

## Personal Learning and Revision Checklist

Use this checklist to make sure that all topics are covered in your revision and to ensure you know what your focus areas are.

Subject: Drama

TIER:

Topic	RAG Rate	Further support required?
<u>Live Theatre</u> (Peter Pan/Curious/Monster Calls) <b>Play</b> <b>Date + venue</b> <b>Production style</b> <ul style="list-style-type: none"> <li>- You will then be given a choice of focus for the Q.</li> <li>- <b>AUDIENCE RESPONSE</b></li> </ul>		
<u>Knowledge of the play</u> <b>Written in 2008 by Dennis Kelly</b> <b>Section of play - pg 12-21</b> <b>Location = woods</b> <b>Original performance</b> <ul style="list-style-type: none"> <li>- Staging; end on</li> <li>- Production style; minimalistic</li> <li>- Heavily reliant upon</li> </ul> <b>Structure</b> <ul style="list-style-type: none"> <li>- Episodic or cyclical</li> </ul> <b>Production styles</b> <ul style="list-style-type: none"> <li>- Minimalistic</li> <li>- Realistic</li> <li>- Symbolic</li> <li>- Representational</li> <li>- Non-naturalistic</li> </ul>		
<u>Themes of play</u> <b>Bullying</b> <b>Gang membership</b> <b>Anti-social behaviour</b> <b>Morality</b> <b>Social responsibility</b> <b>Leadership</b> <b>Power</b> <b>Manipulation</b> <b>Consequences</b> <b>Identity</b> <b>Guilt</b>		

<p><b>Surveillance</b></p> <p>Please look at the following <a href="#">document</a> to allow you to understand themes and context more (slides 13-18 &amp; 19-32)</p>		
<p><u>Mood and atmosphere</u></p> <p><b>This must be described using a variety of adjectives that are relevant to the extract given.</b></p> <p><b>You can prepare a word bank in preparation as you have been given the section of the play.</b></p>		
<p><b>Acting: <u>Rehearsal techniques</u></b></p> <p><b>You need to make sure that you are confident with knowing <u>at least</u> 3 RT's and how they would benefit an actor.</b></p> <p><b>Thought tracking</b>  <b>Freeze frames</b>  <b>Conscience alley</b>  <b>Role on the wall</b>  <b>Writing in role</b>  <b>Improvisation</b>  <b>Choral speaking</b>  <b>Hot seating</b>  <b>Exploration</b></p>		
<p><b>Acting: <u>Vocal skills</u></b></p> <p><b>Tone</b>  <b>Pitch</b>  <b>Pace</b>  <b>Pause</b>  <b>Volume</b>  <b>Emphasis</b>  <b>Accent</b>  <b>Projection</b></p> <p><b>What are these skills, how would you describe them and how would you apply them when talking about chosen characters?</b></p>		
<p><b>Acting: <u>Physical skills</u></b></p> <p><b>Gait</b>  <b>Movement</b>  <b>Gesture</b>  <b>Body Language</b>  <b>Posture</b></p>		

<b>Facial Expressions</b> <b>Eye Contact</b>  <b>What are these skills, how would you describe them and how would you apply them when talking about chosen characters?</b>		
<b>Acting: <u>Interaction &amp; relationships</u></b>  <b>Proxemics</b> <b>Levels</b> <b>Vocal interaction</b> <b>Physical interaction</b>		
<b>Design: <u>Set + props</u></b>  <b>Backdrop</b> <b>Floor cloth</b> <b>Furniture</b> <b>Scenery</b> <b>'Flying' set (Items hung from the ceiling)</b> <b>Colour symbolism</b> <b>Props (handheld)</b> <b>Mood &amp; atmosphere</b>  <b><u>Stretch &amp; challenge</u></b> <b>Link to production style?</b> <b>Link to themes?</b>		
<b>Design: <u>Lighting</u></b>  <b>Type of light (eg: spotlight, pin-spot, flood light etc.)</b> <b>Gobo</b> <b>Colour of gel (and its symbolism)</b> <b>Intensity (%)</b> <b>Mood &amp; atmosphere</b> <b>Location/Time of day</b>  <b><u>Stretch &amp; challenge</u></b> <b>Use of Projection?</b>		
<b>Design: <u>Sound</u></b>  <b>Tempo</b> <b>Volume</b> <b>Diegetic/Non-Diegetic</b> <b>Duration</b> <b>Underscore/Intermittent</b> <b>Distortion</b> <b>Location</b> <b>Mood &amp; atmosphere</b>		

<b>Design: <u>Costume + makeup</u></b>  <b>Garment</b> <b>Condition</b> <b>Time period</b> <b>Size</b> <b>Colour symbolism</b> <b>Material</b> <b>Reflection of status?</b>		
<b>Design: <u>Staging types + audience positioning</u></b>  <b>Proscenium Arch</b> <b>End on</b> <b>Thrust</b> <b>Traverse</b> <b>In-the-round</b>  <b>Where are the audience positioned in all of the above staging types?</b>		