

# Year 9 Drama Knowledge Booklet

## Autumn Term Realism

**Name:**

**Class:**



# Year 9 Drama

## Realism

In Year 9 students will focus on the origins of modern drama.

Students will learn how dramatic performance changed from 'melodrama' into the modern form of acting we often see in theatres today—where the actors try to replicate reality. Actors begin to dive into the inner thoughts and background of their characters so they can portray them as realistically as possible. The lead developer of this style was Konstantin Stanislavski—students will experiment with some of his techniques whilst using the play script 'DNA' by Dennis Kelly.

## Big Questions

1. What is '**Realism**' in Drama?
2. How can we use the **Stanislavski Techniques** to support creating a '**Realism**' performance?
3. How can we use the **Stanislavski Techniques** to support creating a '**Realism**' performance?
4. What are the **roles and responsibilities** of **Actors, Directors and Designers** when **creating a Realism** performance?
5. How can we **evaluate** a '**Realism**' **performance**?

## Context

### CONTEXT

**DNA** was written to cause discussion within the audience about how teenagers behave. The notion they will avoid taking responsibility for their actions, avoid the consequences through any means possible.

Their ideas of right and wrong are held within their own bubble of life - where rational thought and a willingness to conform to social norms are void.

# Knowledge Organiser - Realism

Genre	Explanation	Leading Practitioners	Examples of Professional Repertoire
Naturalism/ Realism	Representing a person or thing in a way that is accurate and true to life.	Constantin Stanislavski	A Dolls House DNA Look Back in Anger

## Stanislavski Techniques

### **Given Circumstance:**

Information given by the Director to the Actors about the characters (who they are, age and their relationship to each other), where they are and what is happening. Actors use this information to begin to decide how to portray their characters realistically.

### **Emotional Memory:**

Actors identify the emotions of their character. They think of a time in their own past when they felt the same emotion. They think of this time when they are performing. This helps the Actors to portray realistic emotions.

### **Magic If:**

An Actor puts themselves in the shoes of their character and imagines what they would do if they were faced with the same situation as their character. They use these ideas to further create a realistic character.

### **Circles of Attention:**

These help an Actor to think where their character should be looking or focusing their attention when speaking. Circle 1 - themselves as if they are thinking out loud. Circle 2 - to another character, when they are talking directly to another character. Circle 3 - everyone on stage including the audience as if they were announcing something or questioning everyone.

## Key Definition

**Cross-Cutting:** Used to show either two scenes happening at the same time or to incorporate a flashback into a scene. To show two scenes happening at the same time there will be a split stage with two scenes set up on the stage. One scene is 'frozen' whilst the other scenes is 'live'. At a chosen moment the 'live' scene will 'freeze' and the original 'frozen' scene will become 'live'. The two scenes switch from 'live' to 'frozen' until both scenes are complete.

## Knowledge Organiser - DNA

### CHARACTERS

<b>John</b>	Male teenager and leader of the group. He is very worried about what has happened and is desperate to find a way out. Although the leader, he goes along with Phil's plans.
<b>Mark</b>	Male teenager and member of the group led by John. Best friends with Jan and the two of them take on the roles of Narrators.
<b>Jan</b>	Female teenager and member of the group led by John. Best friends with Mark and the two of them take on the roles of Narrators.
<b>Phil</b>	Male teenager who at the start is silent but eventually devises all the plans to cover up the group's actions. Friends with Leah.
<b>Leah</b>	Female teenager and member of the group led by John, who is in love with Phil but is too nervous and scatty to tell him. She has some very long monologues which are used to describe the mental and social aspects of the group.
<b>Brian</b>	Male teenager and member of the group, a complete wimp.
<b>Danny</b>	Male teenager and member of the group, extremely worried that the group's actions have completely ruined his future of becoming a dentist.
<b>Lou</b>	Male teenager and member of the group, seems quite chilled and has accepted they are in a lot of trouble.
<b>Cathy</b>	Female teenager and member of the group, she causes the first plan to go wrong and really enjoys the drama of the situation. Seems to be quite a nasty character deep down.
<b>Adam</b>	Male teenager but not a member of the group. Desperately wants to be part of the group. He is the one the group bullied and believe is dead at the beginning. Ends up being killed for real by Phil and Cathy.

# Knowledge Organiser - DNA

## KEY SCENES

<b>Scene 1</b>	Mark and Jan introduce the idea to the audience; someone has died.
<b>Scene 2</b>	More of the group discuss the death and are given the first indication they have something to do with it.
<b>Scene 3</b>	John establishes himself as leader of the group. They are worried about the person being dead.
<b>Scene 4</b>	Mark and Jan explain it is Adam who is dead and how the group are responsible.
<b>Scene 5</b>	Phil has a plan to cover up their actions; frame a made-up person.
<b>Scene 6</b>	Brian will not stick to the plan.
<b>Scene 7</b>	The plan goes wrong—Cathy has framed a real man.
<b>Scene 8</b>	Phil has a new plan—threatening to kill Brian if he doesn't go along with it.
<b>Scene 9</b>	Mystery—Mark and Jan inform the audience someone has been found in the woods.
<b>Scene 10</b>	Adam has been found alive. Adam explains how he survived in the woods.
<b>Scene 11</b>	Phil's last plan—the only way Phil can think of sorting everything out is to kill Adam for real.

## KEY THEMES

<b>Power</b>	Leads the group to bully Adam John has it but then loses it to Phil
<b>Consequences</b>	Avoiding consequences leads to bigger problems There are consequences to our actions
<b>Leadership</b>	You can only lead if others will follow
<b>Trust</b>	Leads the group to follow Phil's plan Leads Adam to his death—twice
<b>Responsibility</b>	Each person is responsible for their own actions Group vs the individual Right vs wrong

## Roles and Responsibilities

### Director

- Understand the script, research on the themes of the play and if possible work with the playwright.
- Come up with ideas and work with designers to agree lighting, sound, costumes and set.
- Work with actors in rehearsals, giving feedback.

### Actor

- Research their character to understand them and learn their lines.
- Go to all the rehearsals, work with other actors and listen to the director.
- Take part in performances.

### Designer

- Listen to the director and interpret the director's intentions for the play.
- Come up with ideas and work with director to agree lighting, sound, costumes and set.
- Work with carpenters, electricians, lighting technicians, stage crew, costume department to ensure their ideas are realised on stage.
- Prepare and create drawings and models of their ideas.
- Work with actors in rehearsals to ensure the set, props and costumes are used correctly, allow the actors to perform, and satisfy the director's intentions.

## Homework Tasks

1. Read 'Characters' section of the Knowledge Organiser for 'DNA'.

**To be completed by lesson 3** \_\_\_\_\_

2. Read 'Key Scenes' and 'Key Themes' sections of the Knowledge Organiser for 'DNA'.

**To be completed by lesson 4** \_\_\_\_\_

3. Learn your lines for your chosen character so you can perform without relying on the script.

**To be completed by lesson 6** \_\_\_\_\_

For Homeworks 1 and 2 you will be tested on your understanding, knowledge and recall of these sections as part of your engage task, there will be 5 questions - a score of 5 will earn you a house point, a score of 2 or below will indicate you did not complete your homework and you will receive a BP.

For Homework 3 you will be asked to perform your lines without the use of the script in lesson to determine if you have completed your homework.

