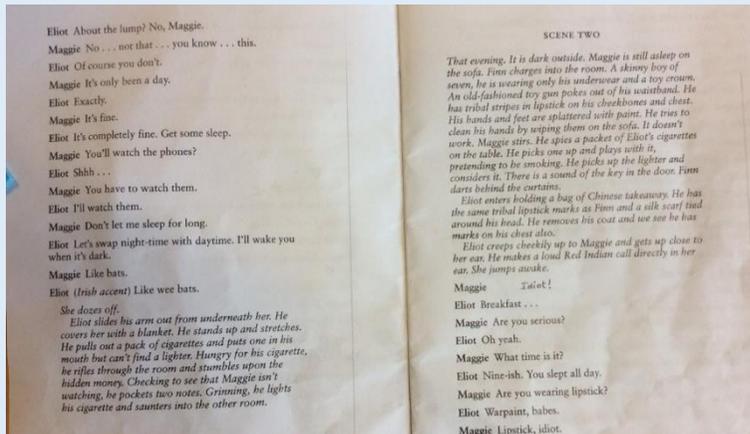


Drama Knowledge Organiser
'TUSK TUSK' Year 9 – TERM 1 & 2

Subject Vocabulary

Playwright's Intention	Regard
Explorative Devices	Naturalism
Beat	Stage Directions
Social References	Tension
Blocking	Proxemics



Learning Journey - What will I learn?

The **historical, cultural and social** context of the play

The playwrights **intentions** and vision

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**'

How to **block** a scene and formulate ideas as a **director**

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 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

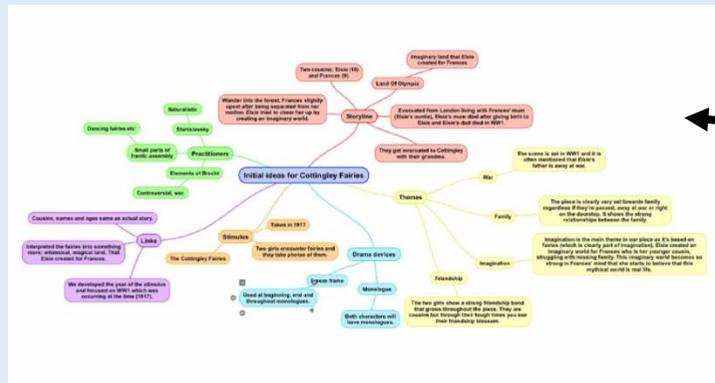
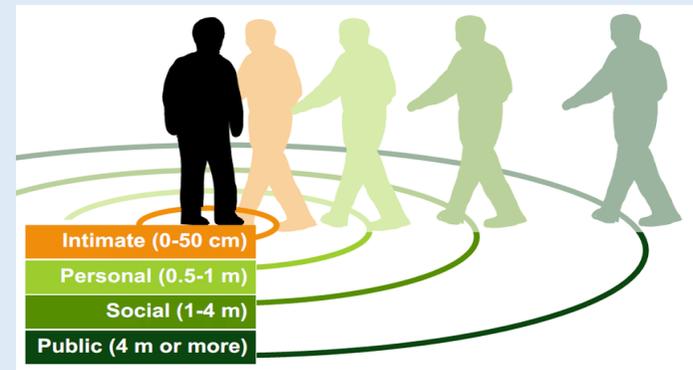


Drama Knowledge Organiser

DEVISING DRAMA - KS3

Subject Vocabulary

Stimulus	Selection and Rejection
Devising	Development
Director	Evaluate
Performer	Workshop
Designer	Practitioner



Learning Journey - What will I learn?

How to **devise** from a **stimulus** and how to **select and reject** based on your creative ideas

How to approach theatre from the perspective of a **performer, director and designer** through **workshopping**

Understand the process of **'selection and rejection'** – Changing and developing ideas makes for better performance work

The definition of **semiotics** and how signs and symbols can represent **mood/atmosphere/emotion**

(Lighting, sound, props, staging, levels)

How **proxemics** and positioning can suggest various relationships between characters on stage

How to plan and **'block'** scenes based on a stimulus. Using resources such as a **mind map** to support your work.

What a **theatre practitioner** is and how to **devise** drama with reference their **style**, such as **'naturalism'**



Tula ["Books are door-shaped"]
By *Margaret Keane*
Books are door-shaped portals carrying me across oceans and continents, helping me feel less alone.
But my mother believes that girls who read too much are unladylike and ugly, so my father's books are locked in a clear glass cabinet. I gaze at enticing covers and mysterious titles, but I am rarely permitted to touch the enchantment of words.
Poems, Stories, Plays, All are forbidden. Girls are not supposed to think but as soon as my sugar mind begins to race, free thoughts rush in to replace the trapped ones.

