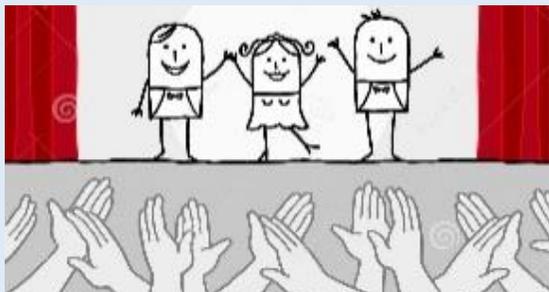


Drama Knowledge Organiser
'Drama and Poetry' Year 7 – TERM 1

Subject Vocabulary

Still Image/Freeze Frame	Re-enact
Gesture	Role-play
Character	Devising
Narrator	Mime
Flashback	Stimulus



Learning Journey - What will I learn?

What a **Stimulus** is
Why **Poetry** is useful for Drama
How to **Devise** from a stimulus

How to use **Still image** or **Freeze Frame** to represent an important moment

How to use **Narration** to address the audience and tell a story

The difference between **Mime** and **Gesture** when conveying meaning to an audience

How to use **Flashback** to highlight a change in time

How to **Re-enact** the events of a story to an audience

The difference between an actor and character in **role-play**

The importance of the **Audience**:

Can your audience **clearly see** you?
Can your audience **clearly hear** you?
Are your audience **entertained**?



Drama Knowledge Organiser

'Mime and Silent Movies' Year 7 – TERM 2

Subject Vocabulary

Comedy	Mime
Genre	Gesture
Neutral	Non-verbal Communication
Transition	Physical Theatre
Facial Expression	Placard



Learning Journey - What will I learn?

What a **silent movie** is

The evolution of **mime** and the skills required to perform in this style

How to use **gesture** and **non-verbal communication** in order to tell a story without speaking

About world renowned **actors** and **mime artists** and their impact on today's acting culture

(Charlie Chaplin & Laurel and Hardy)

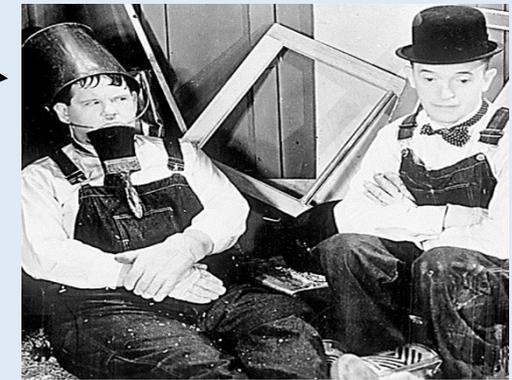
How **comedy** is used in a silent movie

How to make your **audience** laugh using **body language** rather than voice

The importance of **placards** and how they are used in silent movies

How to use a **transition** from one scene to another in a stylised way

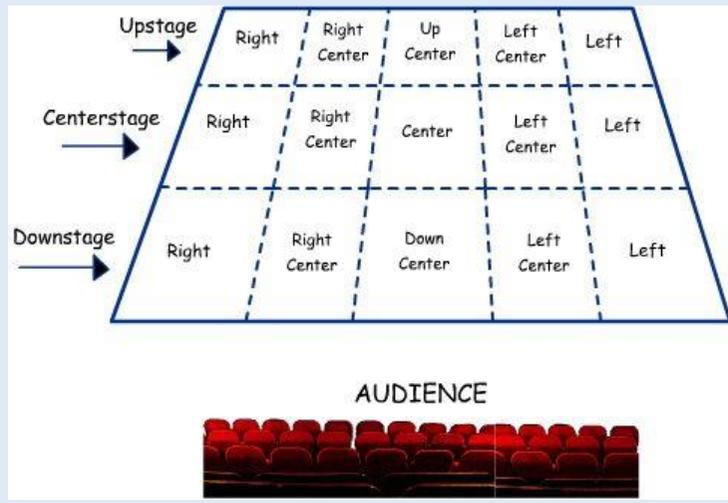
How to apply **freeze-frames** when **devising** your own silent movie.



Drama Knowledge Organiser
'Presenting & Performing Text' KS3

Subject Vocabulary

Performance Devices	Narrator
Direct Address	Naturalism
Script	Design
Semiotics	Stage Directions
Workshop	Proxemics



Learning Journey - What will I learn?

The playwrights **intentions** and **vision** for 'Ernie's Incredible Illucinations' and 'Face'

The **characters** within the play and their motivations/intentions. Explore **characterisation** through practical exercises

The value of assessment and performing to an audience '**off script**' (*Learning lines!*)

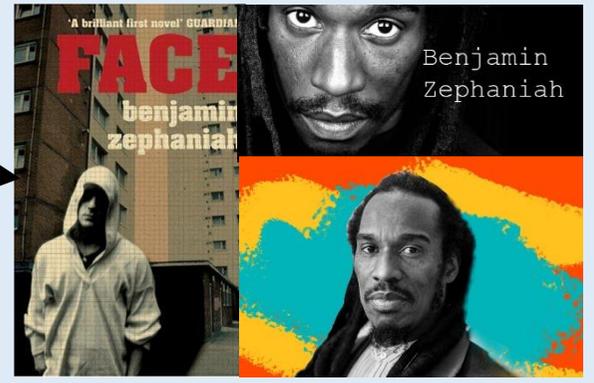
How to **block** a scene and **direct** using a theatre layout

Script work:

- How to read with expression and **sight read** with confidence
- How to follow **stage directions**
- Understand the importance of punctuation for an actor (beat, pause, rhetorical questioning, ellipsis, *italics* etc)

How to rehearse and perform using key **Drama Devices: Cross-cutting, Direct Address, Narration & Stage Whisper**

How to use **Nonverbal communication** in order to communicate through the study of **proxemics, gestures, facial expression, body language and eye-contact.**



Italics – Information for the actor

Ellipsis ... - Dramatic pause/Cliff-hanger

Rhetorical Questions – Questions that do not require an answer

Beat – Pause/break in the script

