



Whitmore High School

DRAMA

Name: _____

In this workbook, you will find different exercises and tasks to help support your learning.

Some of the booklet will require you to read information and answer questions, whereas some will ask you to create images and diagrams.

Please answer all questions and complete all written tasks in pen and any diagrams and drawings in pencil.

If you need help, please E-mail your teacher

piekielniaki@hwbmail.net

ellisa@hwbmail.net

Becoming a character

In drama you are expected to think about other people's feelings and at times you may pretend / act as they would. In order to progress in your skills, you need to 'become' the character. This means changing things about yourself to be the other character.

Task: - in the space below - create a spider diagram of all the things you can change about yourself in order to try and become a different character on the stage. (These usually need to be things that people can see)



Understanding your character.

In order to complete the next task, you will need to read the information below. It is all about how to create a character.

When creating a character, you will usually have given circumstances. These are pieces of information that you already know about the character. For example - Charlie Bucket is a poor child who does not have much money. This information can help you to create a character, it is also information which you cannot change.

In a scene, you can pause the action and allow your character to say their thoughts out aloud so that the audience knows what they are thinking. Thought tracking is a great way to add information to a scene, as well as allowing comedy to be inputted.

When developing your character, to help understand them further, you may use a thought tunnel. This allows others to stand on either side of you whilst you walk down the line in role. The others in the group will help you consider what your character might do in different situations.

Another way to explore your character is to hot seat them. Hot seating allows others to question your character and you then think about what your character might do or say. Another way to explore your character and get more of an understanding, is to do some writing in role. This is where you explore your role further but complete some writing as if you were them.

Task: - underline the key drama words in the above passage.

Checking your understanding.

Task: complete the word search and questions below.

U	H	V	F	N	H	Y	U	B	K	N	N	N	Z	R
Z	P	G	E	G	M	O	T	M	L	F	B	K	G	O
W	Y	O	V	N	E	H	T	L	K	F	D	B	H	L
Y	K	K	A	Q	U	Z	O	S	P	L	U	B	K	E
G	T	G	Z	K	Y	B	O	Z	E	M	O	Z	H	P
J	B	I	S	R	O	W	P	D	G	A	V	T	R	L
P	A	S	N	I	H	S	G	X	I	N	T	K	D	A
U	W	C	A	R	V	X	A	S	F	M	X	I	P	Y
E	L	O	R	N	I	G	N	I	T	I	R	W	N	M
S	D	R	A	C	R	E	T	C	A	R	A	H	C	G
E	I	M	P	R	O	V	I	S	A	T	I	O	N	L
D	A	E	H	E	H	T	N	I	S	E	C	I	O	V
T	H	O	U	G	H	T	T	R	A	C	K	I	N	G
N	M	D	A	I	O	M	K	K	Z	Q	U	P	J	U
T	H	O	U	G	H	T	T	U	N	N	E	L	S	A

Character cards	improvisation
role play	Thought tracking
voices in the head	writing in role
thought tunnel	hot seating

Q- What is thought tracking?

.....
.....

Q - What is improvisation?

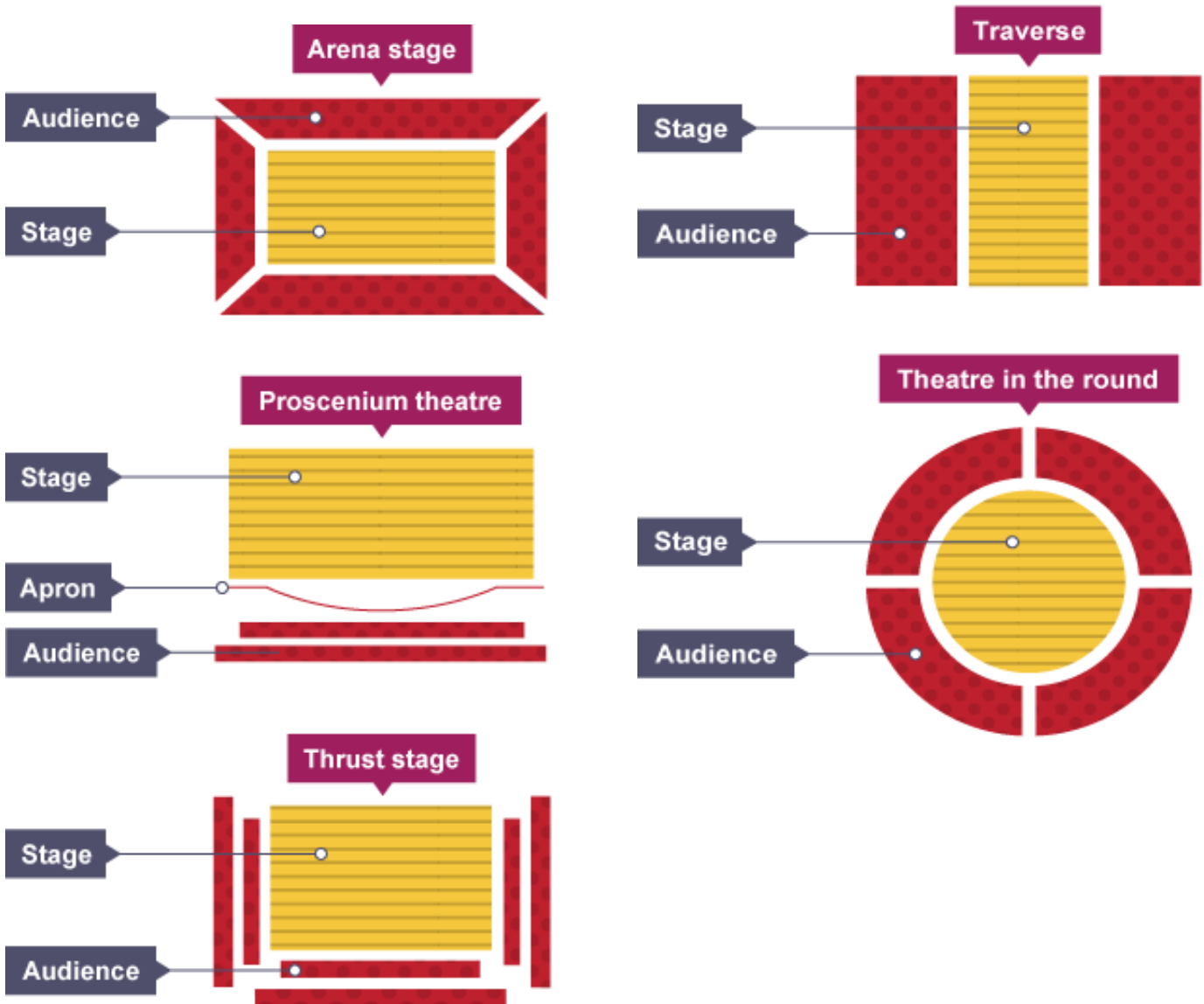
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The performance space.

