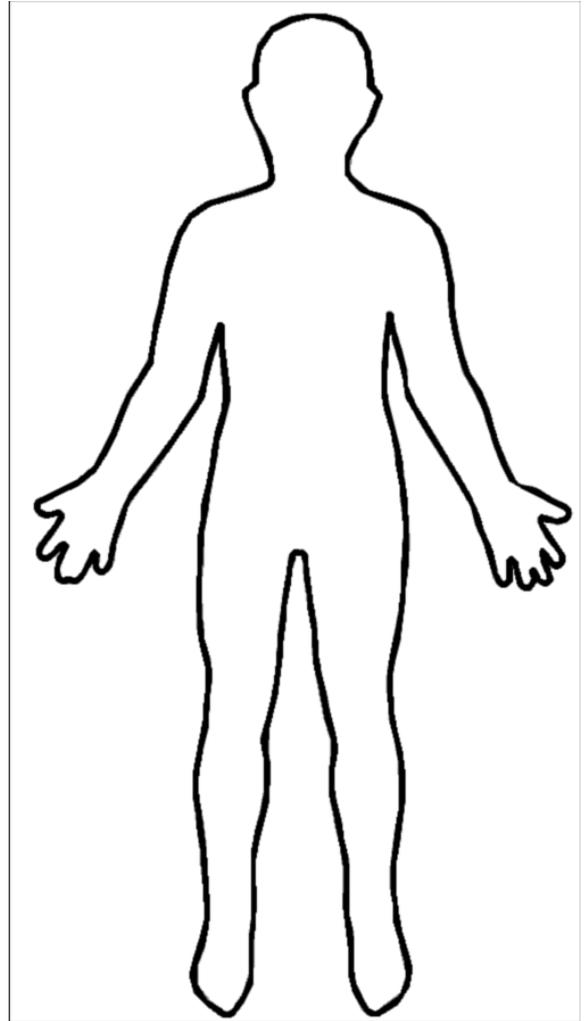
### In Flanders Fields by John McCrae

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

### Challenge



#### Success criteria for scene:

- Natural/ordinary speech
- Emotive
- Use of stage directions
- Fourth wall in tact (actors ignore the audience)

## 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>

Brecht videos

[https://www.youtube.com/watch?v=c7fqMPDcKXM&ab\\_channel=CrashCourse](https://www.youtube.com/watch?v=c7fqMPDcKXM&ab_channel=CrashCourse)

[https://www.youtube.com/watch?v=l-828KqtTkA&ab\\_channel=NationalTheatre](https://www.youtube.com/watch?v=l-828KqtTkA&ab_channel=NationalTheatre)

[https://www.youtube.com/watch?v=Lk0baAeeqnE&ab\\_channel=BethanWheeler](https://www.youtube.com/watch?v=Lk0baAeeqnE&ab_channel=BethanWheeler)

[https://www.youtube.com/watch?v=KkqwH5bpZxA&ab\\_channel=ActingWithKeira](https://www.youtube.com/watch?v=KkqwH5bpZxA&ab_channel=ActingWithKeira)

Stanislavski videos

[https://www.youtube.com/watch?v=iB1fPZX5Zgk&ab\\_channel=Lux](https://www.youtube.com/watch?v=iB1fPZX5Zgk&ab_channel=Lux)

[https://www.youtube.com/watch?v=0R8g0k0LJY8&ab\\_channel=BethanWheeler](https://www.youtube.com/watch?v=0R8g0k0LJY8&ab_channel=BethanWheeler)

[https://www.youtube.com/watch?v=Mbk1K-J6DVI&ab\\_channel=NickO%27Brien](https://www.youtube.com/watch?v=Mbk1K-J6DVI&ab_channel=NickO%27Brien)

[https://www.youtube.com/watch?v=uMzuxuA1POU&ab\\_channel=CrashCourse](https://www.youtube.com/watch?v=uMzuxuA1POU&ab_channel=CrashCourse)

(Stanislavski and Chekhov)

## **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 (Stanislavski):

Gait:

Gestus (Brecht):

Hot seating:

Improvisation:

Levels:

Marking the moment:

Narration:

Naturalistic:

Pace:

Pitch:

Posture:

Proxemics:

Stance:

Stimulus:

Storyboard:

Tableux:

Volume: