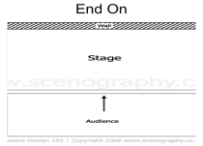
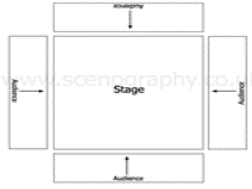
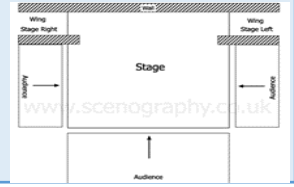
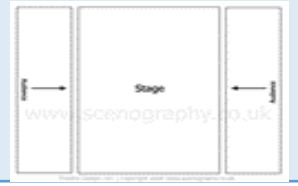
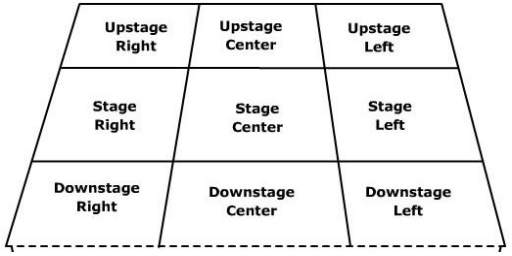
Knowledge Organiser: Year 11 – Drama Component 1, Understanding Drama – *Section A*

Question Overview:		Useful Terminology and Definitions:		
Q1 1 min	**Multiple choice question** focuses on the different theatre roles. You will be asked to identify who would take on a specific role in the theatre. **(1 mark)**	**Playwright-** The person who writes the play. **Director-** In charge of the creative aspects of the production. **Performer-** An actor or entertainer who performs a role in front of an audience. **Understudy-** An actor who studies someone's role so they can take over if and when needed. **Technician-** Sets up and operates the technical equipment. **Theatre manager-** Looks after the front of house, audience, box office, tickets, etc. **Stage manager-** In charge of the backstage area, rehearsals, schedules, etc.	**Lighting designer-** Responsible for designing the lighting aspects of a performance. **Sound designer-**Responsible for designing the sound required for the performance. **Set designer-** Responsible for designing the set required for a performance. **Costume designer-** Responsible for designing the costumes for the performance. **Puppet designer-** Responsible for designing puppets for a performance.	
Q2 1 min	**Multiple choice question** focuses on suitable staging. You will be asked to identify types of staging, their layout, or what they are used for. **(1 mark)**	**End on-** Audience sat in front of the stage, directly facing it, but there is no frame around the stage. (Q2&3) 	**Proscenium arch-** Audience are sat at the front of the stage, with a large frame around the stage. (Q2&3) 	**Theatre in the round-** Audience are seated all the way around the stage. (Q2&3) 
Q3 1 min	**Multiple choice question** focuses on types of stage. You will be asked to look at an image and identify what type of stage is shown. **(1 mark)**	**Thrust-** Audience are seated on 3 sides of the stage and the stage comes out into the audience. (Q2&3) 	**Traverse-** Audience are seated on 2 sides of the stage, like a catwalk. (Q2&3) 	**Promenade-** Audience stand or follow the actors through the performance. This can be within any environment, outside of a theatre. (Q2&3)
Q4 1 min	**Multiple choice question** focuses on stage positioning of props and set. You will be asked to look at an image and identify where a specific prop or item of set is positioned on stage. **(1 mark)**	**Remember the perspective you are looking at-** To understand what is "left" or "right", imagine you are an actor standing on the stage facing the audience. Stage left is to your left, and stage right is to your right. Downstage is at the front of the stage, near the audience, And upstage isat the back of the stage.		

Knowledge Organiser: Year 11 – Drama Component 1, Understanding Drama – *Section B*