In the drama studio, there is a flexible performance space. Below are some diagrams of the most common performance spaces.

Task: having looked at the diagrams, consider where the audience is sat and where the actors enter and exit. Think about what people can see when they are in the audience.

Then complete the table on the next page, stating the positives and the negatives of each type of staging.



The performance space continued.

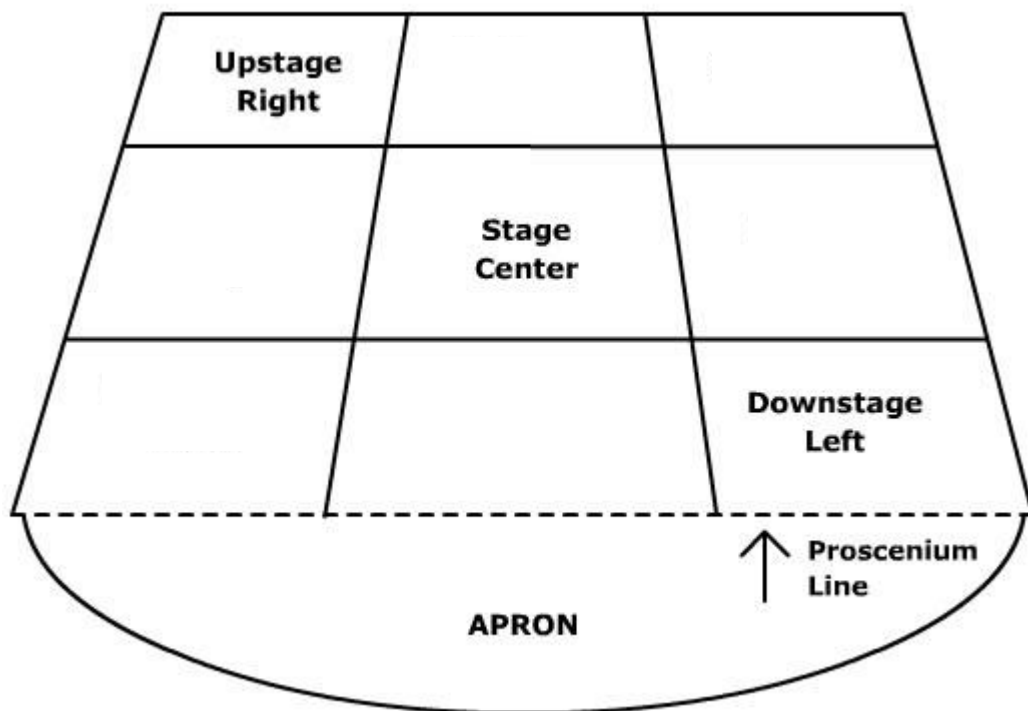
	<u>POSITIVES</u>	<u>NEGATIVES</u>	<u>Where you may see this stage.</u>
<u>Thrust stage</u>			
<u>In the round</u>			
<u>Traverse stage</u>			
<u>Arena stage</u>			
<u>Proscenium stage</u>			

Different areas of the stage.

Traditionally, stages are 'raked'. This means that they tend to be a bit higher at the back of the stage so that the audience can see everything happening, even at the back.

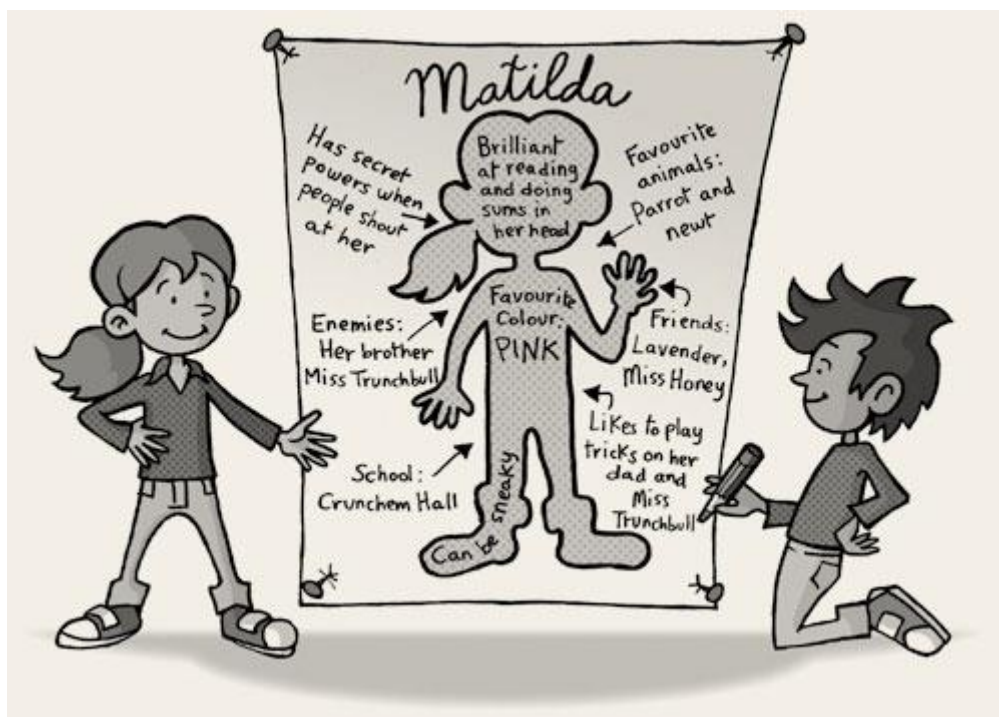
The stage goes up, almost like a bunch of leaves being 'raked'.

