

# The Beginning of Drama

## GREEK THEATRE



Name:

Form:

Form Tutor:

Form Room:

Drama Teacher:

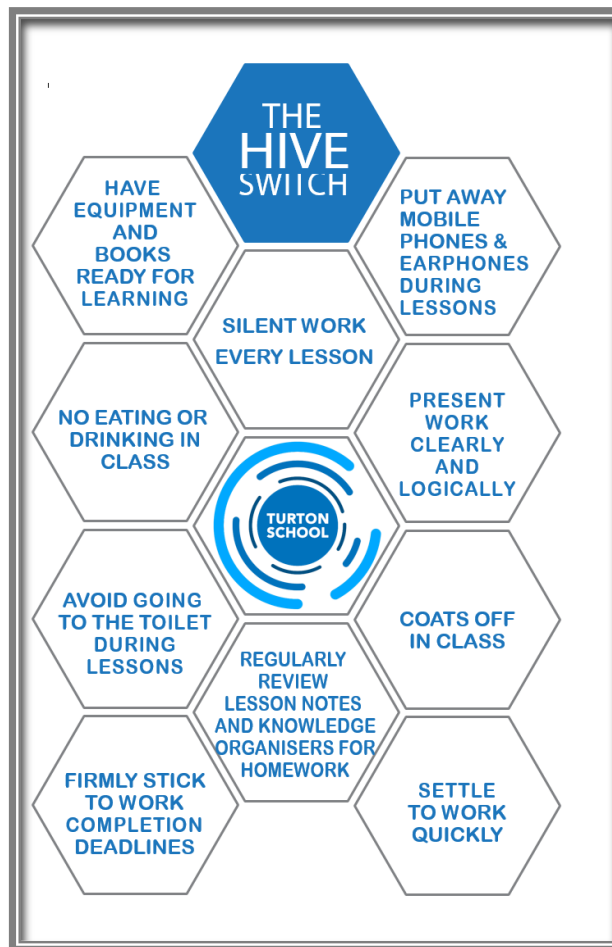
Homework Day:

## Written Tasks

Always use **black** or **blue pen** for written work.

- Always use **pencil** for drawing.
- Put the title in the **middle of the line** and **underline** it with a ruler.
- Make sure your handwriting is clear.
- If you make a mistake cross it out neatly with a single line.
- When you have finished the work, read it back to check that you have completed all tasks and that the spelling, punctuation and grammar are correct.
- Use a dictionary to check the spelling of unfamiliar words.
- Ask for help if you need it.

## Are you ready to learn?



## **BASELINE ASSESSMENT**

### **ANTIGONE BY SOPHOCLES**

- 1) A great battle had taken place between two Greek armies and many soldiers had lost their lives.
- 2) Amongst the deaths were two brothers who had killed each other in a sword fight.
- 3) Their two sisters meet the next day to discuss the ruling that their uncle, the new king, Creon (Kree-on) has given: that one, Eteocles (Et-ee-o-cleeze), will be given a proper burial as he is a hero, but the other, Polyneices (Poly-nice-eeze), will be left to rot outside the city walls as he is a traitor who fought against their city. Creon says that anyone who tries to bury the body will be killed.
- 4) Antigone (Ant-ig-onee) tries to persuade her sister Ismene (Is-mane-ee) to help her bury her brother so that he can go to heaven, but Ismene refuses as she is scared.
- 5) Antigone buries the body alone.
- 6) Later, a soldier comes to tell Creon that someone has buried the body – he is angry and demands that they are brought to him.
- 7) Antigone is brought in front of Creon and he says that she will be killed. She says she would rather please the gods than please the king.
- 8) Haemon (Hay-mon), Creon's son, is engaged to Antigone, and tries to persuade his dad to let her go – Creon refuses.
- 9) Teiresias (Tie-ree-sias), the old, blind, prophet tries to persuade Creon to let Antigone go so that he doesn't anger the gods and get punished by them – he refuses.
- 10) The chorus (a group of wise people from the city) try to persuade Creon to let Antigone go – he finally sees sense.
- 11) Creon goes to free Antigone but finds that she and his son have killed themselves.
- 12) When Creon's wife finds out that her son is dead, she also takes her own life.
- 13) Creon realizes that he has made terrible mistakes and prays for a quick death.

