GCSE DRAMA

VOCAL & PHYSICAL SKILLS

Volume - how loudly or quietly you speak
Pace - how fast or slow you speak
Tone - how your voice is affected by emotions
Emphasis - stress on a word or phrases

Facial Expression - communicating emotions using your face
Posture - how you sit or stand
Gesture - communicating using hands or arms

LEARNING LINES

1) Learn the meaning first — not just the words, If you understand what your character wants, the lines make more sense and stick faster.

2) Break each speech into thoughts or intentions (what am I trying to do? persuade? threaten? reassure?).

3) Chunk it into small sections - Learn 1–3 lines at a time, practise until secure, then add the next bit.This builds confidence quickly.

4) Make it active. Simply rereading doesn't work well. Instead say the line out loud or walk around while saying it or use gestures or blocking
Change emotion (angry, whispering, excited)
The brain remembers doing, not just reading.

5) Record and listen - Record yourself reading the lines then listen while walking to school, getting ready or travelling.Pause and say your lines back before the recording continues.

6) Practise with cues - Many students know their lines but freeze when it's their turn. Practise with someone feeding you just the cue line — like in performance.

QUOTES FOR SECTION C - BILLY ELLIOT

You must learn your quotes off by heart. Use the techniques above to help.

DEMANDS OF THE QUESTION

6.1
COSTUME : Colour - Condition - Material Fit – Hair - Accessories - TOP to TOE!
SET: Items or Furniture - Condition - Colour or Print

6.2 - See below

6.3 - The same structure as 6.2 but do it 2 times – A quote and a reaction to a quote

6.4 -

Step 1. 'In this extract I interpret … as being ….. (3 ways that you see the character in the whole extract)
Step 2. If you can, say why this is appropriate for this extract and the play as a whole.
Step 3. Then say, 'To show my interpretation of the character as being …(interpreation from no.1)…… I would perform the line "……" pick a quote from thew extract…' and explain how you would perform the line using a full range of vocal and physical terminology –
Step 4. Then say 'This is appropriate for this extract as it would successfully create an audience response of ….'
Step 5. Repeat the above steps for 2 more quotes.

STRUCTURE 6.2

- State the effect you want to create: Comedy, sympathy, tension?
- Split the line into 2 sections
- How do you say the first part vocally?
- How do you perform it physically?
- How do you perform the second part vocally?
- How do you perform it physically?
- Say how this creates the effect.

The effect I want to create is ..... I would use a ..... volume, ... tone and a ..... pace. I would have a ..... facial expression and a ..... posture. I would put emphasis on the word ..... and use a gesture of ..... This would create the effect of ..... because I am acting..... (happy/sad/worried).

SECTION C - BILLY ELLIOT

Introduction – Billy Elliot, Victoria Palace Theatre, 2014, live recorded performance – plus the scene you are writing about and the names of the actors who appear in it.
Then – lead with the words of the question in every following paragraph.

Example question 1: How did the actors create specific responses from the audience?
First paragraph – **The first response that was created** was …… when Billy shouted …..(then describe how the line was performed) **This created the response of …….** because he was acting (happy, sad, angry etc)

Repeat this for as many quotes as you can remember.

Example question 2: How did the actors show their character?

First paragraph – **The first part of Billy's character that was shown** was that he was confident when he shouted …..(then describe how the line was performed) This created the response of ……. **because he was acting confident.**

Repeat this for as many quotes as you can remember.