



### Key Language

Freeze Frame  
Status  
Inequality  
Monologue  
Prejudice

If you don't know any of these words your first task would be to find definitions for them all!



### Website to look at:

[Noughts & Crosses | Royal Shakespeare Company \(rsc.org.uk\)](http://www.rsc.org.uk)

### Fact Finding

Who are Sephy and Callum?

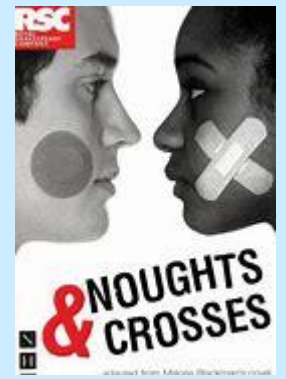
What is the difference between Noughts and Crosses? How are their lives different and how are they treated differently?

Who wrote the book?

What message do you think the author wants to give from this book?

### Tasks

1. Watch the first 5 minutes of Noughts and Crosses Episode 1 on BBC iPlayer: [BBC iPlayer - Noughts + Crosses - Series 1: Episode 1](http://www.bbc.com/iplayer/series/1/episode/1)  
Write a diary entry in role as Callum (lead character in patterned shirt) after the incident. Use the starter questions below to help you.
2. Write a definition for all of the Key Language (see box above).
3. Research the play using the key questions in the Fact Finding section and make a poster with the information you find.
4. Act out your character's diary entry – change your voice and body language – film your work.
5. Create a role on the wall for Callum and Sephy but drawing a ginger bread man shape and writing as much information about them as possible. See example below.



### Diary Entry starter questions:

- How did you feel when the police arrived?
- What do you think happened to your friend?
- What do you think might happen next?

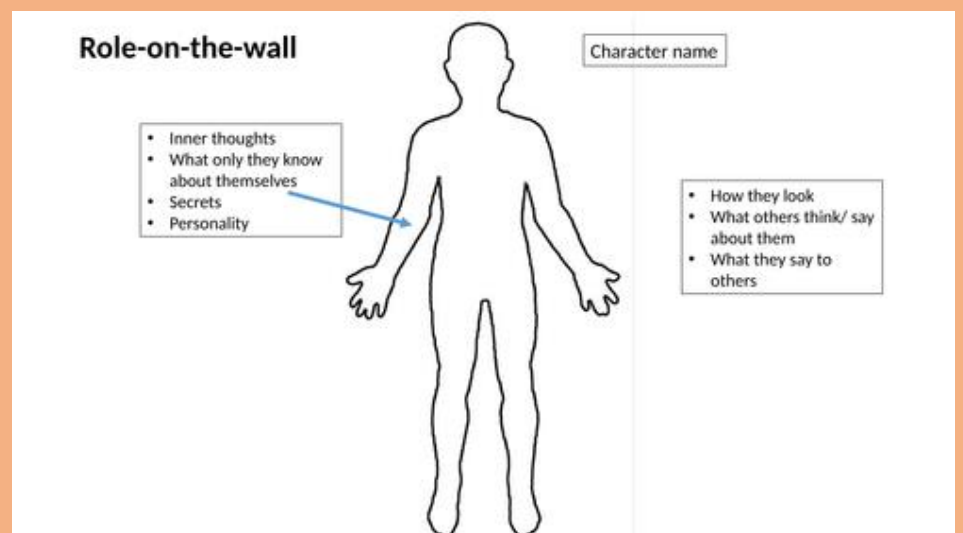
Starter words:

Scared  
Helpless  
Frustrated  
Unfair  
Unjust  
Angry  
Hospital  
Serious Injury

### Role on the Wall:

Callum example: Brave, loves Sephy, wants to be treated fairly.

Sephy example: Doesn't get on with her family, is ashamed of the way white people and treated differently.





Performing Arts  
Year 8: Term 5  
Atmosphere and Tension  
Essential Learning



**Key Language**

Mood/Atmosphere  
Tension  
Diegetic sound  
Non-diegetic sound  
Monologue  
Plot resolution

Write a definition for the key language above. If you do not know the words try looking on the computer. Use the word 'Drama' in any searches that you do.



**Website to look at:**

[Climax and anti-climax - Drama elements - GCSE Drama Revision - BBC Bitesize](#)

**Thinking about tension.**

List 3 ways you would build tension in a scene using your body.

List 3 ways you would build tension in a scene using your voice.

Watch this trailer from *The Woman in Black*  
[The Woman In Black - London West End trailer - YouTube](#)

List 3 things you spot in the trailer that would help build tension.

