












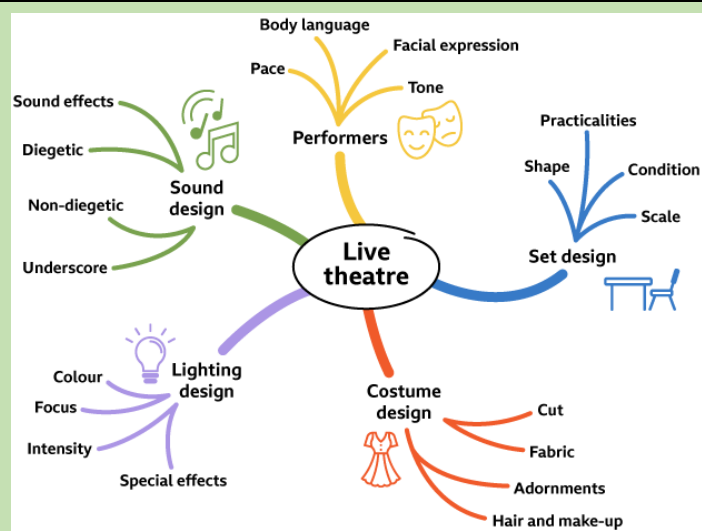


# KS4 Drama Knowledge Organiser – Component 3 Theatre Makers in Practice Section A

Key words (for Section A and B!)			Bringing Texts to Life	
<b>Theatrical concepts</b> Genre Style and form Social, historical and social context Spatial positioning Types of staging Stage directions Structure 	<b>Costume terms</b> Accessories Personal props Makeup/pancake Hair Wigs Mask Period/time/location Colours & symbolism Materials Practicality/Safety Quick change Dress rehearsal 	<b>Sound terms</b> Volume Amp Build Cross-fade Diegetic/non-diegetic sound Float mics FX Level Pan Sound effects Soundscape Live music 	<b>Bringing Texts to Life</b> In this section of the exam, you will have five questions of varying marks based on an unseen extract from An Inspector Calls. 3(ai) Performance related question – will focus on vocalisation <u>or</u> physicalisation 4 marks 3(aii) Focus on performance skills – vocalisation <u>and</u> physicalisation 6 marks 3(bi) Director question – Choose from a choice of three options (staging, set, costume, sound, lighting) You must include reference to play’s context. 9 marks 3(bii) Director question - Focuses on creating characterisation of one or two characters in the play and how you would direct actors to demonstrate this through voice, physicality and stage space. 12 marks 3(c) Focuses on a designer role. Choose from a choice of three options (staging, set, costume, sound, lighting) 14 marks 	
<b>Lighting terms</b> Colours & symbolism Level of light Profile spotlight Soft-edged spotlight Floodlight Parcans High front light Backlight/Silhouette Up-light Side light Gels Colour changer Barn door Gobo Crossfade Fade Snap Cue Blackout Stage 	<b>General staging terms</b> Sightlines Ground-plan Fourth wall Entrance/Exit Apron Upstage Downstage Centre/left/right Stage l/r Downstage c/l/r Upstage c/l/r 	<b>Set design terms</b> Naturalistic design Abstract design Minimalist design Cloth Back projection Cyclorama Flat Pre-set Revolve Wagon stage Staging Scenery Sightlines 	<b>Sentence stems:</b> As an actor/director/designer, I would... I would design... I would direct the actor playing ____ to... On the line “_____”, I would... I would direct the sound/lighting engineer to... For example... My choice here could represent/show... This would make the audience... This reflects on the context of the play because... (question 3bi only!) Elsewhere in the play, during Act 1/2/3... (question 3bii only!) 	<b>If in doubt, follow this:</b> <b>WHAT</b> would you decide to do? <b>WHY</b> would you do that?  <b>HOW</b> do you want the audience to react?
<b>Assessment Objective – In this component, you will be assessed on your ability to...</b> 			<b>Assessment Objective – In this component, you will be assessed on your ability to...</b> AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed. 	



# KS4 Drama Knowledge Organiser – Component 3 Theatre Makers in Practice Section B



## Live Theatre Review

**9(a)** You must **analyse** an aspect of the performance you have seen. Could be asked to focus on performance or design. **6 marks**

**9(b)** You must **evaluate** a different aspect from the same performance. Could focus on performance or design. Worth more marks as you need to form a judgement. **9 marks**



### What is analysis?

What the performers or designers did to explore key ideas or skills.

### What is evaluation?

Form judgements about whether an idea or performance element was effective (give your opinion)

### Top tips!

- Remember you can take in up to 500 words worth of notes! These could be bullet points, mind maps, diagrams, etc.
- You can't talk about everything, so focus on a selection of key moments. Choose a maximum of five really interesting sections of the play (include the opening and closing moments) which have lots of different elements you can refer to.
- Avoid just telling the story of what happened in the play. Analyse and evaluate **WHAT** they did, **WHY** you think they did it and **HOW** effective it was.

### Sentence stems:

*The use of [lighting/stage space/costume/etc] was particularly effective in the moment...*  
*This worked well/didn't work well, as it showed...*  
*The moment when \_\_\_\_\_ was enhanced by use of [sound/lighting/set/etc]*  
*This was a successful/unsuccessful moment because...*  
*In my opinion...*  
*A moment which stood out to me was...*



*Remember: you do not need to be entirely positive, you are allowed to have your own opinion on what worked well!*

### If in doubt, follow this:

**WHAT**  
did they do?

**WHY**  
did they do it?

**HOW**  
effective was it?



### Assessment Objective – In this component, you will be assessed on your ability to...

AO4 – Analyse and evaluate your own work and the work of others.

