

# **YEAR 7 DRAMA HOMEWORK BOOKLET**

## **STANISLAVSKI**



**NAME:.....**

**FORM:.....**

**HOMEWORK DAY:.....**

## **MELODRAMA**

### **A MELODRAMATIC PLOT**

A poor husband and wife are looking after their baby, they are happy as they have saved enough money to move out of the room they share with their family, into a house of their own. The villain is watching through the window.

The elderly father-in-law has been given the money to keep safe.

As the couple put their baby down for a sleep, the villain sneaks in and steals their money from the father-in-law.

The villain threatens that he will also steal the baby from the couple.

The wife faints from stress.

The husband steps in between the villain and the baby.

The elderly father-in-law sneaks up behind the villain and hits him over the head with a pan.

### **HOMEWORK TASK 1 - MELODRAMA**

Answer the following questions in your books. Make the answers make sense without the questions please:

- 1) What style of acting was used in melodrama?
- 2) List 4 types of stock characters or archetypes used in melodrama
- 3) Give an example of a typical plot (story line) of a melodrama.
- 4) How did a melodrama always end?

## **HOMEWORK TASK 2 – METHOD ACTING**

1) Constantine S \_\_\_\_\_ was born in 1863 in \_\_\_\_\_ and was known as the \_\_\_\_\_ of modern theatre because he had such a big impact on how actors perform today.

2) He wanted performances to be NATURALISTIC, this means \_\_\_\_\_

\_\_\_\_\_

3) We passed a piece of crumpled paper around the circle and pretended it was a small animal, each person added a little more detail about the animal. What did you learn about belief from this?

\_\_\_\_\_

\_\_\_\_\_

4) What did you learn about creating a new character for yourself from doing the exercise with the piece of crumpled paper?

\_\_\_\_\_

\_\_\_\_\_

5) Teacher in Role is when the teacher \_\_\_\_\_

\_\_\_\_\_

6) Skills that the students in the class need to show for the Teacher in Role to be effective are:

\_\_\_\_\_

\_\_\_\_\_

7) The exercise I was most successful in was \_\_\_\_\_

because \_\_\_\_\_

## **HOMEWORK TASK 3**

Finish the Role on the Wall task that you started in lesson in your exercise book.

Bring in an item of costume or a prop that will make your character more convincing next lesson.

## **HOMEWORK TASK 4 – STANISLAVSKI’S SYSTEM**

**Complete the following sentences.**

1) Stanislavski believed an actor should know as much about their character as possible. One technique he used was ‘Hot Seating’, this is when

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2) ‘Magic If’ is a technique taught by Stanislavski to allow actors to think about how their character feels and so communicate it better to the audience. To help them understand how their character would feel in a situation, the actor must first of all think about

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3) Another technique linked to ‘Magic If’ that actors still use today is ‘Emotion Memory’. This is when an actor remembers a time when they felt

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If they have never had that exact same experience then actors should

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4) I used ‘Emotion Memory’ in the final exercise. To help me feel the same emotion (which was \_\_\_\_\_) as my character I thought about \_\_\_\_\_

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5) Using ‘Emotion Memory’ helped me to communicate my emotion more effectively. I communicated my emotion of \_\_\_\_\_ by \_\_\_\_\_

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## **HOMEWORK TASK 5**

Learn the following spellings and definitions for a test next lesson:

**HOT SEATING** – An actor answering questions in role to learn more about their character.

**EMOTION MEMORY** – An actor remembering a time when they felt a similar emotion to their character.

**MAGIC IF** – When an actor put themselves in the position of their character

**NATURALISM** – Acting that looks like real life

**PHYSICAL APPARATUS** – How Stanislavski referred to an actor's voice and body

**ROLE ON THE WALL** – An actor creates a back story for their character

**SUPER OBJECTIVE** – The big thing that a character wants to achieve

**OBJECTIVE** – a building block to reach the Super Objective

**TEACHER IN ROLE** – When the teacher plays a character

## **HOMEWORK TASK 6**

- Learn your lines.
- Meet up and rehearse your performance
- Gather any props or costume you would like to use in your performance

## **HOMEWORK TASK 7**

Write down 2 WWW and 2 EBI for your performance today.

## **HOMEWORK TASK 8**

**Complete the evaluation that you started in the lesson.**

- 1) Teacher in Role is when the teacher...
- 2) Key skills that the **class** need to show for Teacher in Role to be effective are...
- 3) To help make my performance effective I used 'Emotion Memory', I did this by...
- 4) Using 'Emotion Memory' made my performance better because I .....
- 5) I chose ..... as one of my objectives, I communicated this to the audience by ....
- 6) I would say that my performance was ..... naturalistic because .....
- 7) I used my 'Physical Apparatus' ..... effectively in my performance. My most effective moment vocally was when I said.....because
- 8) The most effective use of my physicality was ..... because .....
- 9) The most effective performance I saw was by ..... because .....

**NAME:**

**STANISLAVSKI**

	1	2	3	4
PERFORMANCE SKILL-INDIVIDUAL	There is no/little indication of character.  Little or no use of physical apparatus.	There are moments when character is shown through physical apparatus but this is not maintained throughout.	There is a good sense of character when performing lines. Appropriate use of physical apparatus. Consideration has been given to character reactions.	Strong sense of character created when performing. Excellent consideration given to character's reactions. Highly effective use of physical apparatus.
EFFECTIVE COMMUNICATION OF SCENARIO	A somewhat naturalistic performance with recognisable characters that at times engage the audience. It is possible to see an attempt at communicating their objectives.	A largely naturalistic performance with characters that have a sense of truth. The audience are largely engaged. Some objectives are communicated.	A naturalistic performance with believable characters that totally engage the audience.  Objectives are communicated.	A completely naturalistic performance with entirely believable characters that captivate the audience.  Objectives are completely communicated.
CONFIDENCE AND FOCUS	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.
GROUP CO-OPERATION	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. A good use of rehearsal time is evident.	The group are completely cohesive and work as a unit in performance. An excellent use of rehearsal time is evident in the performance.

TOTAL:     /16     Band:

Previous target:

Target achieved Y / N

How was this target met/why was it not met?

Target for my next piece of work:



