



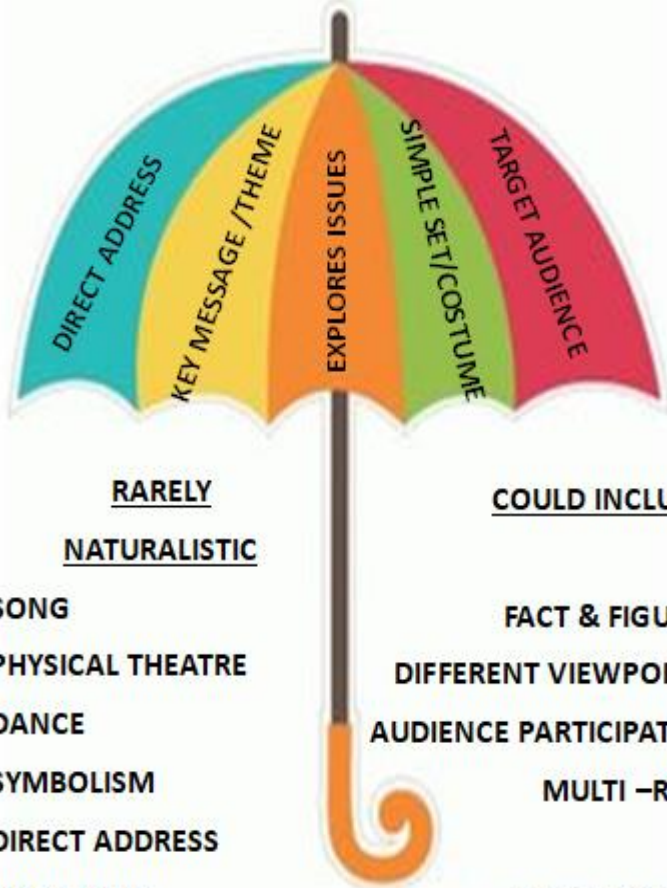
**THEATRE  
EDUCATION**

# The Warriner School Drama Department THEATRE IN EDUCATION - Knowledge Organiser – TERM TWO – Year 10

**DON'T JUDGE A BOOK BY  
ITS COVER – YEAR 10 TIE**

## THEATRE IN EDUCATION

### KEY PRINCIPLES



#### RARELY

#### NATURALISTIC

SONG  
PHYSICAL THEATRE  
DANCE  
SYMBOLISM  
DIRECT ADDRESS  
NARRATION  
MARKING THE MOMENT

#### COULD INCLUDE:

FACT & FIGURES  
DIFFERENT VIEWPOINTS  
AUDIENCE PARTICIPATION

#### MULTI -ROLE

#### MUST INCLUDE

#### KEY MESSAGE

# THE KEY CHARACTERISTICS OF TIE

- THERE IS A CLEAR AIM AND EDUCATIONAL OBJECTIVE RUNNING THROUGHOUT.
- A SMALL CAST SO ACTORS MUST BE VERSATILE AND OFTEN HAVE TO **MULTI-ROLE**.
- THE PRODUCTION MUST BE PORTABLE SO THE DESIGN IS SIMPLE AND **REPRESENTATIONAL**.
- THEY EXPLORE ISSUES FROM VARIOUS VIEWPOINTS, SO WE CAN SEE THE EFFECT OF AN ACTION UPON A RANGE OF PEOPLE.
- THERE IS SOME LEVEL OF AUDIENCE INVOLVEMENT.
- THEY ARE RARELY WHOLLY **NATURALISTIC** BECAUSE **DIRECT ADDRESS** OR **NARRATION** IS USED TO ENGAGE THE AUDIENCE.
- THE COSTUMES ARE SIMPLE AND REPRESENTATIONAL, ESPECIALLY IF ACTORS HAVE TO MULTI-ROLE.
- THEY MAY INCLUDE FACTS AND FIGURES TO EDUCATE THE AUDIENCE.
- THEY MAY HAVE A STRONG MESSAGE OR MORAL RUNNING THROUGHOUT

**Theatre**  
  
**in**  
**Education**

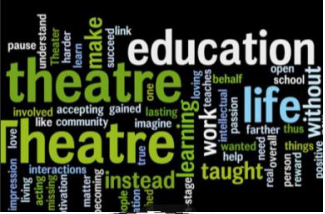
**ROUND-UP:**  
Tips for helping  
students  
remember  
their lines

- 1 **Read the lines aloud.** By speaking the lines you will hear them and they are more likely to stick.
- 2 **Ask a friend to help you.** Friends can correct you on any mistakes you make, give you the cue lines and go back over any weak areas.
- 3 **Practise, practise, practise.** This is the only way to make the lines stick. There is no such thing as a "photographic" memory. Everybody has to do this, even Kenneth Branagh.
- 4 **Little and often.** Go over them first thing in the morning, a few times during the day and last thing at night..



# The Warriner School Drama Department

## THEATRE IN EDUCATION - Knowledge Organiser – TERM TWO – Year 10



- KEY VOCABULARY**
- Ensemble
  - Verbatim
  - Song
  - Diction
  - Set
  - Articulation
  - Stress
  - Narration
  - Direct Address
  - Pause
  - Volume
  - Narration
  - Accent
  - Tone
  - Pitch
  - Pace
  - Volume
  - Gesture
  - Annotation
  - Posture
  - Gait

SCENE	WHAT	WHO
<b>BAGGY TROUSERS</b>	<b>A SCENE TO SET THE LOCATION &amp; CHARACTERS</b>	<b>MRS NEWMAN</b>
<b>X FACTOR SELLING SCENE (CLIQUE FACTOR)</b>	<b>GROUP IMPROVISATION – WHY WE ARE THE BEST - THING</b>	<b>MRS NEWMAN &amp; YOU</b>
<b>THOUGHT TRACKING</b>	<b>INTERNAL MONOLOGUES - I WANT TO LEAVE !</b>	<b>YOU</b>
<b>DANCE &amp; SONG</b>	<b>STICK TO THE STATUS QUO</b>	<b>TILLY</b>
<b>VERBATIM</b>	<b>SOUNDSCAPE OF REAL VOICES</b>	<b>MRS NEWMAN, YR 7 &amp; YOU</b>
<b>WARRINER REENACTMENT</b>	<b>TBA</b>	<b>YOU</b>
<b>TREE OF LIFE</b>	<b>Question &amp; Answer, Facts &amp; Facilitation</b>	<b>YOU</b>
<b>ARGUMENT &amp; FINALE</b>		<b>MRS NEWMAN</b>

10A You can bet there's nothin' but net  
 When I am in a zone and on a roll  
 But I've got a confession, my own secret obsession  
 And it's making me lose control

Everybody gather around

"If Troy can tell his secret then I can tell mine"  
 "I bake"  
 "What?"  
 "I love to bake, strudels, scones, even apple pandowdy"

No, no, no  
 No, no, no  
 Stick to the stuff you know  
 If you wanna be cool  
 Follow one simple rule  
 Don't mess with the flow, no no  
 Stick to the status quo

10 Look at me and what do you see?  
 Intelligence beyond compare  
 But inside I am stirring, something strange is occurring  
 It's a secret I need to share

Open up, dig way down deep

"Hip-hop is my passion"  
 "I love to pop, and lock, and jam, and break"  
 "Is that even legal?"

No, no, no  
 No, no, no  
 Stick to the stuff you know  
 If you wanna be cool  
 Follow one simple rule  
 Don't mess with the flow, no no  
 Stick to the status quo

10A Listen well, I'm ready to tell, about a need that I cannot deny  
 Dude there's no explanation for this awesome sensation  
 But I'm ready to let it fly

Speak your mind and you'll be heard

"Alright if Troy wants to be a singer then I coming clean"  
 "I play the cello"  
 "Awesome"  
 "What is it?"  
 "A saw"  
 "No dude, it's like a giant violin"

No, no, no  
 No, no, no  
 Stick to the stuff you know  
 If you wanna be cool  
 Follow one simple rule  
 Don't mess with the flow, no no  
 Stick to the status quo

### Physical Skills

- BODY**
- Gesture:** movement of any part of the body to express idea, feeling or mood
  - Facial expression:** using the face to show mood, emotion, feeling and responses
  - Body Language:** select appropriate use of body on stage, choosing to use the whole body, or isolated parts of the body expressively
  - Eye contact:** establishing eye contact with another actor or the audience
  - Posture:** stance, way of standing
- MOVEMENT**
- Timing:** fast or slow tempo, when you move, duration (length) of movement
  - Direction:** where you are going: forwards, backwards, diagonal, sideways
  - Energy:** how you move, the amount of force, the mood expressed through movement
  - Ensemble awareness:** moving as part of a group, proximity to other actors, responding to other actors' movement
  - Repetition:** repeating a movement or recycling a movement for emphasis
- Gait:** way of walking

### Vocal Skills

- Emphasis:** choosing to stress particular words to convey meaning
- Accent:** particular to a country/society/culture
- Cueing:** when to speak
- Inflection:** the rise and fall of a voice
- Projection:** enables audience to hear the voice
- Articulation:** clarity of voice
- Pitch:** the highness or lowness of a sound
- Pace:** the rate at which words are spoken
- Pause:** where sound stops, how often and for how long
- Volume:** how loudly/softly the words are spoken
- Breathing:** to allow a controlled use of voice, to convey a feeling e.g a sigh or gasp
- Tone:** the feeling/emotion in the voice
- Repetition:** repeating a sound or words for emphasis

