



Drama

Independent Learning Task

Year 9

Summer term 2010





Master of Ceremonies

MC Ladies and Gentlemen. Let me introduce myself. I am your MC and I hope to assist you as you tackle your Independent Learning Task- I will call it an ILT for the rest of our time together.

All your work will be recorded in this booklet unless of course you wish to add extra materials with your original ideas that you feel will demonstrate your skills in a relevant way. If you word process any work then I ask that you attach it securely to the relevant page with a staple. You could, of course, complete the whole task using the electronic format on our school website www.guildfordcounty.surrey.sch.uk /Independent Learning Tasks/Drama/ Year 9

The deadline for handing in you ILT is MONDAY 28th JUNE. It will be collected from your Tutor Group first thing in the morning. If you are absent it is your responsibility to hand it to your Drama teacher asap.

If handed in after this deadline, your level will be affected and you will not gain the appropriate standard that is expected of you. You will also receive a Department Catch up Session in order to complete the ILT. Your teacher will then mark your work and return it to you with feedback of what you did well and how it could have been improved.

The amount of time that you spend on this whole task is 10 hours approximately. Your teacher is always available during certain parts of the Drama lesson to give you additional information should you need it.

Aim To understand how technical areas of theatre improve performances in order to create effective impact on an audience

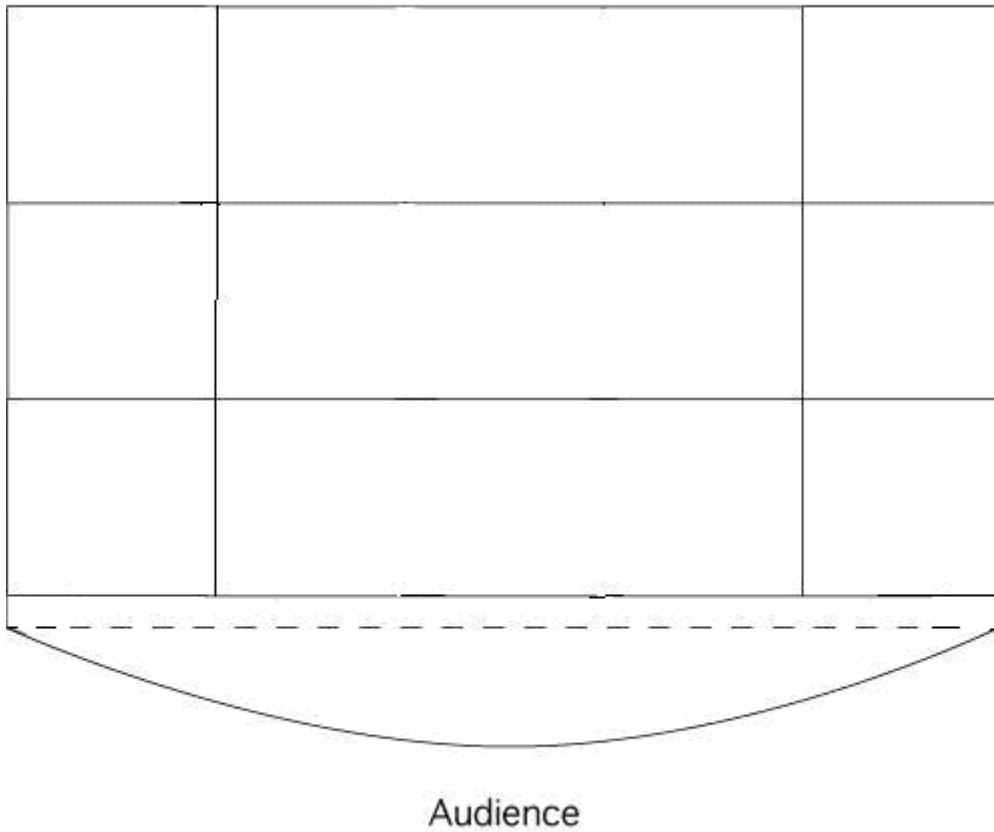
WALT (Objectives) To understand the use of available technology as a means of enhancing performances

WILF (Outcomes) To research a variety of technical areas of theatre including lighting design, set design and costume design
To produce 3 designs which create reasonable theatrical solutions for a scene from a selected script



Task 1

This is a picture of a stage looking down from above. Each part of the stage has a title - place the titles, from the list below, where they should go.



