



LAWNSWOOD
SCHOOL

Showbie Code: N9JZ8

Preparing for KS5 Drama

During this transition period, we hope you will consider and prepare for further study in Drama. At KS5 Drama you may be transitioning to an RSL course or an A Level course. Here are our top tips for preparing for the next step. If you have concerns or questions, please contact your music teacher via email.

RSL Level 3 Performing Arts: <https://www.rslawards.com/vocational/creative-performing-arts/>

AQA A Level Drama & Theatre:

<https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262>

Extended Reading. Explore reading lists for A Level Drama & Theatre. Below are some books and plays we can recommend:

Who's Afraid Of Virginia Woolf? by Edward Albee

The History Boys by Alan Bennett

Mojo by Jez Butterworth

Dead Dog In A Suitcase by Carl Grose/Kneehigh

As You Like It by William Shakespeare

Cat On A Hot Tin Roof by Tennessee Williams

Study Design. Study two plays from a performance or design point of view and write about them. We recommend 'Yerma' by Lorca and 'A Servant to Two Masters' by Carlo Goldini.

FOYF. Use your Start Profile to explore jobs in greater detail. Some career ideas: Actor; Stage Manager; Arts Administrator; Drama Therapist and Television Production Assistant.

Live Theatre. An interest in live theatre is however a vital requirement: you need to feel happy about the prospect of spending evenings during the course of year 12 and 13 on regular theatre trips. Look out for free tickets, concession tickets to shows and visit www.whatsonstage.com for online live theatre.

Write about and Critic Live Theatre. The work of professional critics shows that there is an opportunity to be creative when writing a review. A factual piece of work can be enhanced with the use of good vocabulary, adjectives and if used sparingly, metaphors and similes. However, be careful that what you're trying to say doesn't get lost in your attempt to be the next best-selling creative writer! Keep your sentences short and to the point.

The language of the exams. Spend time studying and practicing retrieval of key vocabulary. Look at the attached slide for support of useful language.

Analysing Design: Useful Terms – The Lion, the Witch and the Wardrobe

- Structure
 - Flies
 - Abstract
 - Design
 - Permanent
 - Set dressing
 - Furnishings
 - Silks
 - In the round
 - Locations
 - Temporary
 - Trucks
 - Minimalistic
 - Exits/entrances
 - Voms
 - Levels
 - Trapdoors
- Describe how the set was used to support the action in the production. Analyse and evaluate how successful the set was in helping to communicate the action of the production to the audience.

Starter sentences: The goal of the set was to / the design supported the action of the play when / effective moments were / the detail on this piece showed the... / the period of the play was clear by the / the colours and textures at the start of the play contrasted with /



An example of how to analyse design

Design Element Props Costumes Set	Detailed description Fit, texture, shape, fabric, materials, period	What it symbolised/what purpose it served	How successful it was and why
Set – rock of Cair Paravel	MDF – painted black, small irregular sections jig-sawed together	To elevate the action, symbolised power / centre of the magical kingdom	...
Mr Tumnus' House	Interior set, lamp, tea set, footstool, rug, crochet napkin on the back of the chair, photograph frame of him and his father	The character of Mr Tumnus being warm and welcoming, jolly and friendly, to create a contrast between the outside frozen world, pleasant welcome to the harsh world of Narnia.	Successful because I felt as though I had been invited into the living room as a guest. It took up a small space CSR and the eye was focussed on the small illuminated set.
The outside world of Narnia			
The Professors Mansion	skeleton		
The spring awakening of Narnia			
The beaver's house	Photo frame / 2 stripy deckchairs – evocative of the 1920's, wood burner, sandbags,	Deckchairs – it was sunny before! Dambusters / sandbags / links to the outside world of 1940's Britain!	

The Language of the Exam

VOICE

VOLUME
TONE
PITCH
PAUSE
SILENCE
ACCENT
TIMING
RHYTHM
NARRATION
STYLE
ATMOSPHERE
VOCAL
MANNERISM
PACE

MOVEMENT

GESTURE
POSTURE
PHYSICAL MANNERISM
LEVELS
USE OF SPACE
STILLNESS
CONTRAST
MIME
GAIT
STAGE FIGHTING
ATMOSPHERE
BLOCKING
CHOREOGRAPHY
CROWDS
PACE

DESIGN

STAGING FORM
LIGHTING/SOUND/
COSTUME
RELATION TO
AUDIENCE
TEXT DEMANDS
PERIOD
GENRE
COLOUR /TEXTURE
ATMOSPHERE
REALISTIC
MINIMAL
RESPRESENTATION
AL
DURABILITY
LEVELS

AUDIENCE

GENRE / STYLE
TARGET
AUDIENCE
TENSION
SUSPENSE
RESPONSE
EFFECT
COMEDY

STAGING FORMS
PROSCENIUM ARCH
THRUST ARENA
APRON
PROMENADE
IN THE ROUND

REHEARSAL

FIRST IDEAS RESEARCH MIND MAPS
IMPROVISATION HOT SEATING
CHARACTER EXPERIMENTING REVIEW
EVALUATION OFF TEXT IMPRO TABLEAUX
KEY MOMENTS STATUS EMOTIONAL
MEMORY ROLE SWAPPING MOTIVATION
UNITS AND OBJECTIVES.

LIGHTING

TIMING INTENSITY COLOUR
ATMOSPHERE SPECIAL EFFECTS
ISOLATING AREAS TIME/PERIOD
CREATING CONVENTIONS
LANTERNS / GELS / GOBO

SOUND

PLOT DEMANDS VOLUME
USE OF MUSIC SOUND EFFECTS
ATMOSPHERE SETTING/CONTEXT
PACE SPECIAL EFFECTS
PERIOD

COSTUME

PERIOD COLOUR TEXTURE
STATUS MOVEMENT
DURABILITY SYMBOLISM

TECHNIQUES

PHYSICAL THEATRE. TABLEAU. CHORAL
SPEECH/ CHORAL MOVEMENT. ECHO.
ROUND. SLOW MOTION. SYSTEM, MOVEMENT.
LIFTS. FALLS. CARRIES. NARRATION.
OVERLAPPING DIALOGUE.

S.T.A.G.E
STYLE TARGET
AIMS
GENRE EFFECTS