

# Y7 Drama Knowledge Organiser: Mime - Skill - to create a successful piece of drama.

# DRAMA

## Drama rules at WCSA

- 1) Always arrive fully prepared for the lesson. i.e. In the right frame of mind, with equipment, scripts and homework when required.
- 2) Do not enter the drama space without permission from your teacher – this includes rehearsing at breaks and after school. Find a staff member to supervise the rehearsal.
- 3) Do not enter the space with shoes on, food (this includes gum) your phone in your pocket or a drink.
- 4) Look after the studio: no dragging furniture on the floor and no touching/leaning on curtains
- 5) Seek permission before using the costumes or props or lighting – You DO NOT help yourself! Do not touch anything that is not directly relevant to you or your class.
- 6) Treat others, the studios and pupil's possessions with respect – clear the room at the end of every lesson – this means put away all staging blocks, chairs, pens, scripts, set, costume, props even if they don't belong to you!
- 7) Be mindful with your choice of language. Do not use bad language towards other students and staff or use violence or threatening behaviour. This is not just swearing, it can be disrespectful or unkind.
- 8) Make sure you are a supportive and respectful audience member at all times. We never call out, or make uninvited comments about someone else's contributions to the lessons.
- 9) Always aim to respond in role as real people in real situations
- 10) Always be a cooperative group member during rehearsals (no play fighting, sliding or disrupting other groups) by contributing to the task, your group and doing your best

Drama Skill	Definition
Mime	Showing a character, scene or scenario entirely by gesture and bodily movement and without the use of props. Silent mime is the same but with no speech.
Characterisation	The act of changing your voice, body language, movement, stance, posture, facial expressions and gesture to become a character. Characterisation is the act of changing yourself physically to become another person in a drama.
Monologue	A character performs a speech on their own, telling the audience what they are thinking or feeling. Can be used to tell the audience a part of the story.
Tableaux	A still image or freeze frame. A tableaux captures a moment in time and tells the audience a story of what is going on at that moment.
Rehearsed and spontaneous improvisation	Rehearsed improvisation is well planned so that the actors all know what they are doing. Spontaneous improvisation is when you make it up on the spot – you might do this when something does not go to plan!
Corpsing	Coming out of role during a performance that kills your character. This is usually from laughing or forgetting lines.
Rehearsal	A practice session or practice performance done prior to a real performance. Going over your work repeatedly.
Audience	The group of people who will watch a performance – the area they sit in is called the auditorium.
Blocking	The process of putting together your piece. Blocking is deciding where the actors should stand, sit or move to and then setting and rehearsing it.
Sightlines	The line of sight for an audience member. When blocking a piece of drama the actor must consider whether all members of the audience can see the action. This is called considering audience sightlines.

Mrs Davies – Head of Drama – D02  
Mrs Miller – Drama teacher – D01

# How to evaluate a piece of drama

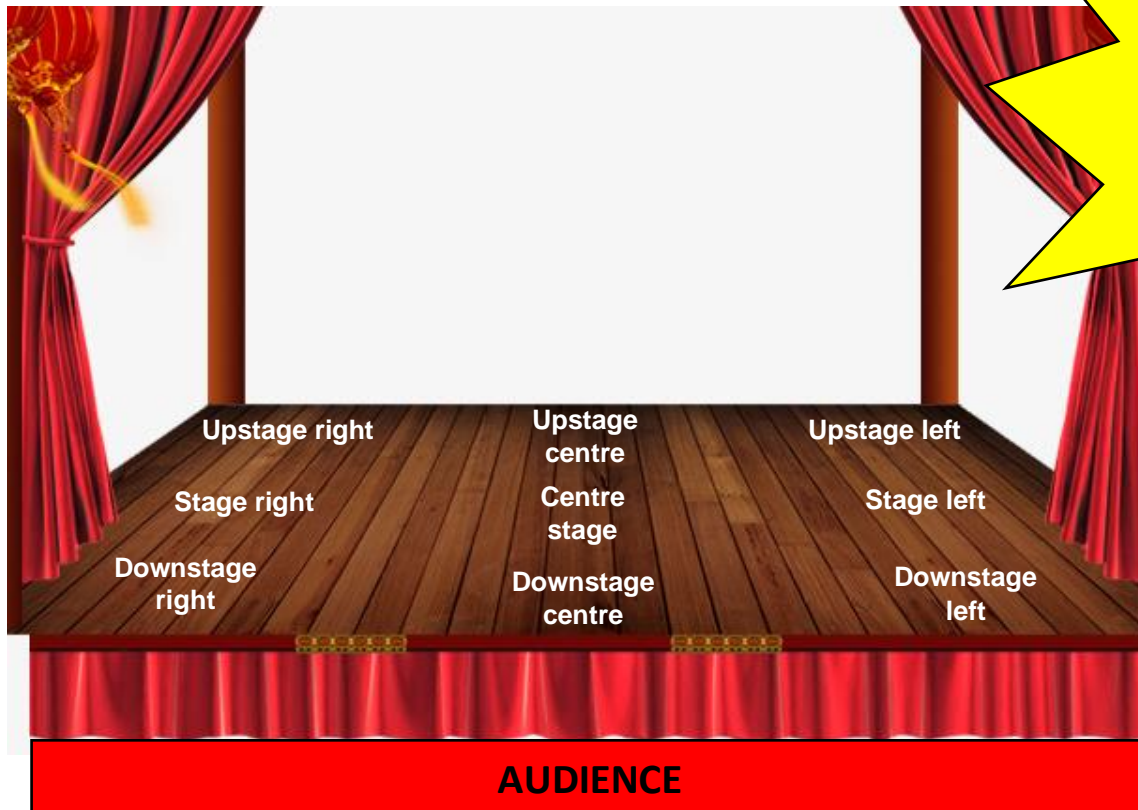
**Explaining why it was successful.** → I thought that Michael's characterisation was successful in the performance. → **Used key word to identify what was successful.**

**Identifying specifically what they did and how they did it.** → This is because he used his facial expression to show that he was shocked. He also used his posture by hunching over and holding his arms inwards to show that he was nervous. → **Identifying specifically what they did and how they did it.**

**Examples of questions you may be asked:**

- Name three ways you showed your character and why they were successful.
- What drama techniques did you use and why?
- Was (name)'s character successful? If so why?
- What are two ways you could improve your piece?
- What is a way that (name) could improve their characterisation?
- Were the sightlines clear? If not, how could they make them clearer?

## Stage Positions



Remember, your left and rights are from the actor's point of view! So if you are looking as an audience member, the left and rights are the opposite!



### Spellings to learn this cycle.

- Scene
- Audience
- Performance
- Rehearsal
- Characterisation
- Tableaux