The front of the stage goes down to the audience. So the front of the stage is down and the back of the stage is up. Using the diagram below, label the different areas of the stage. Some have been done to help you get started.



Upstage centre	Stage left
Downstairs right	Downstage centre
Upstage centre	Upstage left

When developing and creating a character, you can create a role on the wall. This gingerbread shape allows you to put information inside the diagram as well as around the outside.



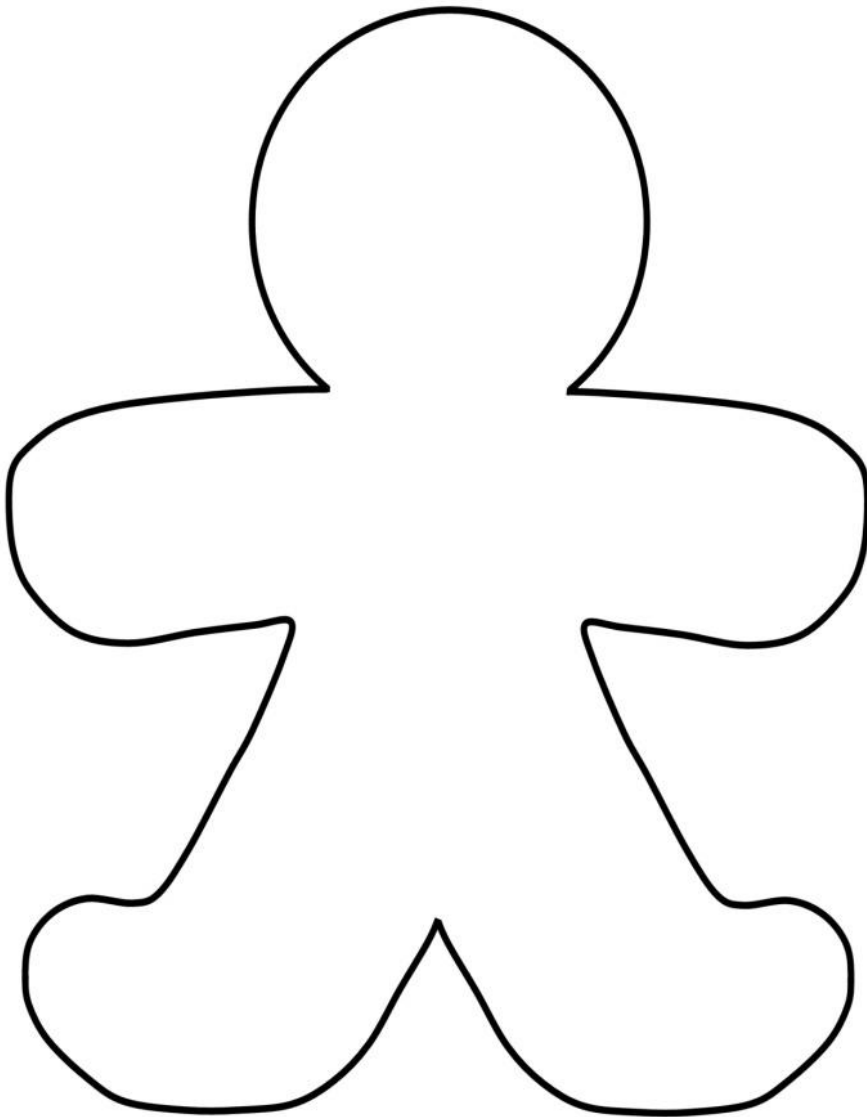
Here is a role on the wall for the character of Matilda from the Roald Dahl book.

Task: on the next page, create a role on the wall for a character of your own. It could be a character from a film, novel, or even a character you have made up.

On the outside write about how others view them - how do they come across to other people?

On the inside - write their feelings and information about them.

ROLE ON THE WALL.



Date: _____

Character fact file.

To help you to know your character more, it is important to create a character fact file. Here you can put information about your character, which in turn helps you to show that you are thinking and behaving like a different person. Below is a character fact file.

Task: try to create a character fact file for a character of your choosing. You could do one for a teenager, or even a celebrity, but whichever you choose, you need to think about it being made up.

All about me!

Name.....

Age.....

Class.....

Hair colour.....

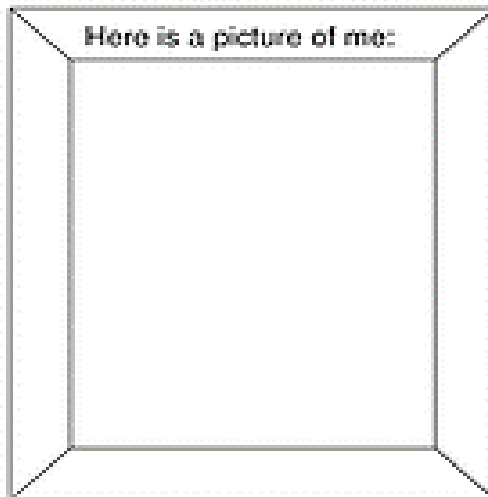
Eye colour.....

Pets.....

People who live in my house

.....

Here is a picture of me:



Here are some things I like to do:

- 1.
- 2.
- 3.
- 4.

My favourite subjects are:

My least favourite subjects are:

My favourite colour:

My favourite food:

Searching for new words.