	Question Overview:	Useful answer Structure:	You must remember …..
Q6.1 **5 min**	You are designing a [x] for a performance of [the extract] The [x] must reflect the context of 'Blood Brothers' Set in a […] community in [year] Describe your design ideas for the [x] **(4 marks)**	**Use PEEL structure to structure your answer X2;** **POINT- specific drama terms** **EXPLAIN- how this shows your understanding of the play and its context** **POINT-specific drama terms** **EXPLAIN- how this shows your understanding of the play and its context**	**Read and understand the full extract;** The question wants you to focus on the whole extract. **Context of the play;** Write about where the play was set, when, and what you understand about that place and time. **Look at the community and year;** These will effect your design significantly.
Q6.2 **10 min**	You are performing the role of [x] How would you use your **vocal and physical skills** to perform the line below? What effects do you want to create? [line from the extract] **(8 marks)**	**Use PEEL structure to structure your answer X4 (BRIEF);** **POINT-What drama skill would you use** **EVIDENCE- precise moment of the line given in the question** **EXPLAIN- why are you using this skill** **LINK BACK- to what the question asks (effects)**	**Highlight the line you are directed to;** The question only wants you to focus on one line of the extract. **Identify the character;** Think about how old your character is, where they live, their social background etc. **Be aware of the effect you want to create;** How you want your audience to react and/or feel when you perform this line.
Q6.3 **15 min**	You are performing the role of [x] Focusing on the lines from [x] to [x] How would you and the actor playing [other character] might use **[performance skill] to interact with each other** to create [tension/atmosphere] for your audience? **(12 marks)**	**Use PEEL structure to structure your answer X3 (DETAILED);** **POINT-What drama skill would you use** **EVIDENCE- choose specific line from text** **EXPLAIN-why are you using this skill to achieve the effect set out in the question** **LINK BACK- foreshadow, echo, contrast this to another moment in the play.**	**Understand the character;** Understand which character you are being asked to perform as and think about how old your character is, where they live, their social background etc. **Highlight the lines you are directed to;** The question only wants you to focus on a small section of the extract. **You are writing about you and another performer;** Remember that you are writing about 2 characters interaction with each other. **Use of space;** Think about positioning on stage, proxemics and the relationship between the two characters in the extract.
Q6.4 **25 min**	**Answer this question OR Q6.5** You are performing the role of [x] How would you use your acting skills to interpret [x]'s character in this extract? Why are your ideas appropriate for this extract and the play as a whole? **(20 marks)**	**Use PEEL structure to structure your answer X5 (DETAILED);** **POINT-What drama skill would you use** **EVIDENCE- Why are you using this- show knowledge of your character.** **EXPLAIN-foreshadow, echo, contrast this to another moment in the play.** **LINK BACK- to what the question asks**	**Identify the character;** Think about how old your character is, where they live, their social background etc. **You are describing how you would act;** Remember to write about how you would use your vocal and physical skills to perform the role. **Think about your character's feelings;** Your interpretation of the character will be effected by how they are feeling and what is happening in the extract. **Link back to context;** How your ideas are appropriate for the extract and play, in relation to the context of the play.
Q6.5 **25 min**	**Answer this question OR Q6.4** You are a designer working on **one aspect of design** for this extract How would you use your design skills to create effects that **support the action in the extract?** Why are your ideas appropriate for this extract and the play as a whole? **(20 marks)**	**Use PEEL structure to structure your answer X5 (DETAILED);** **POINT-What drama skill would you use** **EVIDENCE- Why are you using this- show knowledge of your character.** **EXPLAIN-foreshadow, echo, contrast this to another moment in the play.** **LINK BACK- to what the question asks**	**Choose one design element;** Remember, you are only being asked to write about how you would design one element. **Write as a designer;** You are taking on the role of the designer in this question. **Understand what's happening in the extract;** Think about what's happening in the extract and how your design can support the action within the extract. **Link back to context;** How your ideas are appropriate for the extract and play, in relation to the context of the play.

Knowledge Organiser: Year 11 – Drama Component 1, Understanding Drama – *Section C*

	Question Overview:	Useful Structure:	You must remember …..
Q11 **40 min**	**Answer this question OR Q12 OR Q13** Describe how one or more actors used [acting skills] to create [x] characters. How successful were they in communicating their characters to the audience? Make reference to [….] **(32 marks)**	**Use PEEL structure to structure your answer;** One PEEL paragraph is equivalent to 4 marks. Therefore, you should have 8 PEEL paragraphs. **Each paragraph should focus on a different acting or performance skill.**	**POINT;** Using drama terminology. **EXAMPLE;** Exactly when this skill was used. **EVIDENCE;** What was this skill used to show? **LINK;** To the question/add own opinion. **You must use the past tense.** **You must refer to the performers as actors, not characters.**
Q12 **40 min**	**Answer this question OR Q11 OR Q13** Describe how [design] was used to support the action in the production. How successful was the [design] in communicating the action to the audience? Make reference to [….] **(32 marks)**	**Use PEEL structure to structure your answer;** One PEEL answer is equivalent to 4 marks. Therefore, you should have 8 PEEL paragraphs. **Each paragraph should focus on a different aspect of the design.**	**POINT;** Using drama terminology. **EXAMPLE;** Exactly when this skill was used. **EVIDENCE;** What was this skill used to show? **LINK;** To the question/add own opinion. **You must use the past tense.** **You must refer to the performers as actors, not characters.**
Q13 **40 min**	**Answer this question OR Q11 OR Q12** Describe how [design] was used to support the action in the production. How successful was the [design] in communicating the action to the audience? Make reference to [….] **(32 marks)**	**Use PEEL structure to structure your answer;** One PEEL answer is equivalent to 4 marks. Therefore, you should have 8 PEEL paragraphs. **Each paragraph should focus on a different aspect of the design.**	**POINT;** Using drama terminology. **EXAMPLE;** Exactly when this skill was used. **EVIDENCE;** What was this skill used to show? **LINK;** To the question/add own opinion. **You must use the past tense.** **You must refer to the performers as actors, not characters.**

