



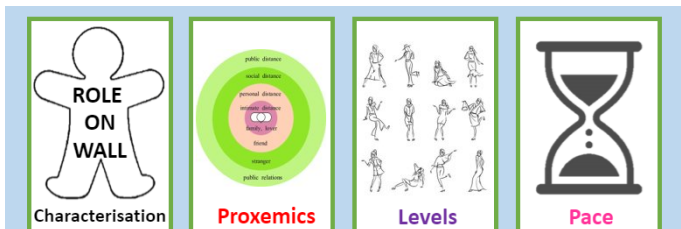
Highsted Knowledge Organiser

Year 11 Terms 3- 4: Drama

What I need to know	Key Vocabulary		
<ol style="list-style-type: none"> 1. The style of theatre/the playwright's intentions 2. The themes/messages of the extract 3. The relationships between characters/the emotions of the character 4. The performance skills you will use 5. What you want your audience to think and feel 6. How you want your audience to react 7. What impact you want to make on the audience 	<table border="1"> <tr> <td data-bbox="746 526 922 633">Sub-text</td> <td data-bbox="922 526 1524 633">An underlying and often distinct theme in a piece of writing or conversation.</td> </tr> </table>	Sub-text	An underlying and often distinct theme in a piece of writing or conversation.
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Student reference point

All students should recall the below techniques when rehearsing their extracts for component 3- Texts in practice



Model Examples to guide you in your writing of your own dramatic intentions (roughly 150 words)

In this performance of Extract 1 I aim to show...

A young, 8-year-old girl. I aim to show my character's childish nature and demonstrate how in the waste ground scenes, Rosie is more rebellious than the other children since she is the more modern child and create this clear contrast between her and the other characters. This contrast should be particularly clear during scene 3 the scene between Rosie and Doris as I want to show how Rosie is a lot more boisterous than Doris. In order to create these contrasts, I will need to exaggerate my gestures and facial expression to show my character's age and her boisterous nature. My pitch will be high to demonstrate the age of my character and will use wide gestures. I will also use the staging a lot and jump off it to again emphasise my character's age. My eyes will always be wide, and I will vary my facial expressions to show my character's age and nature.

In the performance I want the audience to...

Notice the contrast between characters in the waste-ground scenes due to the different time periods they were raised in. I also want to create a sense of comedy for the audience during my scenes due to my character's limited understanding and misunderstanding of the world because of her age. This comedic atmosphere created will contrast the rest of the extract, scene 4 in particular which is quite serious and will provide the audience with comedic relief and demonstrate the comedic aspects of my character due to her age.

In this performance of Extract 1 I aim to show...

The contrasting nature of how society shapes the young girls during the non-linear time periods as well as the differing characters as they are represented at a variety of ages. Through my vocal skills of a high pitch and volume and a fast pace combined with the energetic physicality of exaggerated gestures and facial expressions and lively use of stage: climbing over blocks and swinging my legs to show the way that Jacqui would not be able to stay still when she is presented as such a young character in the first two scenes. However, I also aim to present a contrast in my performance of Jacqui's character in scene four where I want to exaggerate the carefree and rebellious ideals which drive her character as a teenager. I want to use my vocal and physical skills to highlight the smug nature of Jacqui's character at her generation having more liberal discussion on issues such as contraception that that of her mother's generation and the discomfort that Margret reacts with at the taboo nature of the conversation to her outdated perspectives. I intend to translate this smug nature to the audience through crossing my arms across my chest and raising my brow and smirking on the line 'I'm on the pill, ok?'.
In the performance I want the audience to...

In the performance I want the audience to...

Feel affection towards the young, inquisitive and innocent mind of Jacqui as a child, while also being intrigued by the supernatural elements of the séance at the end of the first scene. I aim to create comedy amongst the audience through the bickering between Jacqui and her mother in scene four, especially by presenting Jacqui as rebellious and manipulating the more liberal attitudes of society in Jacqui's generation towards the subject of their argument for example her use of the contraceptive pill. On the other hand, I do not want the underlying, more serious message to be lost as I aim to translate Jacqui's feelings of sadness that her mother expresses very little kindness towards her, particularly through the line, 'I suppose it's better with someone you love'. There is an element of sadness in the argument because Jacqui's mother is so concerned with disapproving of her than to focus on how Jacqui is feeling. I aim to inspire a degree of sympathy from the audience for Jacqui's character through this display.

In this performance of Extract 1 I aim to show...

A poorly educated teenage girl named Dolores, from a lower class background. I want to present Dolores as months pregnant. To do this I would have a slightly bent posture, with my hands often rested on my stomach aim to show the naivety and mystery around childbirth and sex, which was rarely spoken about during this time period. I would do this by using a furrowed brow and pursed lips to show confusion as well as a high pitch to show her new found discovery and her surprise. I want to show an insight into my character and her persona using naturalism.

In the performance I want the audience to...

Be shocked by the misinformation as well as the lack of information given to the girls about sex, childbirth and pregnancy despite being pregnant themselves. I would like for the audience to be amused by Dolores' naivety when the girls are learning about labour.

Challenge question

<https://www.highsted.kent.sch.uk/assets/PDFs/Super-Curriculum-2021-GCSE/GCSE-Super-Curriculum-DRAMA.pdf>

Suggested reading

Your chosen script

An Actor Prepares- Constantin Stanislavski