Character Traits

L W A F X T L L V O E X C N Y
L L H P X U C D H C N L O H T
Q C Z C F F M E N R U F N Y L
M P O P O C U E P F O B S T A
P S L O Q U T V T S D V I I Y
Y E I X P S R H I I E D D S O
H W H T I E G T S F R R E O L
S R E S O U R C E F U L R R S
W S R Y O I I A A O L W A E S
A E E H N P R I T U U U T N E
P P T N L C R T Q I R S E E N
H A Z I I N S P A A V X I G I
A A N I E L P S J P Q E Q Y L
R E Z S E H D Y T S E N O H N
D R S L O V I N G D A W K N A
W G I B X I N T E G R I T Y E
O Q W L E L B A T I R A H C L
R X I B M G D C E E R Q F F C
K X Z R Q T L M S C X F Y G X
P A Z F I B I E U X G C B E O

integrity

discipline

patriotism

resourceful

honesty

hardwork

generosity

loyalty

respect

cleanliness

cooperative

considerate

charitable

friendliness

thoughtful

courteous

persistence

fairness

loving

helpful

Melodrama

Melodrama is a genre of drama and involves an over the top exaggerated performance style. The story lines are simple and involve good fighting evil (with no deaths or serious injuries) and the rescue of a damsel.

Task: thinking about the characters you are given, try to come up with the five stock characters of melodrama.

character	clue
H _ _ _	Usually the character who rescues everyone or saves the day.
_ _ _ _ AI _	The evil character who comes up with a plan to take over the town / rob the bank.
D _ _ _ _ in D _ _ _ _ _	This character is usually a female who is kidnapped and needs to be rescued.
S _ _ _ _ _	This person works with the evil leader and helps carry out their plans.
G _ _ D O _ _ P _ RS _ _	This person usually sees the evil person commit their crime and then reports it to the person who saves the day.





Key words:

Villain, sidekick, damsel in distress, good old person, hero.

Symbolism and costume.

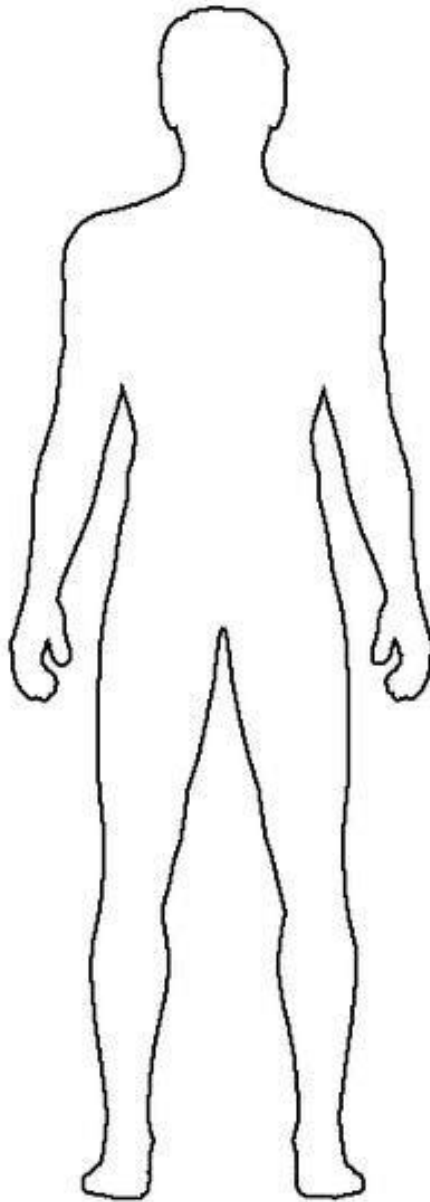
In performances, often it is not possible to spend lots of money on costume, so to help with this, there is use of symbolism. Symbolism, comes from the word 'symbol', meaning a sign or image which is easily recognisable as something else. For example; a red light - usually means danger, a green light usually means go.

Task: complete the table below. Think about what the images shown could represent.

Image	What it could represent
	
	
	
The colour blue?	
The colour black?	
	

Designing a costume using symbolic clothing.

Task: Using the outline below, draw on a costume and label it. If you can colour it then do so, but if you have no colours, label it stating what colour items would be and why. Make sure you label the drawing saying why you have given your character a particular clothing item. (Why not design a costume for a melodrama character?)



Remember to label the drawing saying why you have chosen a certain item and / or colour.

Designing a story line / plot.

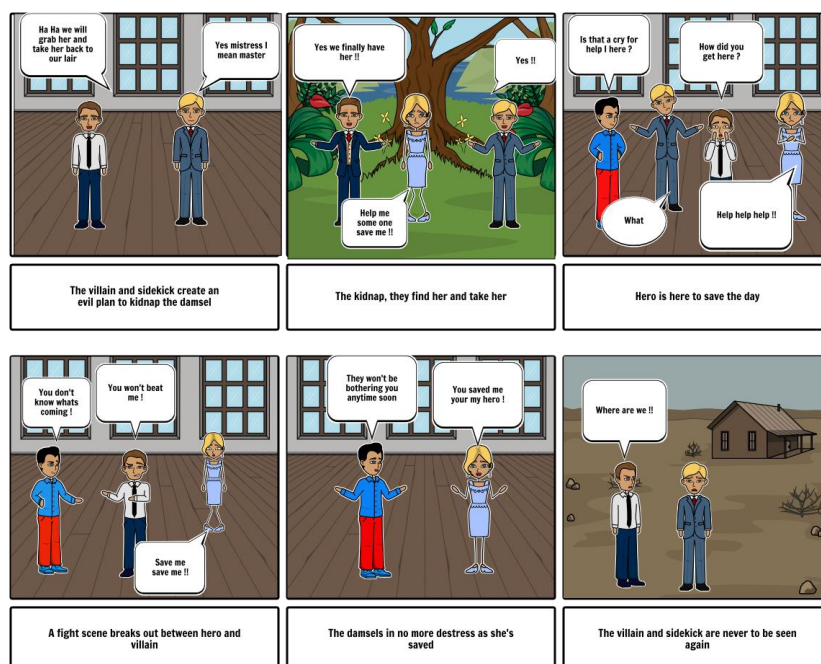
In Melodrama, the plot lines are usually very similar. They involve a villain plotting to commit a crime; usually bank robbery, or kidnap for ransom. When the terrible event takes place, then a witness or good old person sees this and shouts for help or goes to find the hero.

