



PERFORMING ARTS



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Welcome to Performing Arts at Bede! Over the next four weeks you will get a brief glimpse behind the curtain into the world of Performing Arts. We will explore different job roles from the industry, try our hand at some scriptwriting and performing as well as experience some live theatre from the comfort of our own homes. This preparation course will let you dip your toes into the world of performing arts giving you a great starting point of knowledge ready for next year.

Week 1: The Theatre and The Industry

Activity A - There are lots of different roles and jobs within the performing arts industry (not just those that perform!) Below is a list of lots of roles within the industry. Have you heard of any of them before? Use the internet to research what each of these roles do and write a definition in the box provided.

Job Role	Description
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Actor

Dancer

Singer

Musician

Stage Manager

Lighting Operator

Set Designer

Props Maker

Costume Designer

Scenery Constructor

Director

Choreographer

Sound Engineer

Musical Director

Box Office Staff

Front of House Staff

Marketing Officer

Stretch and challenge

Royal Shakespeare Company

Use the links below to find out more about set, props and costume at the Royal Shakespeare Company.

- www.rsc.org.uk/about-us/how-we-make-theatre/scenery
- www.rsc.org.uk/about-us/how-we-make-theatre/props
- www.rsc.org.uk/about-us/how-we-make-theatre/costume

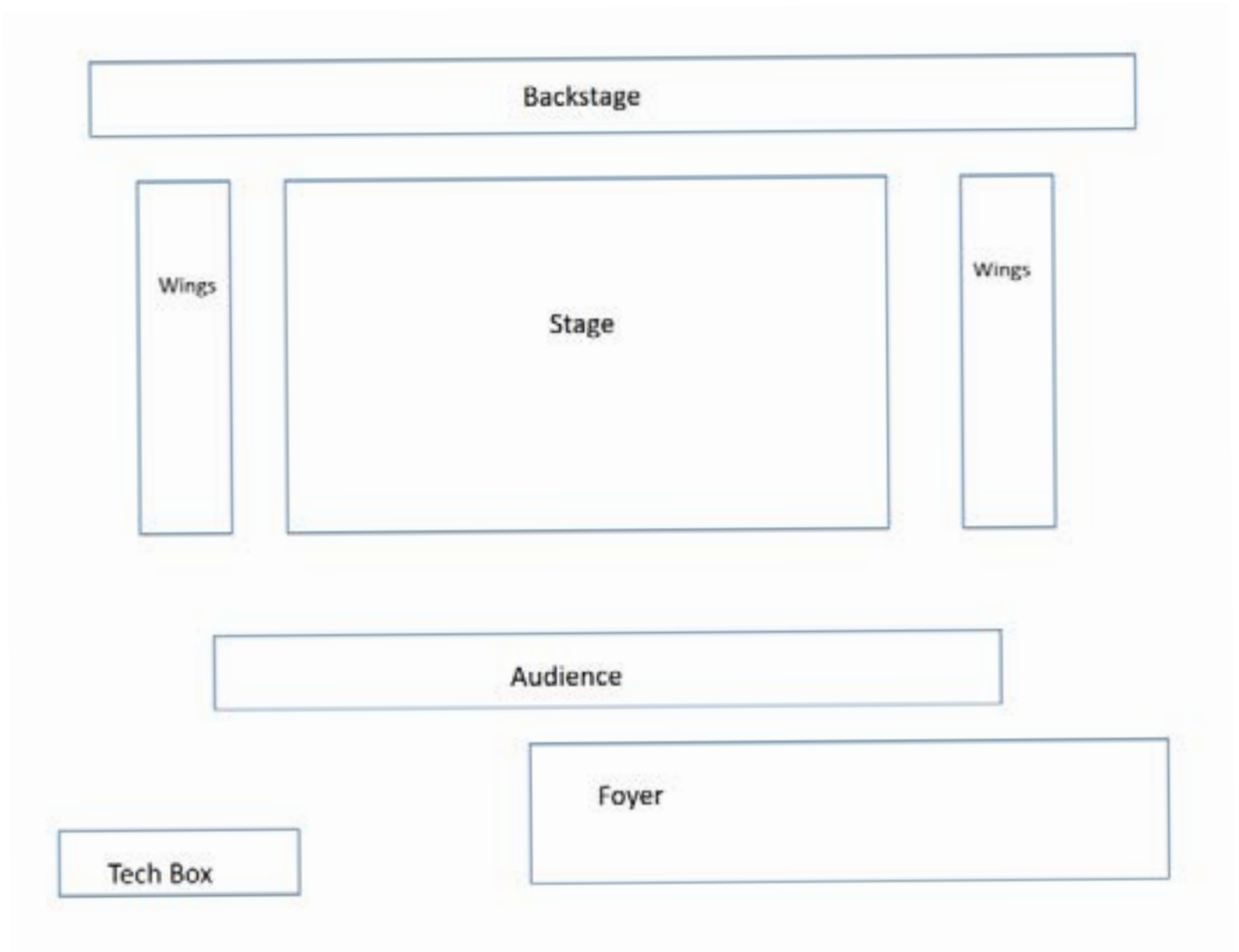
Note any key facts here -

Week 1 continued

Activity B - We have just looked at the many different roles in the industry. Use the plan of a theatre on the next page to identify where within the theatre each person would work. You can print the roles from task one and cut and stick them onto the diagram or annotate this image. The roles will either work on stage, back stage or Front of House.