# Sample Assessment

## Complete the following tasks/questions

What is the name given to the style of Drama you have been studying this term?	_____ 1pt
Name at least 3 of Stanislavski Techniques which help actors develop a more realistic performance.	1. _____ 2. _____ 3. _____ 3pts
For one of the techniques you have written above, explain how it is used and what its purpose is.	_____ _____ _____ 2pts
What is the name of the technique used, to show two events happening at the same time?	_____ 1pt (Not split-screen)

## Performance Assessment

Voice	Achieved	Comment
1		Performing without your script
2		Voice starts to express some appropriate emotion
3		Use of voice displays significant confidence and clarity of emotion

Physical	Achieved	Comment
1		Still acting even when not talking
2		Movement and gestures when character is speaking
3		Movements and Gestures performed with significant confidence and control

Whole Performance	Achieved	Comment
1		Able to hold a still image when not performing
2		Show a successful cross-cut between the two scripts
3		There was good rapport between all the performers
4		Performed with significant confidence, emotion and control throughout



# Scripts to be used in lesson from 'DNA'

## Scene 1 – Mark and Jan.

**Jan: Dead?**

**Mark: Yeah**

**Jan: What, dead?**

**Mark: Yeah**

**Jan: Like dead, dead**

**Mark: Yes**

**Jan: Proper dead, not living dead?**

**Mark: Not living dead, yes.**

**Jan: Are you sure?**

**Mark: Yes**

**Jan: I mean there's no**

**Mark: No**

**Jan: Mistake or**

**Mark: No mistake**

**Jan: It's not a joke**

**Mark: It's not a joke.**

**Jan: Coz it's not funny**

**Mark: It's not funny because it's not a joke, if it was joke it would be funny**

**Jan: Not hiding?**

**Mark: Not hiding, dead.**

**Jan: Not**

**Mark: Dead.**

**Jan: Oh**

**Mark: Yes**

**Jan: God**

**Mark: Exactly**

*Pause*

**Jan: What are we going to do?**

## Scripts to be used in lesson from 'DNA'

### Scene 3 – John, Lou and Danny

**Lou:** Screwed.

**John:** No, no, it's not, no Lou, we're not

**Lou:** We are screwed.

**John:** No, Lou, we're not.....it's not.....we're not.....nothings.....

**Lou:** It is.

**John:** No, no, no, look, there I have to, I really have to, you're going to have to listen to me on this one, and you are going to have to believe me. Everything is, everything's fine.

**Lou:** Fine?

**John:** Not fine, no

**Danny:** Fine?

**John:** No fine exactly, alright, fair enough, I mean things are bad, things are a little, alright, yes, I'm not trying to hide the, this is tricky, it's a tricky

**Lou:** Tricky?

**John:** Situation, but it's not, because actually what you are saying is a very negative, and that's...

**Danny:** This is not part of the plan. Dental college is part of the plan, A-levels are part of the plan, dead people are not part of the plan, this is not Dental college.

**Lou:** He's Dead John

**John:** Alright, I'm not denying, am I denying? No, I'm

**Lou:** He's Dead

**John:** Well, don't keep saying it

**Danny:** This is the opposite of Dental college.

**Lou:** But he is dead.

**John:** Well you just, you're saying it again, didn't I just—

**Lou:** Because he's dead, John, he's dead, dead is what he is so we have to use that word to—

**John:** Alright. New rule; that word is banned.

## Scripts to be used in lesson from 'DNA'

**Lou:** What, 'dead'?

**John:** Yes

**Danny:** Banned?

**John:** Yes, Banned. Sorry.

**Lou:** You can't ban a word

**John:** And if anyone says it I'm going to have to, you know, bite their face.  
Or something.

**Danny:** How can you ban a word?

**John:** Well just say it then.

*Pause*

**Say it and see what happens.**

*They say nothing*

**Look we have to keep together. We have to trust each other and believe in each other. I'm trying to help. I'm trying to keep things together.**

## Wider Reading / Watching

### Naturalistic Acting

<https://www.youtube.com/watch?v=YdwEKaH9uQ4>

### Realism vs Naturalism

<https://www.youtube.com/watch?v=seDddVVBfhY>

### Konstantin Stanislavski

<https://www.bbc.com/education/guides/zxn4mp3/revision/1>

<https://www.biography.com/people/constantin-stanislavski-9492018>

[http://homepage.smc.edu/sawoski\\_perviz/stanislavski.pdf](http://homepage.smc.edu/sawoski_perviz/stanislavski.pdf)