The hero is introduced to the audience and he then goes to confront the evil villain in his lair. The villain is usually shocked to see the hero and a fight occurs. In Melodrama, no-one dies, or losing limbs and there are no guns or violent injuries. The villain is usually beaten in some way, or runs away.

The hero then rescues the damsel, or retrieves the money which has been stolen and either leaves with the damsel, or returns the money to its rightful owner.

The stories are all very similar, but the villain's names and evil plans may change. They may kidnap the hero's sidekick instead etc.

The story must follow a clear plot line and have a distinct start and end. Often, storyboards are used to help plan what the performance will be like.



Exploring a script.

Task: - Read the story line below. Highlight the names of the characters. Highlight any adjectives which describe the product 'Wacky Soap'.

Edited
version of
Soap story.

Once there was a king called King Huff. He ruled over the Bower of Bliss with Queen Huff, who was smelly, and their daughter the Princess Symbol, who was beautiful. The people of the Bower of Bliss were sensible and happy. However, King Huff wanted more than this for his people. He worked for three years to invent some soap with special powers to make his people wacky and therefore happier.

King Huff spoke to the people of the Bower of Bliss:

'Speedily step into your shower
And wonder at Wacky Soap's power
When you lather your skin
You will giggle and grin
And it will stop you from smelling so sour!'

Immediately everyone tore off their clothes to wash with Wacky Soap. The effect was amazing! Everyone became sweet-scented and started acting in a wacky way. They pretended to be elephants and marched up and down the streets trumpeting loudly. It was very funny. But, unknown to the king, Wacky Soap had another power ...

Wacky Soap also washed bits of people away. Some people washed away their arms. Some washed away their legs. Some washed away their heads. Some even washed away their naughty bits.

Princess Symbol liked Wacky Soap so much that she washed herself away, never to return. Her parents, King and Queen Huff, were heartbroken.

'What has happened here I truly regret,' exclaimed King Huff, 'Wacky Soap is a deadly threat!'

The people of the Bower of Bliss were angry with their king.

'You said Wacky Soap would make us happier – wackier', said a woman who had a gap between her tummy and her knees. 'Instead, it is making us disappear. Wacky Soap is making us very sad. Wacky Soap is bad, that's very clear!'

The people of the Bower of Bliss looked to King Huff for an answer – a sensible answer. King Huff stood and spoke into his royal microphone:

'I can't bring back those who are washed away but I can ban Wacky Soap and that ban starts today!'

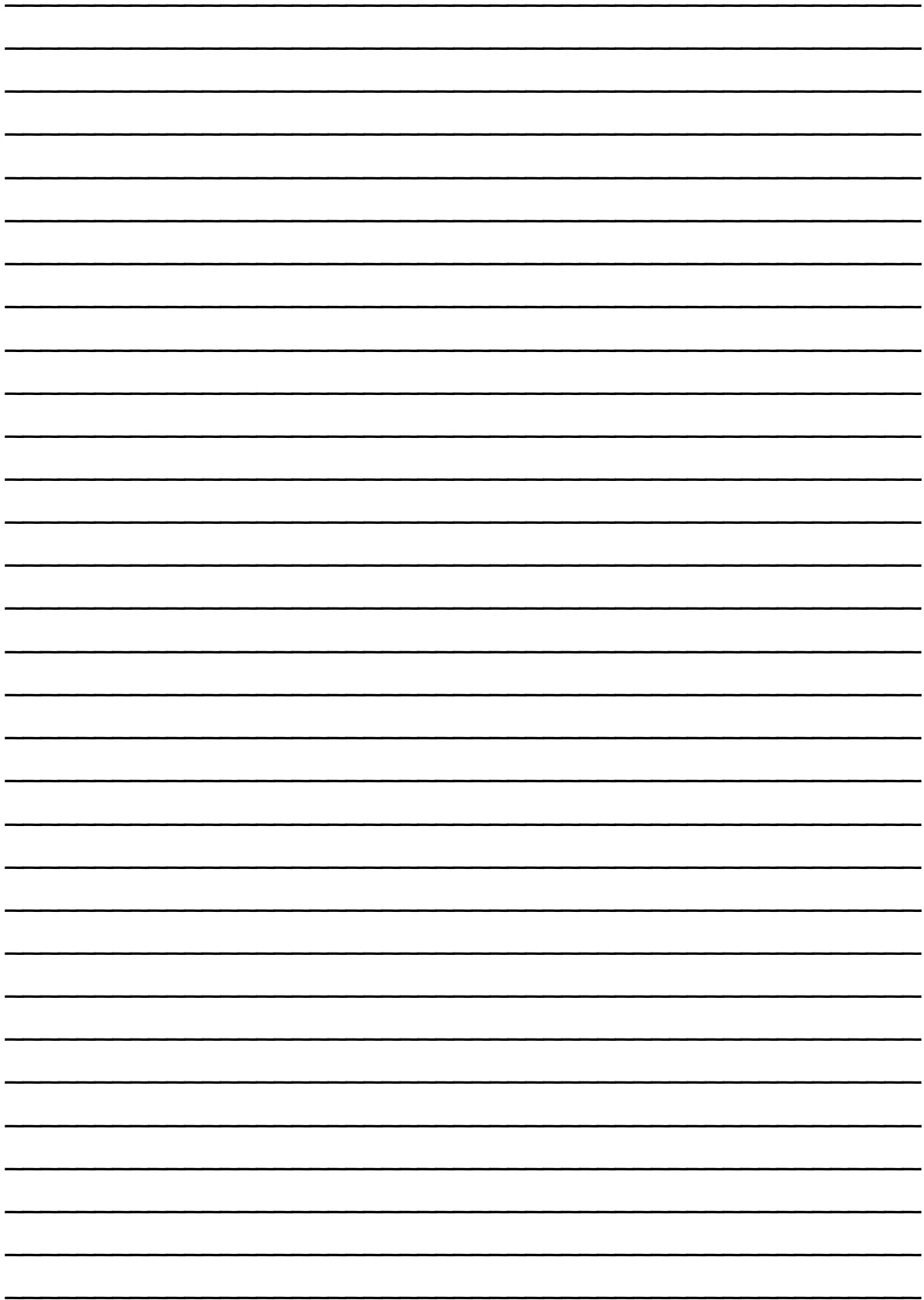
The King carved a statue of Princess Symbol to remind everyone that true happiness can never be made. Underneath the statue King Huff inscribed the following words:

'Lasting happiness comes from within, not from a lather on your skin.'