## **HOMEWORK 1**

In your planner, in today's box write 'Drama' in the subject box and 'Homework 1 - page 4' in the next box, and the correct date for handing in.

You are completing this work **in your Drama exercise book** so you should be writing in full sentences that make sense without the question being written.

Please read the rules for written work on page 2 to make sure that your work is presented properly.

### **ANTIGONE – UNDERSTANDING THE STORY**

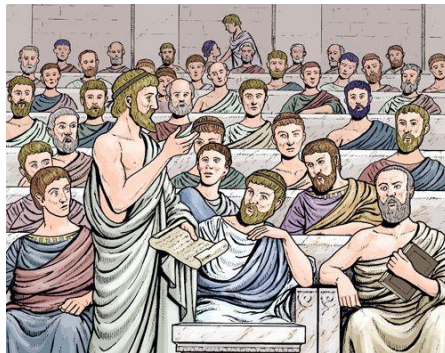
- 1) A Traitor is someone who goes against a friend. Why did Creon think that one of the brothers was a traitor?
- 2) Who do you think is the braver sister and why?
- 3) Why does Antigone want to bury her brother?
- 4) Why does Ismene not want to help Antigone bury their brother?
- 5) Why does Teiresias say that Creon should let Antigone go free?
- 6) How many characters have died by the end of the play?

## **LESSON 2 – GREEK THEATRE – THE HISTORY**

### **WHEN?**

Most Greek theatre was produced in the 5<sup>th</sup> century BC.

They used the theatre to explore the big questions about life, death, the Gods and politics.



### **WHERE?**

Most Greek cities had a theatre. It was in the open air, and was usually a bowl-shaped arena on a hillside.

The theatres could seat up to 14,000 people.

Everyone went to the theatre.

The plays were performed at a festival (competition) celebrating Dionysus (the god of wine)



## WHAT?

There were 3 types of Greek drama: **tragedies** which were serious, **satyr** which were cheeky simple plays, and **comedy** which made fun of life.

All the actors were men or boys.

Dancers and singers, called the chorus, performed on a flat area called the **orchestra**.



## WHO?

**Thespis** is said to have 'invented' the actor when he got someone to step out of the chorus and speak on their own.

**Sophocles** wrote tragedies.

Greek actors wore masks, with holes for eyes and mouth.

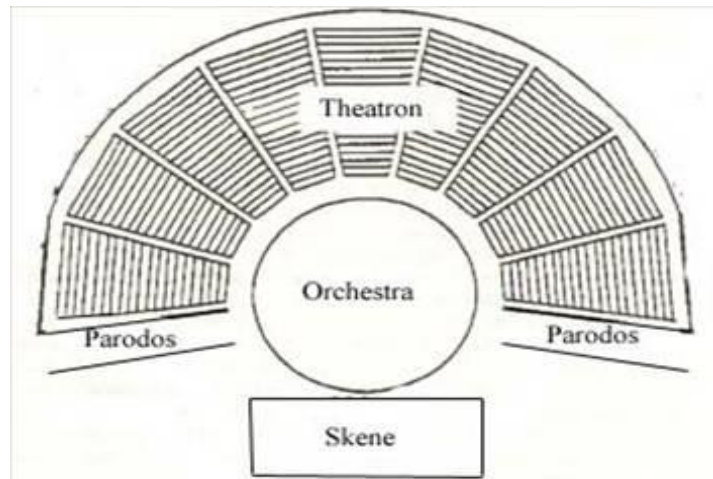
Actors wore wigs and tall shoes, to make them look taller, and padded costumes to make them look fatter or stronger.



## THE THEATRE BUILDING

**ORCHESTRA**—Where the chorus sang and danced

**THEATRON**—Where the audience sat



## DRAMATIC CONVENTIONS IN GREEK PLAYS

**The chorus** – a group of actors who sung and danced

**Catharsis** – the feelings of pity and fear that the audience feel for the main character.

**Hubris** – excessive pride—this was often the downfall of the main character

## HOMEWORK 2

Learn the key facts from the information that we have covered in today's lesson so that you are ready for the test next lesson

**HOMEWORK 3** - Learn the spellings **or** meanings of these performance terms for a test next week. Answer the questions in the booklet to test your understanding.

