

Y9 Drama Knowledge Organiser: Synoptic - Dystopian worlds

Characteristics of a dystopian society

- Propaganda is used to control the citizens of society.
- Information, independent thought, and freedom are restricted.
- A figurehead or concept is worshipped by the citizens of the society.
- Citizens are perceived to be under constant surveillance.
- Citizens have a fear of the outside world.
- Citizens live in a dehumanized state.
- The natural world is banished and distrusted.
- Citizens conform to uniform expectations. Individuality and dissent are bad.
- The society is an illusion of a perfect utopian world.

What could the future look like?

What technology will exist?

What will our world be like?

Terminology...

Dystopia	an imagined state or society in which there is great suffering or post-apocalyptic.
Utopia	an imagined place or state of things in which everything is perfect.
Endowing	Where you quickly establish for the audience the facts (who, what, where, why and when)
Episodic structure	When the piece is in episodes or chunks of action. This can be in chronological order (like life) or non-chronological (reverse order, flashbacks/forwards, framed where the beginning is the end and then repeated)
Flashback/forward	When the action freezes and we are shown a glimpse of the past or future
Paralleling	When the scenario is split and we are shown two or more possibilities of what could have happened or two opposing ends of the spectrum (E.G dystopia and utopia)
Transitions	The movement from one scene to another
Thought tracking	When you speak your characters thoughts/feelings out loud, usually during a still image
Satire	A comedy that exaggerates to criticise stupidity or flaws (this can be a black comedy)
Ensemble	A group of actors who perform equal roles together, but their contribution is viewed as a whole rather than individually
Theatre In Education	Theatre that teaches the audience about a topic or issue

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Writing a drama evaluation:

Start by introducing:

- What the performance was called/about
- A brief summary of the plot
- How well you think the performance went

Then use **PEEEL** to evaluate any of the areas below (unless specified otherwise)

- Physical or Vocal Skills (Choose from your Knowledge Organiser)
- Use of staging/stage space/spatial awareness
- Use of props/lighting/sound
- The overall structure of the performance.

Conclude with: How successful the performance was overall and why.

P oint: What is the area you will be evaluating and what is the **point** of your paragraph?

E xample: Give a **specific** example of what acting skills were used - paint a picture of this moment using words!

E xplain: **Explain** the effect of this moment on the audience - why were these acting skills used?

E valuate: Now **evaluate** - was this moment effective? Why/why not?

L ink: **Link** it back to the original point and draw the paragraph to a conclusion - how **successful** was the moment?

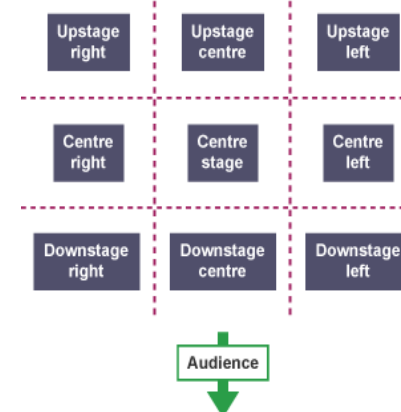
TOP TIPS FOR CREATING:

- ✓ Be co-operative! (Take part and follow the instructions of your team members)
- ✓ Listen respectfully to others' ideas
- ✓ Share your own ideas and make contributions
- ✓ Stay in your working space
- ✓ Plan your time effectively and structure your rehearsal
- ✓ Think about where your audience will be and rehearse with this in mind
- ✓ Make sure everyone knows what they are doing
- ✓ Practice your transitions (the moments between a scene change)

TOP TIPS FOR PERFORMING:

- ✓ Perform with confidence - do not be embarrassed!
- ✓ Stay in role at ALL times, even if something goes a bit wrong!
- ✓ Make eye contact with the audience to engage them
- ✓ Project your voice loudly and clearly
- ✓ Use a range of vocal and physical skills to show strong and convincing characterisation!
- ✓ Make sure you are facing the audience, so they can see your facial expressions
- ✓ Don't shuffle about - move with purpose!

Areas of the Stage



Homework task:

Prepare semiotics (lighting, costume, music, props, backdrop etc)

And rehearse in your own time.

Remember: The stage is always from the **actor's** point of view, as they are the ones standing on the stage. Demonstrate good **spatial awareness** by using all areas of the stage, where appropriate.

Roles in the Theatre

Set Designer: A set designer is in charge of designing and creating the sets that appear in films, on television programmes as well as in the theatre.

Costume Designer: The costume designer is in charge of designing and selecting the costumes the actors will wear, in order to reflect who the characters are.

Lighting Designer: Designs the lighting in order to create atmosphere and reflect the time of day for the production in response to the text, while keeping in mind issues of visibility, safety, and cost.