Centre Stage, Upstage Centre, Downstage Centre

Stage left, Upstage Left, Downstage Left

Stage right, Upstage Right, Downstage Right

Apron

Wings

Backdrop



Task 2 <http://www.bing.com> is a useful website

MC; Lighting is one of the most important aspects of theatre. It is not only used to allow us to see what is happening on stage **but it is crucial in creating focus, location, mood and atmosphere for actors and audience alike.**

Research and report how lighting is used in a theatrical performance to affect what we see, how we see it and how it makes us feel.

Write your answer below.



Task 3

This is a list of terms used in lighting - what do they refer to and what are these objects used for? Write your answers next to the term.

www.theatrecrafts.com is a useful website

1. Fresnel
2. Gobo
3. Barn doors
4. Batten
5. Spotlight
6. Coloured gels
7. Spotlight
8. Scoop
9. Cyclorama
10. Top Hat
11. Other terms of your choice



Task 4

Research the story of *A Midsummer Night's Dream* by William Shakespeare. Write a succinct summary of the story describing the main events. Make a list of the main characters with a brief description of the purpose of the character within the play.



Task 5 Now you have researched the different lamps and their uses and the story of *A Midsummer Night's Dream* you must now look at the following scene and think about how you would light the scene to create appropriate focus, location, time, mood and atmosphere.

SCENE I. The wood. TITANIA lying asleep.

Enter QUINCE, SNUG, BOTTOM, FLUTE, SNOOT, and STARVELING

BOTTOM

Are we all met?

QUINCE

Pat, pat; and here's a marvellous convenient place for our rehearsal. This green plot shall be our stage, this hawthorn-brake our tiring-house; and we will do it in action as we will do it before the duke.

BOTTOM

Peter Quince,--

QUINCE

What sayest thou, bully Bottom?

BOTTOM

There are things in this comedy of *Pyramus and Thisby* that will never please. First, *Pyramus* must draw a sword to kill himself; which the ladies cannot abide. How answer you that?

STARVELING

I believe we must leave the killing out, when all is done.

SNOOT

Will not the ladies be afeard of the lion?

STARVELING

I fear it, I promise you.

BOTTOM

Masters, you ought to consider with yourselves: to bring in--God shield us!--a lion among ladies, is a most dreadful thing; for there is not a more fearful wild-fowl than your lion living; and we ought to look to 't.

QUINCE

Well it shall be so. But there is two hard things; that is, to bring the moonlight into a chamber; for, you know, *Pyramus* and *Thisby* meet by moonlight.

SNOOT

Doth the moon shine that night we play our play?

QUINCE

Yes, it doth shine that night.

BOTTOM

Why, then may you leave a casement of the great chamber window, where we play, open, and the moon may shine in at the casement.

QUINCE

If that may be, then all is well. Come, sit down, every mother's son, and rehearse your parts. Pyramus, you begin: when you have spoken your speech, enter into that brake: and so every one according to his cue.

Enter PUCK behind

PUCK

What hempen home-spuns have we swaggering here, So near the cradle of the fairy queen? What, a play toward! I'll be an auditor; An actor too, perhaps, if I see cause.

QUINCE

Speak, Pyramus. Thisby, stand forth.

BOTTOM

Thisby, the flowers of odious savours sweet,--

QUINCE

Odours, odours.

BOTTOM

--odours savours sweet:

So hath thy breath, my dearest Thisby dear. But hark, a voice! stay thou but here awhile, And by and by I will to thee appear.