**Tasks**

1. Create a script that has a narrator and two other characters. Write a scene that builds tension.
2. Use the computer (You Tube) to find 5 sound effects that could be used in your script.
3. Record your script, if possible, using different voices for the different characters.
4. Design a set for the scene that would work on the school's stage. Annotate your ideas.
5. Find a piece of music without lyrics that would be suitable for your scene.
6. Design a costume for a character you have written about or one that might feature later.

*Levi and Sarah stopped suddenly. Slowly, hearts beating loudly in their ears, they turned towards the fading light from the broken window.*

*A shadow slowly grew bigger until the two children were enveloped within its grasp. Levi held his breath. Sarah, closed her eyes.*

*Ice cold fingers tickled Levi's spine, he felt the air around him being sucked away. Desperately, he grasped for Sarah's hand.*

**Task 1:** Add dialogue to this story that will help create tension. Make sure you use stage directions to demonstrate where, when and how characters speak/move.

**Task 2:** Either: write a script to show how Levi and Sarah got here OR write a script about what happens next. REMEMBER: use tension, stage directions and sound effects.

**Inspiration for set design:**



**Dramatic Tension - YouTube**

Click on the link above and watch the clip about building tension.

**Task:** Use the clip and your work from lessons and the other tasks to create an information poster that could be displayed in a classroom that highlights different ways of building tension. Ensure the poster is clear and grabs the attention of students.

**Lighting and Sound**

Explain how lighting, sound and special effects (such as smoke) help create tension in theatre.

[Lighting and sound design - Designing for productions - OCR - GCSE Drama Revision - OCR - BBC Bitesize](#)



**Key Language**

Physical Theatre

Genre

Mime

Ensemble

Rapport

Precision

If you don't know any of these words your first task would be to find definitions for them all!



**Website to look at: Watch all the clips that introduce you to what physical theatre can look like.**

**[PUSH Physical Theatre \(Different Breed Promo\) - Bing video](#)**

**Fact Finding**

What is physical theatre?

Find out by researching on the internet what Physical Theatre is. A good place to start would be on the BBC Bitesize website:

<https://www.bbc.co.uk/bitesize/guides/ztfk6s/g/revision/1>

What kind of work do Physical Theatre Companies produce? Are they plays? Dances? Do they have a moral?

DV8  
Push  
Frantic Assembly

**Tasks**

1. Research and come up with a definition for all the key language in the top left box.
2. Do the two Fact Finding tasks: Find out what Physical Theatre is? What kind of work do Physical Theatre Companies produce. Research the 3 companies provided.
3. Complete the tasks in the blue box below. Watch the trailer first to help you.
4. Using the Monologue below, annotate around it explaining how you would turn it into a physical theatre performance. Consider how many actors you would need as well as what lights, sound and special effects you might use.

**Skills**

Watch the clip below and answer the questions

[Elements Trailer - Physical Theatre - Bing video](#)

What Physical skills do you need to be able to perform physical theatre?

What team working skills do you need to be able to perform physical theatre?

Create a leaflet that explains these skills. Use colours, images, examples.



**Monologue (you may want to copy and paste this extract for task 4)**

As I walked through the vast forest, it grew darker and darker. The trees here were so large they loomed over me, branches reaching like arms outstretched to grab me.

This was my nightmare coming true!

I heard an almighty roar to my left. As I turned to look, a huge monster appeared from the misty lake. Four, tentacle like arms thrashed in the air and a mouth with teeth so huge and terrifying I felt my legs beginning to shake.

The beast moved his way towards me, so quickly I could do nothing but quiver in fear. Time froze as its gargantuan yellow eyes stared into mine. And then, as if in slow motion, its gaping jaws opened wide, the stench from its mouth was enough to make you sick.



**Lighting and Sound**

Explain how lighting, sound and special effects (such as smoke) impact physical theatre in a positive way.

[Frantic Ignition 2016 Highlights - Bing video](#)



Performing Arts  
Year 8: Term 3  
Matilda – Staging a Musical  
Essential Learning



**Key Language**

Sound-scape  
Tableaux  
Characterisation  
Choreography  
Narration  
Sustaining a role

If you don't know any of these words your first task would be to find definitions for them all!



**Website to look at:**

[Matilda School Resources - Matilda The Musical London](#)

**Plot**

Find a definition of the term 'plot.'  
Sum up the plot of Matilda in 5 sentences.  
Watch the clip on plot [Plot - Matilda The Musical London](#)  
Think of a good joke. Write it out. Look at the structure.  
What is the point of each line?  
Dennis talks about how he created the scene with Bruce using Miss Trunchbull's line 'Who stole my chocolate cake?' as a starting point. Can you think of a key line or phrase that would help introduce one of their character's problems?