## **GESTURE**

**Communicating using your hands or your arms.**

What gesture might Creon use when he speaks the words 'I' 'me' or 'my'?

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## **MIME**

**Showing the audience an invisible object.**

How might Creon mime that he has a stick to strike another person in temper?

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## **GAIT**

**The way that an actor walks.**

How might Antigone and Ismene walk differently in the opening scene?

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## **POSTURE**

**The way an actor sits or stands.**

How might Antigone stand or sit when she is brought in front of Creon?

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## **ORIENTATION**

**The direction that an actor is facing.**

Would Antigone and Ismene face each other when they discuss burying their brother?

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## **HOMEWORK 4**

**Fill in the blanks using the words in the box – you need to think of the 4 skills yourself.**

### **TABLEAUX**

A tableau is a \_\_\_\_\_ or \_\_\_\_\_ performed on \_\_\_\_\_.

Tableaux can be used in drama to:

- \_\_\_\_\_ and \_\_\_\_\_ a performance effectively
- Show the \_\_\_\_\_ something that would be too \_\_\_\_\_ to act out – e.g. a fight.
- Allow the audience to focus on an \_\_\_\_\_ moment.

Effective skills needed to create an effective tableau are.. (list at least 4)

### **WORDS TO FILL IN THE BLANKS**

***stage***

***frozen image***

***audience***

***living photograph***

***finish***

***difficult***

***start***

***important***

## **HOMEWORK 5**

**Fill in the blanks using the words in the box.**

### **TRANSITIONS**

A transition is an \_\_\_\_\_ way of moving from one \_\_\_\_\_ or \_\_\_\_\_ to another. Rather than walking to their next position the actor keeps the \_\_\_\_\_ entertained by performing the \_\_\_\_\_. Transitions should always be considered as part of the \_\_\_\_\_ and should be as interesting to watch as the scene or tableau themselves. They need to be performed in a style that suits the piece and be performed in a \_\_\_\_\_ and \_\_\_\_\_ way.

***Interesting  
Tableau***

***Safe  
Disciplined***

***Scene  
Audience***

***Performance  
Transition***

Interesting way that I could move from one tableau to the next are...

### **THOUGHT TRACKING**

Thought tracking is when an actor \_\_\_\_\_ of the scene/tableau to speak their character's \_\_\_\_\_ to the \_\_\_\_\_. Thought tracking is an effective way of getting inside a \_\_\_\_\_ mind. It enables us to see things from a character's \_\_\_\_\_, and to better understand their motives. When thought tracking happens everybody else on stage remains \_\_\_\_\_ to show that they are not aware of what is being said.

***Frozen***

***Thoughts***

***Character's***

***Steps out***

***Point of view***

***Audience***

## **LESSON 6 CLASSWORK + HOMEWORK**

### **YEAR 7 EVALUATION – TABLEAUX AND MOVEMENT**

**Please complete this work using full sentences that make sense without the questions being written.**

- 1) What is a tableau?
- 2) What 3 things make a good tableau?
- 3) In your final performance describe or draw your best tableau and say what made it good.
- 4) How did you move from one of your tableau to the next?
- 5) Write down one of your thought tracks.
- 6) Which other group's performance did you think was good and why?
- 7) What have you learned while we have been working on tableau?
- 8) Set yourself two targets for the next scheme of work in Drama.

**If you do not finish this work in class then you must finish it for homework.**

**Once you have finished check to make sure that all answers make sense without the questions and for good spelling.**

## **HOMEWORK 7 – LEARN THE SPELLINGS OR MEANINGS**

### **VOLUME**

How loudly or quietly something is spoken

### **PACE**

How quickly or slowly you say a line

### **ACCENT**

How the voice is affected by where you come from

### **EMPHASIS**

Putting stress on a particular word or section

### **PAUSE**

Leaving a short gap between words

### **TONE**

How the voice is affected by emotion

### **PITCH**

How high or low (musically) you speak

## ANTIGONE – FIRST CHORAL ODE

There are many great wonders in the world, but  
none is more wonderful than man.

Man has conquered the great grey, heaving seas,  
driven on by the blasts of winter.

Driven on through the waves crashing left and right.

The oldest of the gods he wears away – the Earth,  
as his ploughs go back and forth, back and forth,  
with a team of stallions proudly turning the land.

