

PERFORMANCE SKILLS

How do we create a character when using a script?

1. **Facial Expressions** – What emotions are the character's feeling in the scene?
2. **Body Language** – How would a 7yr old move compared to a teenager?
3. **Gestures** – How might this contribute to my character?
4. **Levels** –Who has the power in the scene? What are the relationships like between the characters?
5. **Voice** – What emotions are the character's feeling? How would they say it to another character?

EVALUATION SKILLS

1. I think this group used the 'Drama Skill' of ... well because...
2. I think this group used the 'Performance Skill' of ... well because...
3. If they were to perform this again, they could change/add ... to create the effect/emotion/relationship of...
4. A performance skill used effectively was ... because ...


Performance Techniques:

Monologue: A long speech by one actor

Duologue: A script with lines for two actors

Role play: imitating the character, showing how they would behave and act

Thematic devised: Devising a scene based on a script of theme of a play

DO's 	DON'Ts 
DO Speak loudly and clearly	DON'T Turn your back on the audience
DO Exaggerate characteristics	DON'T Speak quietly or mumble
DO Face the audience	DON'T Laugh on stage
DO Be confident!	DON'T Look at the floor
DO Make eye contact with the character you're talking to	DON'T Rush through your lines

The plot of Blood Brothers

The story is a contemporary nature versus nurture plot, revolving around fraternal twins Mickey and Eddie, who were separated at birth, one subsequently being raised in a wealthy family, the other in a poor family. The different environments take the twins to opposite ends of the social spectrum, one becoming a councillor, and the other unemployed and in prison. They both fall in love with the same girl, causing a rift in their friendship and leading to the tragic death of both brothers.



PERFORMANCE SKILLS

How do we create a character for T.I.E?

1. **Facial Expressions** – matches the character’s feelings/emotions
2. **Body Language** – over exaggerated to create identifiable characters to a young audience
3. **Gestures** – Exaggerated hand movements
4. **Levels** – Status, power, relationships
5. **Voice** – clear use of voice using relevant vocabulary to emphasise T.I.E topic

EVALUATION SKILLS

1. I think this group used the ‘Drama Skill’ of ... well because...
2. I think this group used the ‘Performance Skill’ of ... well because...
3. If they were to perform this again, they could change/add ... to teach an audience...
4. A performance skill used effectively to teach an audience was ... because ...

DO's 	DON'Ts 
DO Speak loudly and clearly	DON'T Turn your back on the audience
DO Exaggerate characteristics	DON'T Speak quietly or mumble
DO Face the audience	DON'T Laugh on stage
DO use different performance techniques	DON'T Look at the floor
DO create a piece which is well structured	DON'T Rush through your lines

Performance Techniques:

Devising: is a method of theatre -making in which the performance originates from collaborative, often improvisatory work by a performing ensemble.

Direct Address: Speaking directly to the audience

Freeze Frames: Frozen pictures which emphasise a key moment

Narration: Where the story is told to an audience

Thought Track: Where the characters speak aloud their thoughts and feelings to an audience

Facts about Theatre in Education

Theatre in education originated in Britain in 1965 and has continued to present day. Monica Prendergast and Juliana Saxton cited TIE as "one of the two historic roots of applied theatre practice". TIE typically includes a theatre company performing in an educational setting for youth, including interactive and performative moments.

PERFORMANCE SKILLS

How to successfully present a pitch

1. Facial Expressions – Happy, sad, scared, excited
2. Body Language – Posture, walk, proximity
3. Gestures – Exaggerated hand movements
4. Levels – Status, power, relationships
5. Voice – Pace, pitch, pause, tone, emphasis

EVALUATION SKILLS

1. I think this group used the 'Drama Skill' of ... well because...
2. I think this group used the 'Performance Skill' of ... well because...
3. If they were to pitch their idea again, they could change/add ... to persuade the producer
4. The part of the pitch I found to be the most interesting was... this is because...

Performance Techniques:



Addressing an audience: speaking directly to an audience

Pace: How fast/slow you speak

Tone: The emotion in your voice

Emphasis: exaggerating particular words for a specific effect

Eye contact: Looking into another performers or audience members eyes.

DO's 	DON'Ts 
DO Speak loudly and clearly	DON'T Turn your back on the audience
DO have everyone in the group speaking	DON'T Speak quietly or mumble
DO Face the audience	DON'T Laugh during your pitch
DO create a pitch which is clear and structured	DON'T Read from the board
DO be creative with your presentation	DON'T Rush through your pitch

What is a Pitch?

A pitch is a brief presentation, often created using PowerPoint, used to provide your audience with a quick overview of your business plan. You will usually use your pitch to potential investors, customers, partners, and co-founders. It is to help sell your idea and close the business deal.



