Year 9 Drama Staging Project

Name: _____

Teacher: _____

Exploring stimulus material—lesson 1

In drama, we sometimes use our imaginations to create a performance piece with a meaningful message or idea behind it that we want to communicate to our audience. Drama can be inspired by many different things, and one such thing is an image.

Look at the collage of images over the page. Brainstorm:

What the images appear to show
How they are similar/ different
What the images make you think of and feel
Any questions that they raise for you
Key or interesting details within the images

Now that you have explored images, start to think about what sort of performance piece you could create, based upon one, or several of these ideas. Your task now is to provide a brief outline of 3 different concepts for a performance. You should think carefully about:

Characters
Events (plot)
Messages for the audience

	Concept 1	**Concept 2**	**Concept 3**
Characters			
Events (plot)			
Messages			
Other (props, settings, etc)			

Developing your ideas—lesson 2-4

The next process is for you to decide which of your ideas has the most dramatic and artistic potential.

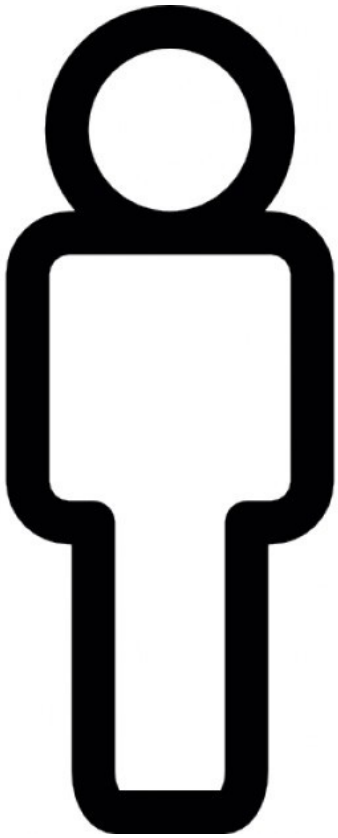
When you have decided upon your idea, you must start to further develop it. There are a series of tasks for you to complete over the following pages. They include:

A storyboard of your plot

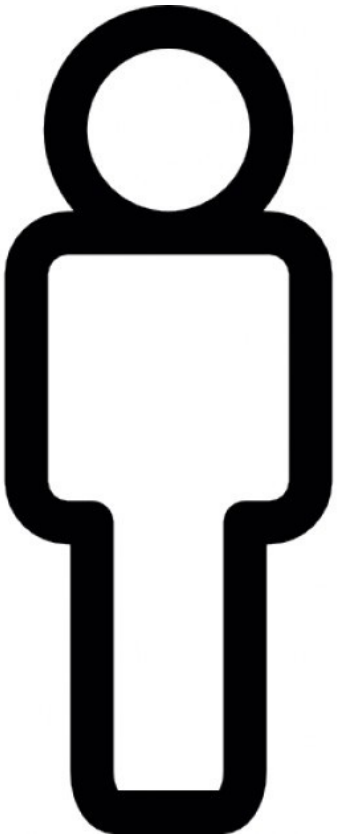
Character profiles for 3 key characters

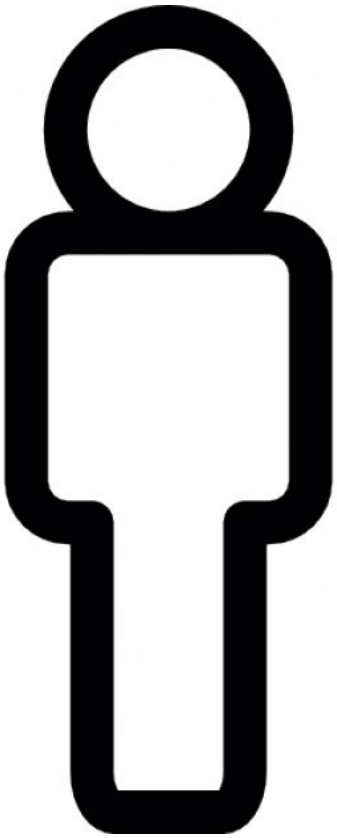
A scripted opening

Character profile



Character profile





Storyboard

Lesson 5: Scripted opening

Below are some basic conventions of script writing to prepare you for writing your own scripted opening

Setting the scene at the start of a play is known as a SLUGLINE (this is italicised)

e.g. A busy park, night time, dim lighting and rubbish scattered on the floor

2. NARRATION is where you set up the scene or give part of the backstory to the actors. Again this usually goes at the start and is in italics

E.g. BARRY is a 17 year old who has had a difficult life. He is often sullen and angry. At this point in the play he is enraged by the behaviour of his twin sister and wants answers

3. The name of the character speaking must always be stated in CAPITALS, followed by a colon e.g

BARRY: How did you find out about that abandoned warehouse?