King Huff and his queen looked out onto the statue in the Bower of Bliss market square and they smiled. Although still very sad, they believed that their people could now create their own happy ending.

Selling soap!

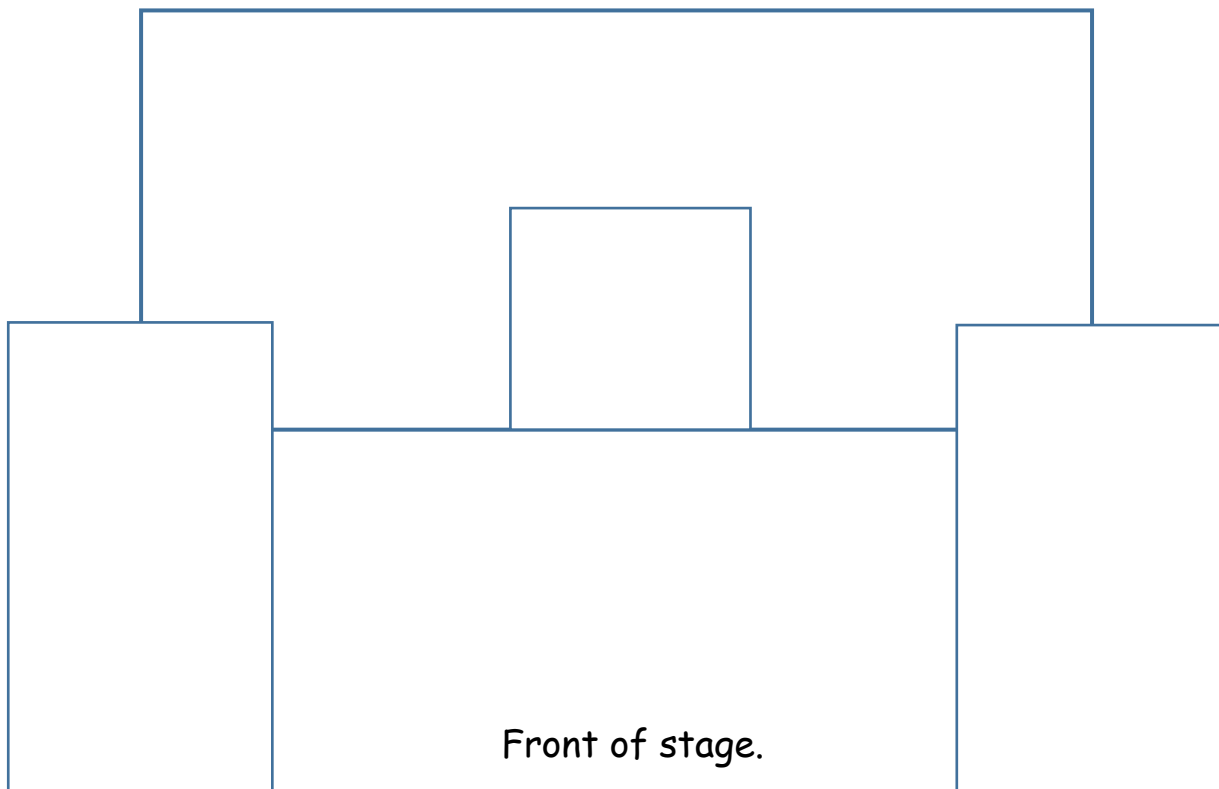
Task: in the space below, design a poster selling Wacky Soap. Remember that it needs to include the benefits of this wonder product and encourage people to buy it. Make sure you sell the soap in a positive way rather than mentioning that it washed away parts of your body.



Designing a set.

Sets are used to help create a more believable space for the performers as well as the audience. They can come in different forms, but the most commonly used one in schools and small venues is called a composite set. The composite set is usually a large backdrop which then is used to show lots of different areas / representations of scenes in one go. Depending upon where the actors stand, this helps to set the scene. It is usually a fixed set and as our school stage shows, it can be added to with smaller pieces of movable set.

Task: in the space below, create a design for a composite set for a performance of Wacky Soap. Think about what you want to show, there are homes, town squares, palaces, shops and many other areas you may wish to try and represent. Colour your image as well.