Exit

PUCK

A stranger Pyramus than e'er played here.

Exit

FLUTE

Must I speak now?

QUINCE

Ay, marry, must you; for you must understand he goes but to see a noise that he heard, and is to come again.

FLUTE

Most radiant Pyramus, most lily-white of hue,
Of colour like the red rose on triumphant brier,
Most brisky juvenal and eke most lovely Jew,
As true as truest horse that yet would never tire,
I'll meet thee, Pyramus, at Ninny's tomb.
O,--As true as truest horse, that yet would
never tire.

Re-enter PUCK, and BOTTOM with an ass's head

BOTTOM

If I were fair, Thisby, I were only thine.

QUINCE

O monstrous! O strange! we are haunted. Pray, masters! fly, masters! Help!

Exeunt QUINCE, SNUG, FLUTE, SNOOT, and STARVELING

BOTTOM

Why do they run away? this is a knavery of them to make me afeard.

Re-enter SNOOT

SNOOT

O Bottom, thou art changed! what do I see on thee?

BOTTOM

What do you see? you see an asshead of your own, do you?

Exit SNOOT

BOTTOM

I see their knavery: this is to make an ass of me; to fright me, if they could. But I will not stir from this place, do what they can: I will walk up and down here, and I will sing, that they shall hear I am not afraid.

Sings

The ousel cock so black of hue,
With orange-tawny bill,
The throstle with his note so true,
The wren with little quill,--

TITANIA

[Awaking] What angel wakes me from my flowery bed?

I pray thee, gentle mortal, sing again:

Mine ear is much enamour'd of thy note;

So is mine eye enthralled to thy shape;

And thy fair virtue's force perforce doth move me

On the first view to say, to swear, I love thee.

BOTTOM

Methinks, mistress, you should have little reason for that: and yet, to say the truth, reason and love keep little company together now-a-days; the more the pity that some honest neighbours will not make them friends. Nay, I can gleek upon occasion.

TITANIA

Thou art as wise as thou art beautiful.

BOTTOM

Not so, neither: but if I had wit enough to get out of this wood, I have enough to serve mine own turn.

TITANIA

Out of this wood do not desire to go:

Thou shalt remain here, whether thou wilt or no.

I am a spirit of no common rate;

The summer still doth tend upon my state;

And I do love thee: therefore, go with me;

I'll give thee fairies to attend on thee,

And they shall fetch thee jewels from the deep,

And sing while thou on pressed flowers dost sleep;

And I will purge thy mortal grossness so

That thou shalt like an airy spirit go.

Peaseblossom! Cobweb! Moth! and Mustardseed!

Enter PEASEBLOSSOM, COBWEB, MOTH, and MUSTARDSEED

PEASEBLOSSOM

Ready.

COBWEB

And I.

MOTH

And I.

MUSTARDSEED

And I.

ALL

Where shall we go?

TITANIA

Be kind and courteous to this gentleman;
Hop in his walks and gambol in his eyes;
Feed him with apricocks and dewberries,
With purple grapes, green figs, and mulberries;
The honey-bags steal from the humble-bees,
And for night-tapers crop their waxen thighs
And light them at the fiery glow-worm's eyes,
To have my love to bed and to arise;
And pluck the wings from Painted butterflies
To fan the moonbeams from his sleeping eyes:
Nod to him, elves, and do him courtesies.

PEASEBLOSSOM

Hail, mortal!

COBWEB

Hail!

MOTH

Hail!

MUSTARDSEED

Hail!

TITANIA

Come, wait upon him; lead him to my bower.
The moon methinks looks with a watery eye;
And when she weeps, weeps every little flower,
Lamenting some enforced chastity.
Tie up my love's tongue bring him silently.

