



Year 10 GCSE Drama: Devising LEARN SHEET 3

Keyword	Definition
Genre	The category or type of the drama e.g. comedy, tragedy, physical theatre.
Style	The way in which the drama is performed e.g. the characters and narrative and how they are influenced by the social, cultural and historical context and artistic choices.
Structure	The arrangement of and relationship of the scenes and acts within a play.
Form	Formal elements and characteristics (e.g. structure and content).
Tension	The state of anxiety the audience feels because of a threat to a character in the play.
Plot	The events in a play or arrangement of action.
Scene	A small section of a play.
Protagonist	The main character (often the hero) in the play (goodie).
Antagonist	The (baddie) opponent of the main character. Competes and works against the protagonist.
Climax	The point of greatest intensity in a play often forming the turning point of the plot and leading to a resolution.
Irony	A difference between what is said and what is meant.
Catharsis	The feeling or release felt by the audience at the end of a tragedy (the audience is set free from the emotional hold after sharing strong emotions and feeling the struggles of the protagonist character).
Stimulus	The starting point or inspiration for your devised drama. It is what you base your drama around Types of Stimuli <ul style="list-style-type: none"> • Textual: a novel, poem, story, letter or factual material. • Visual: a painting, photograph, film or artefact. • Aural: a piece of music, a soundscape or a recording. • Abstract: a word, a theme or a mood.
Verbatim Theatre	A form of documentary theatre which is based on the spoken words of real people. Verbatim = 'word for word'.
Devise	The process of creating a piece of drama.
Semiotics	Creating symbolism/meaning via lighting, sound, costume prop or gesture. What something signifies or represents to the audience (a lot can be created from a little).
Dialogue	The words the characters says/a conversation between two or more people.
Monologue	A piece of speech by one character.
Director	The person who instructs the actors on what to do.
Naturalistic	A style of drama- Something that can happen in everyday life.
Non- Naturalistic	A style of drama AKA Surrealism- something that doesn't happen in everyday life (strange, odd, weird, out of the ordinary) like a nightmare.
Physical Theatre	A genre that uses movement mime and gesture to communicate a story/theme. Over exaggeration of movement.
Transition	Changing from one position to another or one scene to the next.
Ensemble	A group of actors who perform together.

Physical Skills

Pace – speed e.g. fast to slow

Direction – up/down, side to side, backwards/forwards

Size – continuum of big to small

Control – continuum of stable to unstable (e.g. staggered)

Orientation – choice of where the body is facing

Spatial behaviour (proxemics)

Facial expression

Gesture

Posture

Vocal Skills

Articulation – emphasis on consonants or vowels

Pitch – continuum of high to low quality

Pace – continuum of fast to slow delivery

Pause – choice of breaks in speech and their length

Tone – choice of the mood or emotion of delivery

Inflection – choice of stress or emphasis

Volume – continuum of loud to quiet

Portfolio Guidance

You will be asked to answer the following 6 questions in your 200 word written portfolio:

1. **What was your initial response to the stimuli and what were the intentions of the piece?**
2. **What work did your group do in order to explore the stimuli and start to create ideas for performance?**
3. **What were some of the significant moments during the development process and when rehearsing and refining your work?**
4. **How did you consider genre, structure, character, form, style, and language throughout the process**
5. **How effective was your contribution to the final performance?**
6. **Were you successful in what you set out to achieve?**

Remember to **evaluate** within your written response by following these steps:

1. **Explain what you did/used**
E.g. We created a soundscape to explore the multiple thoughts for a character who was suffering from post-traumatic stress
2. **Explain how you did it/used it**
E.g. We used repetition to show the continuum of the thoughts as well as building the pace from fast to slow to show that the thoughts were becoming more powerful over the character and making the rhythm irregular as if the thoughts were becoming more erratic.
3. **Explain why you did it in that way**
E.g. We used the soundscape as a method to show the internal thoughts all at once
4. **Explain if it was effective or not and why**
E.g. this was effective as we were able to portray the power the thoughts had over the character and show the audience the characters emotional state effectively due to their experiences.