Subject: Drama

2 Week Independent Learning plan

**Email queries to: nbaker@waseleyhills.worcs.sch.uk**

Teacher: Mrs Teasdale

Year: 7 Topic/theme: Blodin the Beast (Physical theatre)

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson | What you need to take from this lesson | Resource to use or hyperlink | Suggested task |
| 1 | When you create a character you need to consider their backstory in order to make them realistic and convincing to an audience. | Role on the wall template  <https://dramaresource.com/role-on-the-wall/> | Create a **role on the wall** for the main characters in the story (Hosea, Shanga, Blodin, a villager). |
| 2 | Director’s need to be able to record decisions that they have made during the devising/rehearsal stages of a production. They need to be able to share their director’s concept with actors and designers. All decisions needs to meet the performance intention , what they want the audience to think, feel or understand | Storyboard template  <https://www.bbc.co.uk/northernireland/myplacemyspace/downloads/promote-your-day-out/storyboard-template.pdf> | Complete a **storyboard** of your physical theatre performance. Annotate with stage direction which explain your images and the transitions between images. Explain your **performance intention**? What did you want your audience to think, feel or understand? |
| 3 | Monologues can have several purposes in a performance. For example, they can provide an audience with further information about the character, or they can develop the narrative/plot by including details that have not been seen on stage. | Drama book  NB: Monologue can be handwritten or typed. | Write a **monologue** (one person talking to the audience, explaining what has happened and how they feel about it) for one each of the main characters (Hosea, Shanga, Blodin, a villager). Use details from the story and your imagination to create a detailed backstory to develop the character. For example, how old is Blodin? Where does he come from? Are there others like him? |
| 4 | Costumes tell the audience when and where the play is set. A character’s costume can reveal a great deal of information to an audience: age, status, personality, economic wealth. Costumes can also be symbolic. | You could create a mood board to record your ideas. You can use digital/printed images or your own drawings. | **Design and annotate** costumes for the main characters (Hosea, Shanga, Blodin, villagers). Include notes about the **texture, fabric** and **style** of the costume. |
| 5 | The set design transforms the performance space into another world which characters will inhabit to tell the story to an audience. The set :   * gives a visual key about themes in the play * reflects concept and style as well as the time of day, location, season and historical period. * establishes the mood and atmosphere of the production | You can use digital/printed images or your own drawings.  You could create scale models of your designs (a model box) | **Design and annotate** a set design for the play, include different sets for all of the different locations in the story (the cave in the mountains where Shanga lives, the village Blodin destroys, the forest, the desert, the river, the land of plenty). |

Don’t forget you can access the school drives and resources form the school website: <https://www.waseleyhills.worcs.sch.uk/>