

Year 9 Drama “Forty Short Plays”

Project demonstrating your decision-making processes to support your performance work

In Year 7, you knew these as “Theatrical roles of expertise”. In Year 9, you are now responsible for doing this. As you are working from home, you can work through the list in and provide written evidence for all your ideas and decisions. Continue learning your script lines to keep them fresh in your mind until your practical assessment (performance).

Playwright: A copy of the completed script which **must include stage directions written in brackets, italics or bold**. The stage directions must indicate:

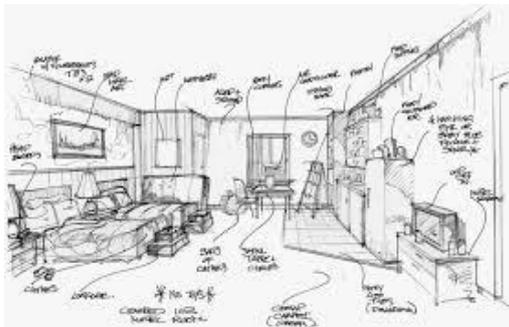
- How to say the lines
- Action/movement
- Emotions (facial expressions and body language)

Actors: Create a character profile which shows you have thought about the character’s background (likes, dislikes, personality and social etiquette depending on the time era of the play)

Producer: A copy of the rehearsal schedule, with details about when scenes were rehearsed. Register of students attending each rehearsal.

Director: Storyboarding your ideas and a director’s diary detailing how scenes were improved and what suggestions the director made to enable this to happen.

Set designer: Sketches of set design (One with a multi-million pound budget and one for basis in the Drama studio with available resources). A model of the set design using a shoe box would be ideal.



You can annotate your piece of paper if you wish?!

Potential things to consider the following and include it in your design. This is only suggestive of the example above!

Walls (colour, wallpaper, paint – fabrics/textiles and colour?)

Are there any windows or doors (entrances and exits), if so where are they?

Are there any table lamps or ceiling lights with shades?

Are the windows dressed with curtains/blinds?

What does the floor look like? (Wooden floorboards, rugs or fitted carpets?)

Is there a fireplace?

Is there a television or radio?

Are there any potted plants?

Where is the telephone?

Props Master: A props list with some pictorial examples of the research you have undertaken. A list which shows you have delegated (given other people responsibility) for sourcing of props to other members of the group. You could even make a prop made from scratch to use in your scene.

| | | | |
|------------------------------------|------|-------|---|
| Soda syphon with soda water inside | Mary | Stage |  |
|------------------------------------|------|-------|---|

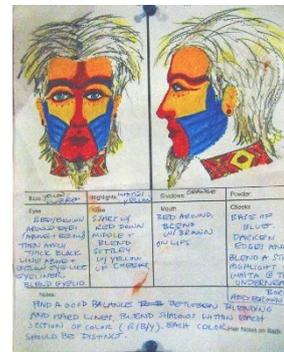
Costume Designer: Sketch designs for each member of the group. One design should be annotated in detail, showing choices and decisions. A list showing which costume

Lighting Designer: A sketch of the stage and set design. Different areas should be marked on to show how you wish to light the stage. A copy of the script to show all lighting cues marked on, so anyone can operate the lighting changes at the correct time.

Sound Designer: A copy of the script to show all sound cues marked on, so anyone can operate the sound effect/music changes at the correct time.

Decide whether the sound or music is **diagetic** (the characters hear the sounds together with the audience or **non-diagetic** sounds which only the audience hears (often used to set the atmosphere or top and tail a performance). Remember to consider what volume settings you will need – low/medium/high and plan for these appropriately. Are actors expected to speak over the sound and shout? Will this be appropriate for the scene? Write a table to list what these are.

Make-up artist: Sketch an outline of a face and indicate using colour and annotation, how the make-up design would appear.



Final assessed performance when you return to school:

- Remember your costume.
- Be as confident as you can be with your lines (they must be learnt off by heart). You will not be given any prompt (recall test). You will have to improvise your way back to the script, in character.