Exeunt

Plot

In this scene the peasant characters have got together in the wood to rehearse a play they have to put on for the royal family (if they get it wrong they may be executed). Puck appears and turns Bottom's head into the head of an ass making the other run away in fear. Titania (the fairy queen) wakes up and under a charm falls in love with Bottom. She instructs her fairies to look after him and treat him as if he was royalty.

You now need to design a lighting plan for this whole scene. This should explain how, when and where the lighting designer would technically enhance the work of the actors.

You will need to describe which lanterns you would use and what effect they will create.

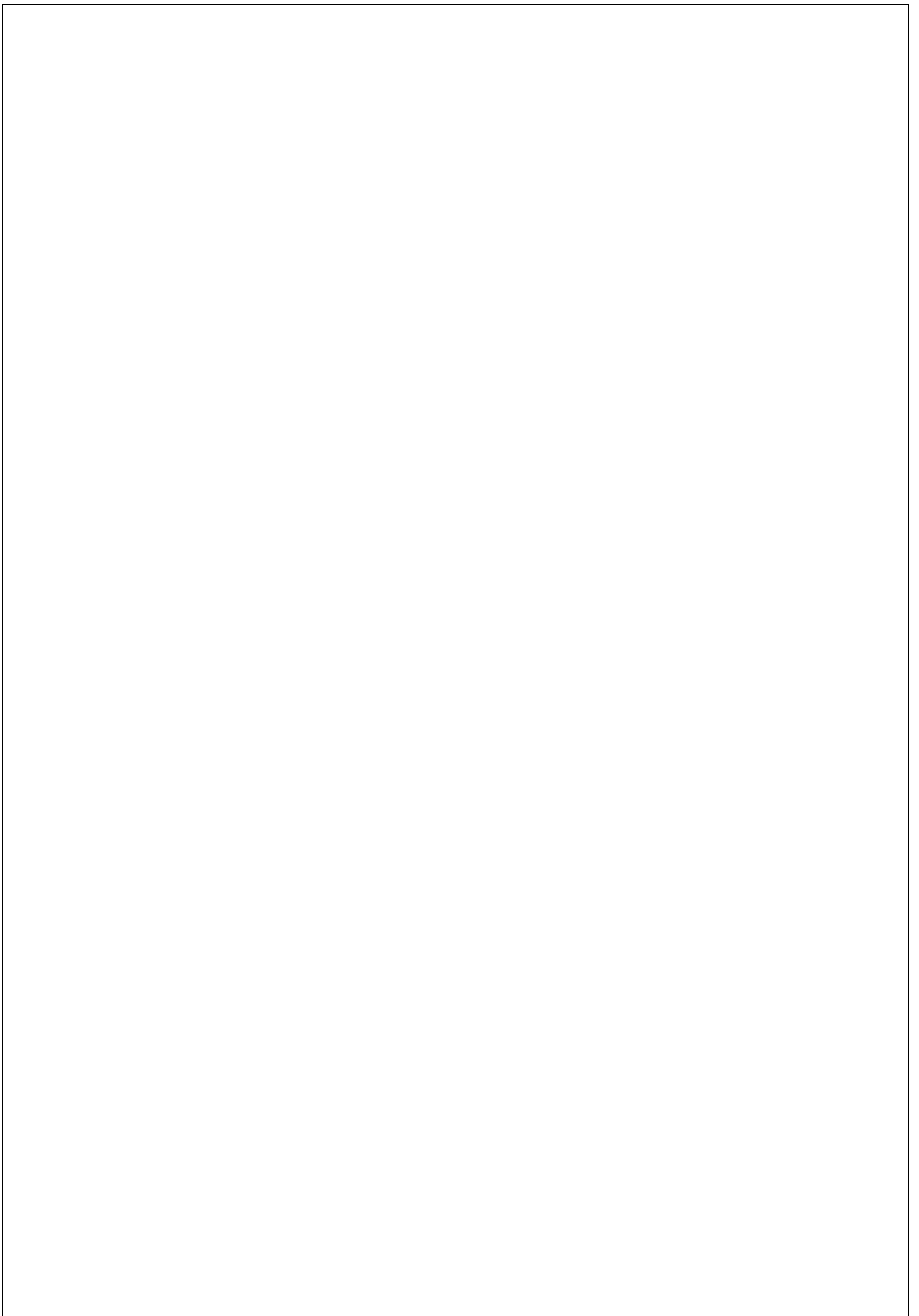
You need to distinguish which part of the stage the lanterns should be focused on

You should explain how you would ensure the lighting matched and enhanced the action, time of day and setting.