GEORGE: Oh, it just came out of nowhere!

4. All stage directions need to go in italics, and brackets if it occurs whilst someone is talking

GEORGE: *(looking away)* Oh it just came out of nowhere!

George then lifts himself slowly from the bench and walks away

Opening stage directions (to Include SLUGLINE AND NARRATION):

Opening speech:

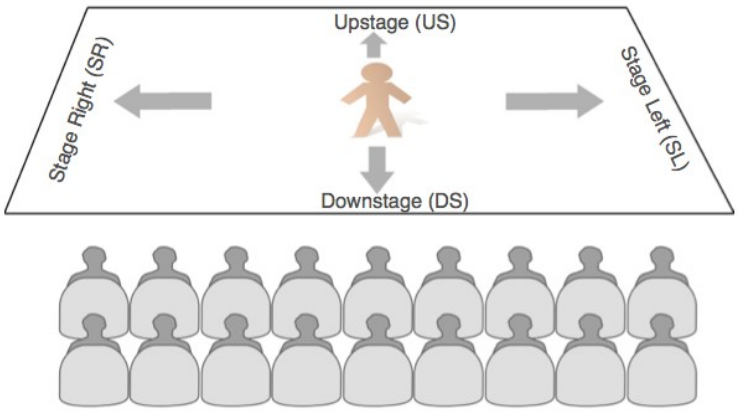
Scripted opening continued:

Scripted opening continued:

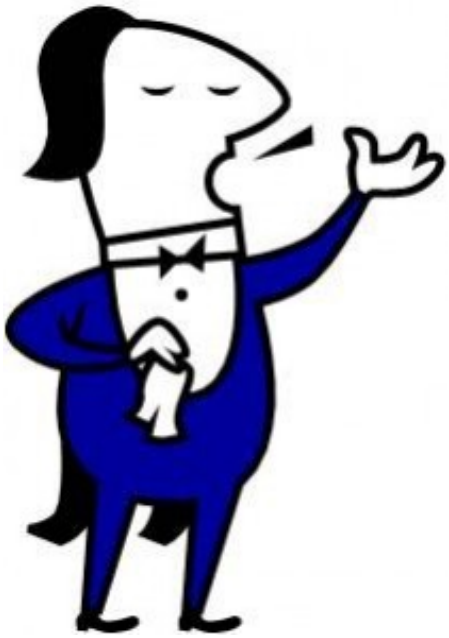
Preparing—lesson 9

Think about how you would use your stage space—e.g. How large is your performance space? Are you using all of it? Where are characters in relation to each other? Have you used space to show power and control?

Your use of levels—e.g. Have you uti characters? Does your performa



de set and props.



Set and Stage design page:

Now write out your entire script:

Now write out your entire script:

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Now write out your entire script:

Design work

Now that you have completed your entire script it is time to consider how you might have turned this into a full scale production. You will need to create the following designs for your performance:

Create a set design for your performance. This could be a bird's eye view; a 3D drawing from the audience's perspective; a series of sketches of the stage layout and the backdrops; or a computer generated collection of pictures to illustrate your ideas. You could even create a live 3D version in miniature—the choice is yours. You should annotate your work, explaining your decisions. (minimum 3 hours work)

Create a costume design for one of your key characters, preferably the one that you played. This could be sketches, computer images, a collage including swatches of fabric; or you could photograph yourself or a family member in the sort of costume you would use. You should annotate your images with suggestions of what colours might suggest or represent, and with any further design notes you want to make that explain your decisions. (minimum 2 hours work)

Create a programme or poster to promote your performance. This might include sketches, computer images, text and background to your performance ideas. You may wish to look at some existing programmes or posters online to help develop your ideas. You should include annotations to explain your ideas. (minimum 1 hour work)