**Tasks**

1. Complete the plot task in the blue box
2. Design a new character (a student) for the story of Matilda – look at the information in the orange box below to help you. Think of their name and then a problem and plan what would make an interesting scene.
3. Write a scene for Matilda using the character you have generated and Miss Trunchbull. Watch the clip about creating dialogue: [Dialogue - Matilda The Musical London](#)
4. Write your own poem about The Chokey that could be delivered as a song. Look in the box below for the version in the play and then write your own.

**The Chokey Chant**

What . . . What's Chokey?  
They say it's a cupboard in her office that she throws children into.  
They say she's lined it with nails, and spikes, and bits of broken glass  
There's a place you are sent if you haven't been good  
And it's made of spikes and wood  
And it isn't wide enough to sit  
And even if you could  
There are nails on the bottom  
So you wish you'd  
Stood!  
When the hinges creak and the door is closed  
You cannot see squat –  
Not the end of your nose  
And when you scream, you don't know if the sound came out  
Or if the scream in your head even reached your mouth!

Character: [Character - Matilda The Musical London](#)

**Name:**  
Tristan  
(son of an inventor)

**Problem:**  
Dad is always using son as guinea pig in experiments. As a result he comes to school late and always looks dishevelled. On his first day he is thrown in the chokey.

**Their plan:**  
Tristan wants to create a robot of himself so it looks like he is never late for school.  
Asks his friend, who comes from a family of 10 children to look after the robot and walk to school with it.



Now you have created a Chokey Chant of your own. Storyboard movements that would go with each line to bring it to life on the stage.



**Key Language**

Devising  
Stimulus  
Improvisation  
Writing in role  
Monologue  
Duologue  
Characterisation  
Plot  
Storyline

If you don't know any of these words your first task would be to find definitions for them all!



**Website to look at:**

<https://www.bbc.co.uk/bitesize/guides/zg9x34j/revision/1>

**Fact Finding**

Name a theatre company that uses devising.

Find 5 items around your house/ in your bag that would make a good stimulus

Find a piece of music that might give you some good ideas for a piece of Drama

Find a painting or photograph that has interesting characters in it. Could these be good characters to help create Drama?

**Tasks**

1. First of all make sure you have researched the key language and written down a definition for all the terms.
2. Then do some fact finding by researching theatre companies that use devising and find some stimuli that you could use for Drama.
3. Using one of the pictures on this sheet as a starting point - make a mindmap (look at example)
4. Write a diary entry as the character you mind mapped. Write in role - see example
5. Act out your character - change your voice and body language - film your work

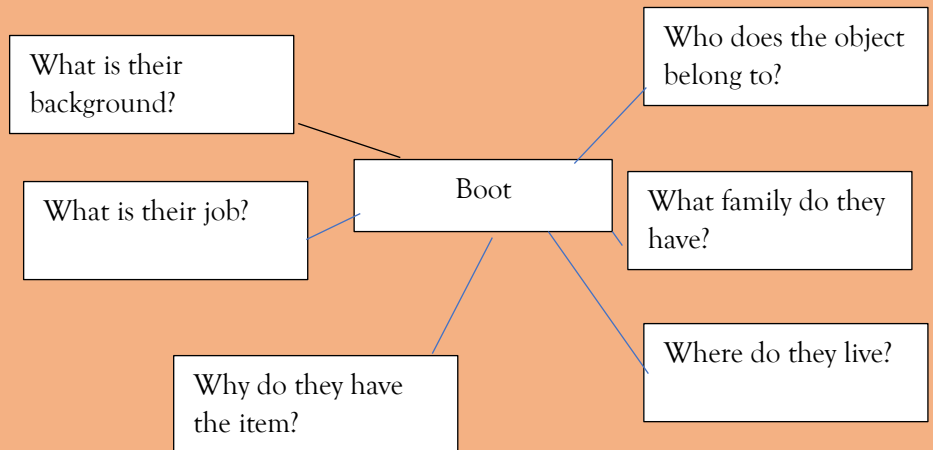
**Writing in role diary entry example:**

Dear Diary,  
I've been on the streets for 11 years. Moving from one doorway to the next. I sleep under the shelter of Morrisons mostly. I wait for the shop to shut and then climb the dumpster and eat the food that has been chucked out that day.

I have my dog Dotty for company. She is loyal as anything. Dotty keeps me warm at night too. I always make sure she is fed before I eat. She's my best friend.



**Mind-mapping a stimulus to create a character example**



**Theatre Companies that devise**

Watch the clip on this page. This Frantic Assembly and most of the work they do is created by the actors through movement:

<https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/2>