Describe how you would use the lighting to help create mood and atmosphere during the scene?

It would be advisable to split the scene up into sections as lighting can change during the scene in order to create reasonable solutions.

You should use sketches to support your work.





Task 6

The characters in *A Midsummer Nights Dream* are split into two groups; humans and fairies. Both groups have both royalty and commoners in them. Design two costumes; one for a human character and one for a fairy character. You can use pictures in books or from the internet for your inspiration.

Label your drawings commenting on colour and suggested materials.

Add accessories eg hats, shoes if appropriate.

Give reasons for your costume designs by commenting on the suitability of the costume for the characters.



Task 7

MC: You are now going to take on the role of set designer for this scene. You must draw the stage and a rough idea of how you want the set to look and then produce a model of your set. It needs to be a scaled down model using cardboard, crepe paper, match- sticks etc

ADD MC LOGO

Extension Task

In order to get the higher levels you must complete this task.

Write an account of a performance that you have seen giving a brief explanation of the plot/storyline, and where you saw the production. Comment on how the technical designs within the performance added to your enjoyment of this experience. You can include Lighting, Costume, Set, Props and/or Make up.



Evaluation Task

MC It is time to review and reflect on how well you have completed your ILT. Look at the level descriptions below and think- Did I achieve that statement? If so, tick it, and move on to the next statement. In order to achieve a level, all statements need to be ticked. Start at level 4 and work through to the next level.

Key Stage 3 Level Descriptions for Practical Skill of Design

Level	Creating, Performing and Demonstrating	Appreciating and Appraising
4	Demonstrate how to achieve the best effects for an audience Understand and interpret scripts Use simple technical effects	Show awareness of the history of theatre Explain how mood and atmosphere are created
5	Show an awareness of different types of staging for performances Use design elements to enhance mood and atmosphere. Confidentially use available technical resources to enhance work	Use correct theatre terminology when discussing performances Recognise how design elements are used to create theatrical experience. Discuss the effect of mood and atmosphere in a scene
6	Use mood and atmosphere effectively in drama work Use a variety of staging when performing to an audience Improve and/or modify the work to ensure unity of style Understand and use available technology to enhance work, resulting in a reasonable theatrical solution Organise and direct performances	Realise the context of historical theatre and show a clear understanding of different styles of drama Discuss how mood, atmosphere and emotions can create dramatic tension and how it can be used to enhance a scene

Expectations for Year 9 Level 5-Level 6

All levels have three sub-levels

a	high level	all statements ticked
b	medium level	most statements ticked
c	low level	some statements ticked

Student Self- Assessment

Teacher Assessment



Evaluation Task

MC Look at the Aim, WALT and WILF on page 1 and reflect on whether you have achieved the objectives and shown the outcomes on page 16 clearly. Also comment on how you might have completed the ILT better. Complete the Student Evaluation and Areas for Improvement and ask your parent to comment too.

Student Evaluation and Areas for Improvement on the ILT

Parent Comment

Teacher Comment and Areas for Improvement on the ILT



MC You have completed your ILT. Well Done!! Check over your work and ask yourself whether or not you have answered each task to the best of your ability. Make sure that you have read the task carefully and responded appropriately. Maybe there are one or two areas that could be improved. Do them now, before handing the work in to be marked.

Hand your completed ILT by the deadline
Monday 28th June

Thank- you