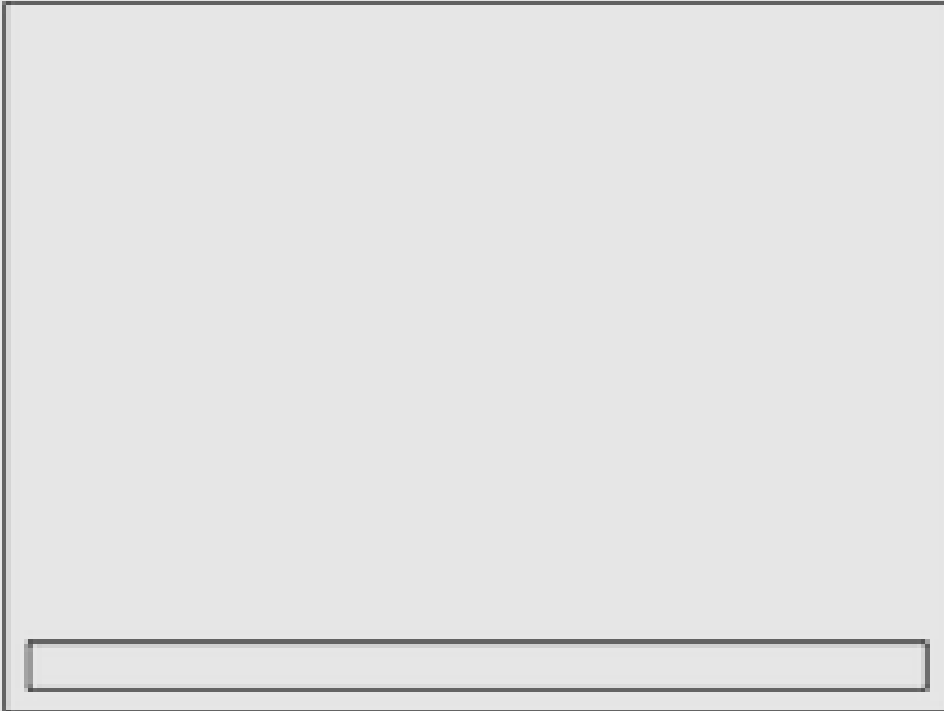
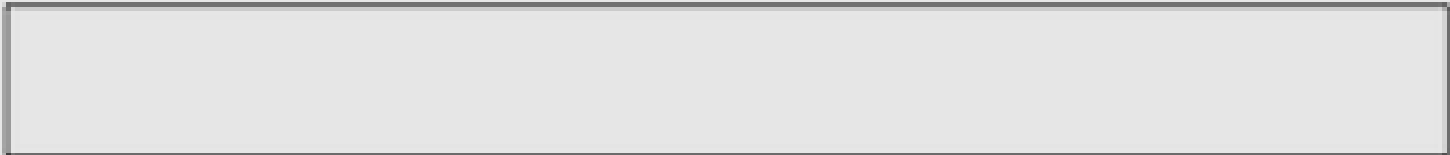
Read all about it!

Task: Imagine that a student at school has been secretly using Wacky Soap and it has begun to wash away parts of their body! In the space below, write a short newspaper article reporting the story. Remember to use normal English writing skills when creating your work.

Use the following as a checklist to help ensure your work is a good standard.

<i>Include</i>	<i>It's there</i>	<i>Include</i>	<i>It's there</i>
<i>Paragraphs throughout the work.</i>		<i>Catchy headline</i>	
<i>Quotations from friends or relatives</i>		<i>Quotations from local police / medial officials</i>	
<i>Commas</i>		<i>Semicolons</i>	
<i>Statistics about the number of cases reported. (you can make this up)</i>		<i>Quotation from King Huff about how the Soap destroyed his family.</i>	
<i>Interesting vocabulary - adjectives and verbs</i>		<i>Adverbs</i>	
<i>Written in past tense throughout. (he was, they were, it was)</i>		<i>Written in third person throughout. (he/ she / they)</i>	

THE HAYES OBSERVER



A vertical column on the right side of the page containing multiple horizontal dotted lines, serving as a writing area.

A vertical column on the bottom left side of the page, starting with the word 'By' followed by a dotted line and several more horizontal dotted lines, serving as a writing area.

A vertical column on the bottom right side of the page containing multiple horizontal dotted lines, serving as a writing area.

Voice / language.

Task: read through the passage and underline the key words. Then have a go at completing the word search about Language and Voice.

When speaking lines, often, we are told "it's not what you say, it's the way that you say it!" (Usually this is when we are getting told off at home! you know, when you say sorry and then get told off again?) If you put emphasis on certain words, this is known as intonation. It means that in a sentence, you might say

"Sit down and be quiet" but you place emphasis on the quiet. It helps to put stress on the word "quiet" and keep people's focus on this.

Another thing to consider with speech, is your pace, a bit like running, it refers to how fast you say the lines. So for example, someone may say "I'm fine!" quickly which may make you think they are not, but also if they say it slowly, it may give you an idea that they are a bit fed up or tired.

Articulation is important when performing or even presenting, as this allows people to hear your speech more clearly, which aids understanding.

Some people from different areas may have an accent. This helps to set a performance in a particular area / location. Not all plays do this, but some are clearly meant to be in a certain location. (e.g East Enders) They may have a natural register to allow the words to flow freely, but still maintain an accent.

G	A	A	V	Y	A	X	D	I	V	Y	F	I	K	E
N	M	R	X	O	A	J	F	F	C	V	N	W	E	A
M	Z	T	Y	V	L	F	M	N	H	T	C	L	V	K
Q	S	I	Y	R	S	U	E	Z	O	Y	N	M	N	A
K	K	C	G	P	E	U	M	N	L	K	K	Z	E	X
V	J	U	K	D	L	T	A	E	U	R	G	V	G	V
D	B	L	B	F	G	T	S	I	S	A	H	P	M	E
R	K	A	N	F	I	U	P	I	I	E	C	A	P	F
P	I	T	F	O	W	I	F	Y	G	R	E	H	L	G
A	L	I	N	T	T	C	J	T	H	E	C	N	U	R
U	O	O	V	C	B	O	Z	I	L	Y	R	Z	O	R
S	C	N	H	F	W	J	A	R	A	C	C	E	N	T
E	M	F	C	V	E	Y	U	A	J	E	K	H	N	C
U	S	L	Q	D	Z	F	G	L	F	K	D	X	Z	Y
D	L	F	H	Q	T	B	K	C	E	O	O	L	B	H

ACCENT	CLARITY	FLUENCY	
	INTONATION	ARTICULATION	PACE
REGISTER	PAUSE	EMPHASIS	
TONE	VOLUME	PITCH	

Q - Which element of your voice do you think you use the most and why?

In drama you often concentrate on making work for sharing to an audience. Did you know that often the same skills used in making a movie or adverts are used when putting a performance on stage?

Your challenge is to come up with an idea for a zombie movie...