Knowledge Organiser: Year 11 – Drama Component 1, Understanding Drama – *Section*

Useful Terminology and Definitions:

Q11	**Vocal skills-** **Volume-** how loud the lines are being spoken. **Pitch-** highness or lowness of the voice. **Pace-** how fast or slow the lines are being spoken. **Accent-** the character's accent will depend on where they are from. **Phrasing-** grouping words together to create interesting speech. **Emotional range-** portraying different emotions through the voice.	**Physical skills-** **Movement-** moving around the stage. **Gestures-** a movement, e.g. of the hand or head, to express an idea or meaning. **Posture-** the position that someone holds their body when standing up or sitting down. **Facial expression-** an actor using their face to reinforce their feelings, emotions and reactions. **Levels-** different heights used to create visual interest or perhaps show status of characters. **Proxemics-** how close or far apart actors are positioned on stage. **Characteristics-** features or qualities belonging to a person, place or thing to identify them. **Gait-** the way in which a performer walks on the stage. **Stance-** the way in which someone stands **Ensemble-** a group of people who perform together.
Q12 Q13	**Lighting design-** **Flood lights-** large lights used to wash a large section of the stage with light. **Barn doors-** 4 hinged doors around the light control the light shape. **Spotlight-** projects a beam of light onto a section of the stage. **Lanterns-** wide, soft edged beam of light, used for back light and top light. **Coloured gel-** transparent coloured material placed over a light to make a light a certain colour. **Gobo-** template/stencil placed in front of a light to create a pattern or image on the light. **House lights (audience)-** illuminate the audience section of the theatre before and after a play, and also during the interval. **Flying gallery-** rigging system where ropes are used to raise or lower scenery, lights, etc.	**Sound design-** **Timing-** a particular point that a sound is produced in a performance. **Atmosphere-** the sound is creating a certain mood for the audience at a certain point. **Volume-** how loud or quiet the sound is. **Emotive-** the sound reflects the emotions felt by a character/characters at a certain point. **Band-** the sound is live and being played by a group of people playing different instruments. **Singing-** performing songs and making musical sounds with the voice. **Soundscape-** a combination of different sounds. **Music-** sounds combined to produce harmony, expression and/or emotion. **Sound effects-** a sound that isn't speech or music, created artificially in a play.
Q12 Q13	**Set design-** **Naturalistic-** the set is realistic and believable. **Stylised-** the set is not realistic or believable, but may be symbolic or represent an idea. **Minimalistic-** the set is very basic, with little furniture and a basic background. **Hydraulics-** the stage (or part of it) moves, rises, falls or tilts throughout a performance. **Flying gallery-** rigging system where ropes are used to raise or lower scenery, lights, etc. **Pyrotechnics-** explosions, flashes, smoke, flames, fireworks etc. Used to create special effects. **Props-** a portable/movable object on stage, used by actors. **Dry Cyclorama-** a large piece of fabric that lights or images can be projected on. **Levels-** different heights of staging used to create an effect or perhaps, indicate status. **Deconstruction-** a set which shows the internal aspects, e.g. a house will have the front taken away, allowing an audience to see the rooms inside, (similar to a doll house.)	**Costume, hair and makeup design-** **Prosthetics-** makeup that uses moulds and wax to create special effects, e.g. scars or cuts. **Silhouette-** the outline or shape of a figure created by a costume, e.g. baggy or fitted. **Hairstyle-** the way the hair is styled to reinforce time period, setting, or a character's personality or status. **Style-** the way in which a character dresses to reinforce time period, setting, or a character's personality or status. **Accessories-** additional elements of costume, e.g. jewellery, handbags, hats etc. which to reinforce time period, setting, or a character's personality or status. **Footwear-** the shoes worn by a character to reinforce time period, setting, or a character's personality or status. **Makeup-** products applied to the face to show a character's age, status, personality etc. **Colours-** the colours used for the costume could reflect the character's status or background etc. **Fabrics-** the fabrics used for the costume could reflect the character's status or background etc.