He catches the quick, sharp, darting birds of the  
sky, and the slow, slippery smooth beasts of the sea.

Man who tames the beasts to do his will.

Man the skilled! Man the brilliant! Man the master!

## **HOMEWORK 8**

**Make sure you have the date and the title in your exercise book and that both are underlined.**

**If you do not finish this evaluation in class then you must finish it for homework.**

### **CHORAL SPEAKING EVALUATION**

**Answer the following questions in full sentences that make sense without the question being written.**

- 1) What is choral speaking?
- 2) Choose the sentence that you think was performed the best. Write the sentence out and say exactly how it was performed.
- 3) Why do you think that the movement in your piece was good?
- 4) Whose performance did you enjoy the most and why?
- 5) If you had another 30 minutes to work on your performance how would you make it better?

**Once you have finished your work check to make sure that all of your answers make sense without the question being written and for good spelling.**

## STICHOMYTHIA

Stichomythia is a form of speech in Greek Drama between 2 characters.

Short single lines are spoken by one speaker then the next.

Stichomythia is usually used when two characters are arguing.

It is used by to show how angry characters are about something.

Stichomythia helps to build up tension and often is performed quickly.

PERFORMANCE SKILL- INDIVIDUAL	1	2	3	4
	Some effective use of voice and physically to communicate a character. The delivery of stichomythia is limited.	Satisfactory use of voice and physically to communicate a character. Stichomythia is delivered appropriately.	Good use of voice and physically to communicate a clear character. Stichomythia is delivered well with attention to detail.	Excellent use of voice and physically to communicate a well-developed and engaging character. Stichomythia is delivered exceptionally with careful attention to detail.
	There is an attempt to create tension and conflict in the performance. The pace of the performance is not really appropriate and the audience are not fully engaged.	Tension and conflict are created in the performance. The pace of the performance is appropriate and the audience are largely engaged.	Tension and conflict are created in a theatrical and successful performance. The pace of the performance is appropriate and the audience are engaged.	Tension and conflict are created in a highly theatrical and totally successful performance. The pace of the performance is entirely appropriate and the audience are thoroughly engaged.
	EFFECTIVE COMMUNICATION OF SCENARIO	CONFIDENCE AND FOCUS	GROUP CO-OPERATION	
	Struggles to perform with confidence and self-discipline.	At times, confidence and self-discipline are evident.	Demonstrates a confident performance showing focus and discipline.	Performs with highly effective stage presence and excellent self-discipline.
	Evidence that use of available rehearsal time is poor. The piece fails to run smoothly.	Some evidence that rehearsal time has been used with some moments running smoothly, but not always maintained.	Teamwork is evident in the performance. The performance is cohesive and runs smoothly.	The group are completely cohesive and work as a unit in performance. Roles are equally distributed and appropriate for the

## **HOMEWORK 9**

### **1) LEARN YOUR LINES**

2) Now add in to your script some ideas about what you are going to do when you perform it e.g. walk away – turn head away – bow head – slowly sit – grab her hand.

### **OPTIONAL HOMEWORK**

If you would like to you could bring in props or costume to help with your performance.

Note – you will not be allowed to leave the lesson to change so it must be something that you can add to your uniform.

## **HOMEWORK 10**

### **EVALUATING YOUR WORK AND THE WORK OF OTHERS**

**Be able to tell me next week:**

From your own performance 2 WWW and 2 EBI

Which was the most effective performance you saw and why?

## **HOMEWORK 11**

### **YEAR SEVEN SCRIPTED EVALUATION – ANTIGONE**

**Answer the following in full sentences IN YOUR DRAMA EXERCISE BOOK in a way that makes sense without the question being written.**

- 1) Which character did you play and how would you describe them?
- 2) Copy out one of your lines and explain how you performed it.  
You should write about **PACE, PAUSE, EMPHASIS and VOLUME.**
- 3) Explain a moment when you used your body well and say what it showed to the audience.  
**(FACIAL EXPRESSION, POSTURE, GESTURE , MOVEMENT, GAIT)**
- 4) What do you think was the best thing about your performance and why?
- 5) If you could perform again what would you like to improve about your performance and why?
- 6) Whose performance did you enjoy and why?