Theatre Plan



Week 2: Live Theatre and Theatre Reviews

Activity A - Choose a theatre performance to watch (there are a few links to choose from below)

- www.youtube.com/watch?v=PFwHmgA9nno (a 90min version of *Macbeth* at the Globe)
- www.nationaltheatre.org.uk/nt-at-home (free full length play from The National Theatre every Thursday)
- www.shakespearesglobe.com/watch (The Globe are premiering different shows at different times - check them out here)

or

You could watch *Hamilton* on Disney+ or any other live theatre version of a play/musical that you can find.

Writing a Review

Activity B - Answer the following:

Title -

Playwright/Composer -

Director -

Year written -

Year performed -

Main cast members -

What was the performance about?

Best bits?	Worst bits?

Would you recommend it to others? Why?

What was the acting like?

What were the set/costumes/props like?

Week 2 continued

Activity C - Write your review of the performance using the following as a guide and your notes to help you. This can be typed or handwritten and can include images. Give your review a catchy title to get the reader's attention.

Introduction

States the facts about the performance - title, playwright, director, place of performance, etc.

The Plot

Be brief - what was it about? What themes were in the performance? What style was it?

The Acting

Who was in it? What were they like? Think about gestures, facial expressions, relationships with other characters? Did you think they were good?

The Design

Setting, costume, props, lights, sound - what were they like? Were they any good?

Conclusion

Was the performance successful? Did you enjoy it? Why/ why not? Would you recommend it to others?

Week 3: Script Writing

Task A - Choose one of the following scripts to complete. Firstly, you need to make decisions on the following:

- Who are these people?
- Where are they?
- What are they doing here?
- When is this?
- How do they know each other?
- What has just happened?
- What will happen after this conversation?

Task B - When you have made those decisions finish off one of these scripts...

Script work (1)

Person one – Where are you going?

Person two – To

Person one – Do you mind if I come with you?

Person two – I don't know if you could handle it. It might be too much for you.

Person one – I don't think you should go by yourself.

Person two – I'll be alright; you don't have to worry about me.

Person one – I do worry about you though.

Person two – I wish you wouldn't.

Person one –

Person two –

Person one –

Person two –

Script Work (2)

Person one – Do you have something to tell me?

Person two – No! I've told you before I haven't got any secrets.

Person one – Then why don't I believe you.

Person two – You never believe anything I say.

Person one – I would if you told the truth once in a while.

Person two – You really want to know everything about me.

Person one – Yes, that's why I asked.

Person two – Fine, here goes

Person one –

Person two –

Person one –

Person two –

Week 3: Script Writing

Task C - Complete this character profile for both characters to help you understand them a little bit more. Does this change your script?

Person One

- Name
- Age
- Hobbies
- Favourite food
- When was the last time they were kissed?
- What did they dream about last night?
- If they could have one wish granted what would it be?
- What is their earliest memory?
- What makes them feel happy?
- What makes them feel angry?

Person Two

- Name
- Age
- Hobbies
- Favourite food
- When was the last time they were kissed?
- What did they dream about last night?
- If they could have one wish granted what would it be?
- What is their earliest memory?
- What makes them feel happy?
- What makes them feel angry?

Stretch & Challenge

If you want to challenge yourself then get two people to read your script for you (or you could play one of the characters). Have a go at being a director - ask your actors to perform your script in different ways. When you are happy with it, record it on your phone.

Week 3: Warming up the body and the voice

Warmup routines, physical warmups, and warmup games are full-body physical, facial, and vocal exercises that help actors get ready to perform.

A good warmup will help you get into proper physical, mental, and emotional form to support you to perform your best and to help you work well with other actors onstage.

Task A - Research the definitions of the following words and how they link to the use of the voice when acting.

Word	Definition
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Enunciation

Diction

Inflection

Pitch

Tempo

Projection

Task B - Watch and take part/copy the exercises in the following warm up video from the National Theatre: <https://www.youtube.com/watch?v=CFXqyl4C1J4>

Task C - Practice the following tongue twister. Recite it by stretching your mouth and letting each sound of each word be heard.

*Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked*

Task D - When you have practiced with this one write your own tongue twister.

Stretch & Challenge

If you want to challenge yourself then record your tongue twisters on your phone. Try out different accents, emotions or tones with your voice then compare and contrast them.





Reading list

- <https://www.thestage.co.uk/>
- <https://www.nationaltheatre.org.uk/>
- <https://www.rsc.org.uk/>
- <http://www.vam.ac.uk/content/articles/r/reflecting-historical-periods-in-stage-costume/>
- <http://www.theatrecrafts.com/pages/>