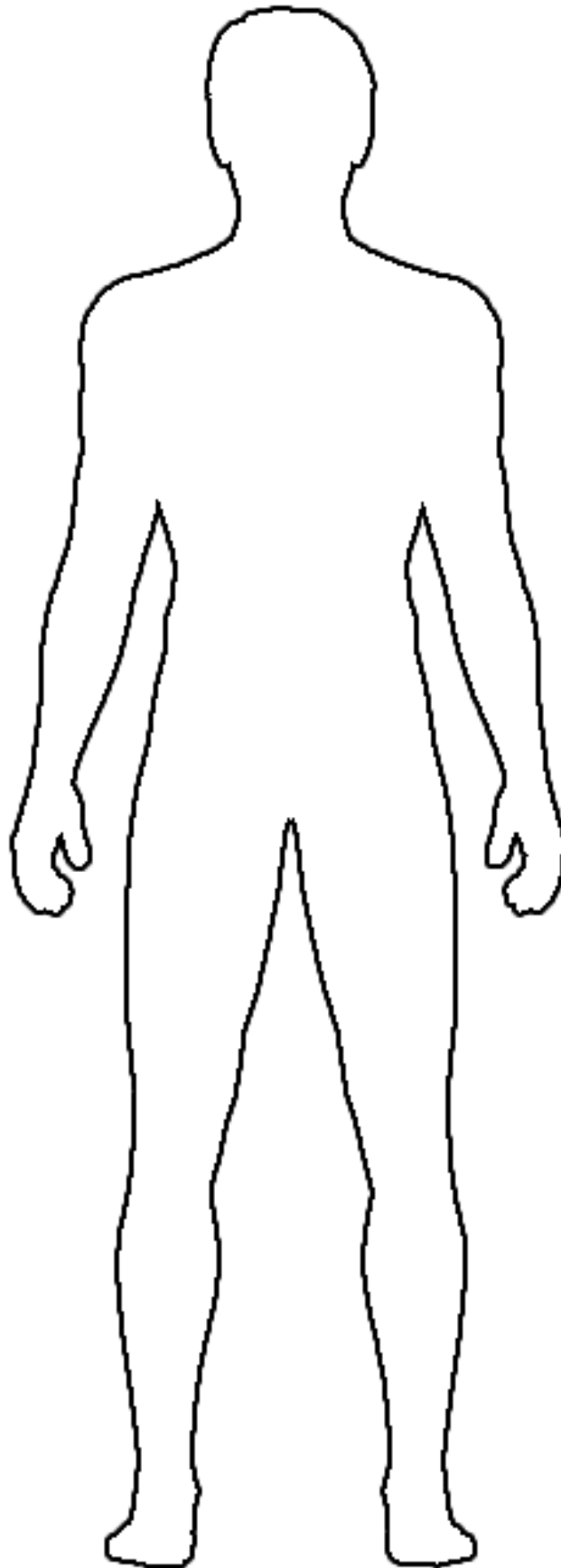
In the space below, put down all your ideas on how a zombie outbreak could have occurred at your school.



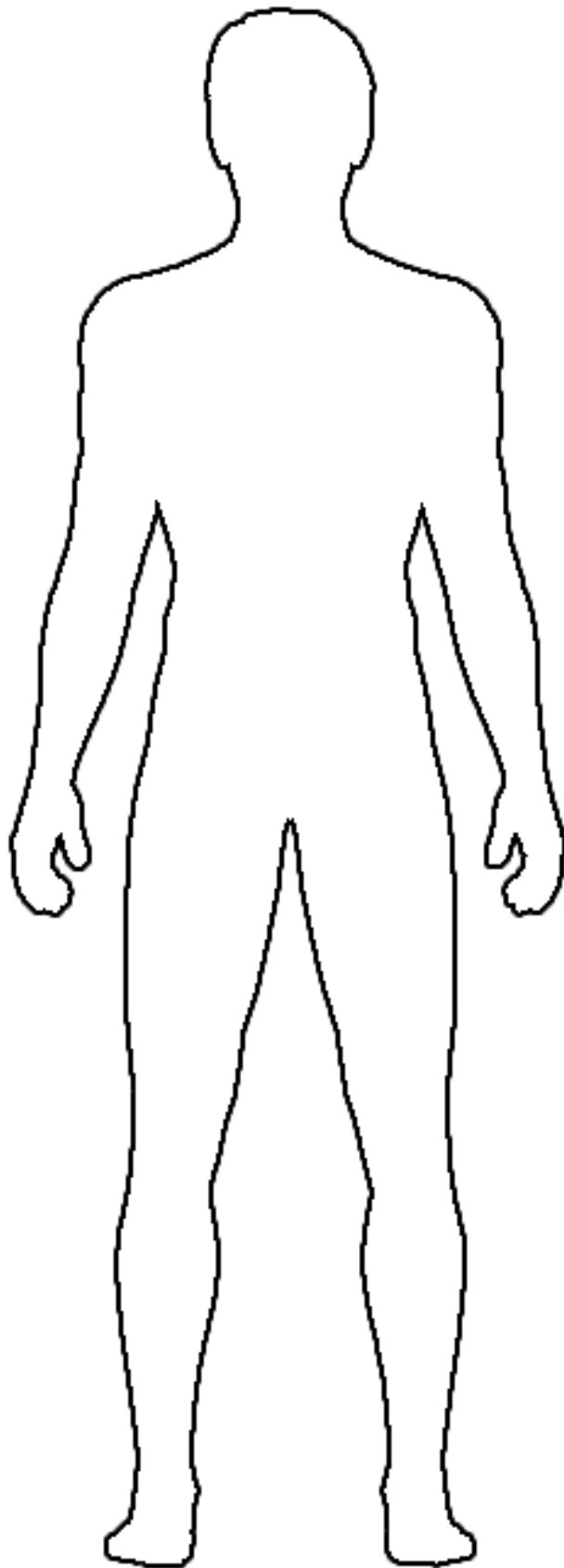
INITIAL IDEAS.

Costume design

(Remember to label it and explain why the person may be wearing ripped jeans etc)



Costume design 2



DVD COVER DESIGN

Front cover.

Again, add some labelling explaining your design.

