

LITERACY MAT

Year 7 Drama



ST BERNARD'S
HIGH SCHOOL

LOVE ONE ANOTHER AS I HAVE LOVED YOU

KEY

VOCABULARY

Facial Expressions - Using your face to communicate story, meaning and emotion.

Body Language - Using your body to communicate story, meaning and emotion.

Movement - Stage blocking or the movement of actors on stage during a performance.

Gesture - Everyday movements made with your hands or head.

Physicality - Use of the body to communicate meaning, includes facial expressions, body language and movement.

Vocal Skills - The use of your voice to communicate story, meaning and emotion.

Pitch - How high or low an actor's voice is.

Pace - How fast or slow an actor's voice is.

Tone - The mood or attitude in which a line is delivered.

Volume - How loud or quiet an actor's voice is.

Freeze Frame (Tableau) - A still image where actors communicate a key moment, message, or character.

Thought-Tracking - A character speaking their thoughts out loud to just the audience.

Improvisation - A dramatic scene created without a script.

Choric Speaking - Vocally delivering a piece of text as a group.

Choric Movement - Communicating meaning through moving as a group.

Melodrama - An overexaggerated style of acting.

Stereotype - A widely held but often simplified or generalized idea about a particular group or category of people.

Monologue - A speech made by one character alone.

Audience Awareness - Knowing where the audience is and making sure that your performance is played directly to them.

Hot-Seating - A rehearsal technique used to discover more about a character. It is used to help the actor develop their understanding of the character. In hot seating, a character is questioned by the group about his or her background, behaviour and motivation.

COMMAND

WORDS

Describe - Give an account in words. For this you will need to provide a series of points, which usually need to be linked, that includes all the main features.

Explain - This is the 'how does something work/do?' command. For this you will need to provide an explanation with reasoning. You will need to use words such as 'because' or 'therefore' to help you to provide explanations.

Explore - Undertake a systematic process of discovery.

Evaluate - This is when you are required to provide a reasoned argument. Much like 'discuss' you are expected to give both points of view, consider 'strengths v weaknesses' or 'advantages v disadvantages'. However, you must then provide a conclusion in which you make a decision on the most appropriate option and justify your choice.

Create - To make something.

Perform - To present a dramatic work in front of an audience.

KEY

PUNCTUATION

- Capital letters are used for the first letter of each word of a name of a play. For example:

A Midsummer Night's Dream

- When scriptwriting, often the character's names are written in CAPITAL LETTERS.

(Stage directions are written in *Italics* and sometimes in *(brackets.)*)

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WRITING SUPPORT

Examples of descriptions of facial expressions:

Raised brow
Furrowed brow
Wide eyes
Squinting
Frowning
Gritted teeth
Joyful smile
Clenched jaw
Flared nostrils
Pursed lips

Examples of descriptions of body language:

Straight back
Hunched shoulders
Crossed arms
Leaning backwards
Open stance
Fists clenched
Pointed finger
Standing with legs confidently astride
Hands on hips
Crouching
Chin raised

KEY SKILLS

- **Describing** the use of vocal skills, body language and facial expressions.
- **Explaining** what the use of acting skills communicates to the audience.
- **Evaluating** how effective a performance is in engaging the audience.
- **Explaining** the aim of your performance and how you hope the audience to react.

TOP TIPS

Always begin peer verbal feedback with:

'I thought it was effective when/because/how.....'

Or

'I think it could be even more effective if.....'

- Remember that the main aim of any performance should be to engage the audience, this should be the first thing you consider when evaluating the work of your peers. Was it engaging? How did they use their acting skills to make it engaging?
- When describing vocal or physical skills, remember to simply state what you see or hear. E.g.

'Her eyes were wide open; her eyebrows were raised, and her teeth were gritted.'

Or

'Her voice was loud, slow, steady and had a determined tone.'