PERFORMANCE SKILLS

How to create a realistic stage combat sequence

1. Facial Expressions – reacting to the move during the sequence
2. Body Language – well timed movements in the sequence
3. Gestures – Exaggerated hand movements and reactions
4. Levels – correct use of space during the sequence
5. Voice – Shakespearean language appropriate to the characters

EVALUATION SKILLS

1. I think this group used the ‘Drama Skill’ of ... well because...
2. I think this group used the ‘Performance Skill’ of ... well because...
3. If they were to choreograph their stage combat sequence again they should ... to make it look more realistic
4. If they were to choreograph their stage combat scene with dialogue and swords again they should... to create the effect of...

DO's 	DON'Ts 
DO Speak loudly and clearly	DON'T Turn your back on the audience
DO follow all instructions safely	DON'T Speak quietly or mumble
DO focus on your timing	DON'T Ignore instructions
DO follow stage directions	DON'T forget to include the dialogue
DO be creative with your stage combat choreography	DON'T Work unsafely during stage combat

Performance Techniques:

Stage combat: Stage combat is a specialized technique in theatre designed to create the illusion of physical combat without causing harm to the performers

Parry: A parry is a sword fighting maneuver intended to deflect or block an incoming attack

Attack: An attack is a sword fighting maneuver intended to attack or achieve contact with opponent

Stage directions: an instruction in the text of a play indicating the movement, position, or tone of an actor

A History of Elizabethan Theatre

Elizabethan drama was the dominant art form that flourished during and a little after the reign of Elizabeth I, who was Queen of England from 1558 to 1603. The Elizabethan era saw the birth of plays that were far more morally complex, vital and diverse. Shakespeare wrote some of the greatest plays. His plays continue to cast a shadow over all other plays of the era and quite possibly all other plays that came after his.

PERFORMANCE SKILLS

Tips on how to create a realistic bruise/cut

1. **Bruise Wheels:** The order you apply the colour is important, light to dark: Yellow, green, purple, blue then finally red.
2. **Sponges:** Don't apply too much paint to the sponge, and dab on the skin creating circles
3. **Paint brushes:** When blending, you should go from inside the circle to the outside, sometimes it's better to use your finger rather than a paint brush
4. **Wax:** Only use a small ball of wax for the cuts. They should be applied gently to the skin with a lollipop stick, the harder you press the less likely it is to stay on.

EVALUATION SKILLS



5. I think this group used the 'Drama Skill' of ... well because...
6. I think this group used the 'Performance Skill' of ... well because...
7. If they were to create their bruise again they need to add/change... to make it look more realistic
8. If they were to create their bleeding cut again they need to add/change... to make it look more realistic

Performance Techniques:

Blending: the action of mixing or combining colours together.

Shading: Darkening or colouring to depict depth and a perception of it being 3D

Reference pictures: To help create realistic injuries/ageing skin. Collect a whole range of pictures of the same type of injury (like the grazes shown in the pictures left) so you get a more rounded view of how that injury can look on different people (skin tone, age etc.) and parts of the body.

DO's 	DON'Ts 
DO follow instructions carefully	DON'T Ignore the intructions
DO be sensible with the equipment	DON'T mess around by the equipment
DO help to tidy away	DON'T leave your space in a mess
DO use pictures to help up	DON'T let everyone else tidy up, you must help
DO be creative with your designs	DON'T destroy the equipement

Career information for a Special Effects Make Up Artist

Special effects make-up artists transform performers into the characters or creatures described in film and TV scripts. Artists must interact with directors and cast members to help produce authentic performances. Special effects makeup artists will spend much of their time using cosmetics and appliances to create the appearance of bruises, cuts, blood, old age, deformities, mutations, and more. This specialist artist is charged with creating monsters using makeup and prosthetics, often made of latex, silicone, or rubber.

PERFORMANCE SKILLS

How designers collaborate during a production

1. All designers should read the script before they begin designing. This is because it allows them to understand the story and any demands of the text such as period/genre/location/theme and atmosphere
2. All designers should discuss ideas with the director in order to achieve a cohesive artistic intention
3. Designs should be relevant to the scene/characters
4. Designs should be creative and help an audience identify characters/location/time and atmosphere

EVALUATION SKILLS

1. I think this group used the 'Drama Skill' of ... well because...
2. I think this group used the 'Performance Skill' of ... well because...
3. If they were to create their mask again they need to add/change... to create the effect of...
4. If they were to create...again they would need to add/change...to create the effect of...

Performance

Techniques:



Mask designer: Those who design and make masks for actors on stage/TV or film

Costume designer: Those who design and make costumes for actors on stage/TV or film

Lighting designer: Those who design and control the lights for stage/TV or film

Sound designer: Those who design and control the sound for stage/TV or film

Set designer: Those who design and make sets for the scenary on stage/TV or film

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Roles and Responsibilities of the Theatre

Theater in general is a collaborative art. It isn't about the actor – it's about the team. While the actors bring to life the playwright's words, behind the scenes is a team of people who have created synergy to make the production itself happen. They see the role of the actor, but aren't necessarily aware of the many other important people who drive the success of a show. There are key production team members such as director, stage manager, technician and the different designers