



KS4 Drama Knowledge Book

Name: _____
Teacher: _____
Form: _____



Saint Benedict
A Catholic Voluntary Academy



Love, Belief, Integrity, Knowledge



OUR VALUES

**BE WHO GOD MEANT YOU TO BE AND YOU
WILL SET THE WORLD ON FIRE.**

LOVE

As we know we are loved by God, we will learn to love ourselves and care for our own body mind and soul.

We will show love to one another by being patient and kind, not by being rude, boastful or proud.

As one body in Christ, we will ensure that no member of our community is left out or left behind

BELIEF

We will encourage one another and build each other up.

We will let our light shine, making the world a better place for all.

KNOWLEDGE

We will value knowledge: intelligent hearts acquire knowledge, the ears of the wise seek knowledge.

INTEGRITY

We will always strive to make the right choice even when this is the harder path to take.

We will live and work sustainably.

**AT SAINT BENEDICT
WE DEVELOP THE
CHARACTER OF OUR
COMMUNITY THROUGH
OUR CURRICULUM AND
CULTURE.**

Respect

What is Respect?

Showing respect is an important part of life, and how you maintain relationships.

Three types of respect:

1. Respect Yourself
2. Respect Others
3. Respect the Planet

Key words	Definitions
Respect	Due regard for the feelings, wishes and rights of others
Honour	The quality of knowing and doing what is morally right
Dignity	Sense of pride and self respect
Relationships	The way two or more people or groups connect and behave towards each other
Worthiness	The quality of being good enough

Why is respect important?

Receiving respect from others is important because it helps us to feel safe and to express ourselves. Respecting others helps maintain a peaceful world and encourages others to be better people. Showing respect to our planet allows us to maintain it for future generations.

1

Rules and Sanctions

Build up a loving community

Key word	
Conduct	The way in which a person behaves.
Unacceptable	Something that is not suitable or appropriate.
Boundaries	The limits of something.
Sanction	A penalty or action taken when a rule or law has been broken.
Consistent	Acting in the same way overtime to be fair.

Behaviour

Rules and sanctions are things which guide our behaviour. We follow rules and regulations to be fair and consistent. Sanctions occur if we do not follow rules or deliberately break them.

Preparation for life

All aspects of life require us to follow rules. There are rules in school; rules in your family and home; rules to follow when crossing the road and using the bus and so on. Structure and rules allow us all to know what is acceptable and how to conduct ourselves. Rules reassure us

The law

We are all bound by the rules of the law. If we break the law, we face a raft of different sanctions. Ultimately, having rules in schools is about a lifelong understanding about what is right and what is wrong.

2

Kindness

Key word

Empathy	Understand and share feelings of others
Compassion	Concern for misfortune of others
Compliment	Praise or congratulate others
Considerate	Thoughtfulness and sensitivity to others
Generous	Being liberal with things

Treat others how you would want to be treated yourself.

What is Kindness?

The quality of being friendly, generous and considerate

What does it mean to be kind?

To have empathy/sympathy, be compassionate, looking for good in people.

Why is it important to be kind?

Makes you feel happy, feel good about yourself

Builds strong relationships

Inspires others

How can we show kindness?

Smile

Hold the door open for somebody

Say something nice (compliment)

Invite somebody sat on their own to join you

Manners

Listen to somebody

3

Emotions

Key Words

Feelings	An emotional state or reaction.
Relationships	The state of being connected with someone else.
Instinct	A fixed pattern of behaviour.
Intuitive	Using what you feel to be true even without conscious reasoning.
Reaction	Something done, felt or thought in response to a situation or event.
Identification	The act or process of identifying someone or something.

Work and play in harmony

What are emotions?

Emotions are biological states associated with the nervous system.

Thoughts, feelings, behavioural responses, and relationships all generate emotions.

An instinct or, intuitive reaction or feeling can create emotions

Identifying feelings

Making sense of what and how you feel is not always easy. To do this, we need to regularly check in with ourselves, making time to think about the feelings we are having and naming them. To do this, we need to think about our daily lives which may help us to see patterns of behaviour.

Not all feelings or emotions are bad or negative!

It is important to recognise when you feel happy; relaxed and good about yourself. Knowing what has led to these feelings can help us identify things we do not like which may cause us negative feelings.

4

Verbal Communication

Treat each other with dignity and justice

Key Words	
Clarity	Vocal clarity means you do not speak too fast or too slowly. You consider carefully the words you mean and whether your listener can understand you.
Honesty	Honesty is speaking the truth.
Respect	Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them.
Appropriate	fitting the practical or social requirements of the situation.
Tone	a quality in the voice that expresses your feelings or thoughts, often towards the person being spoken to or the subject being spoken about
Courtesy	politeness, good manners, or consideration for other people.

What is verbal communication?

Verbal communication is the use of words to share information with other people.

What does it mean to communicate effectively?

Every time you verbally interact with someone you are aiming to develop your understanding of the world; you may be wishing to obtain information, respond to a request or offer support or guidance to another. In every one of these exchanges you are representing your tutor, your family and most importantly yourself.

Why is it important to communicate effectively?

All young people need to develop good speech, language and communication skills to reach their full potential.

Speech, language and communication underpin the basic skills of literacy and numeracy and are essential for you to understand and achieve in all subjects.

How can we communicate effectively?

Make eye contact

Speak honestly

Consider your role within the school

Consider the role of the person you are speaking to

Think carefully why you need to speak to the person you are addressing

Where necessary adapt as your conversation develops

5

Manners

Key Words	
Manners	A person's words or way of behaving towards others.
Respect	A regard for the feelings, wishes, or rights of others.
Listen	To take in what you hear.
Harmony	A time of behaving in one way to produce a pleasing effect.
Vocabulary	The range of words that we know and use.
Gratitude	The quality of being thankful; readiness to show appreciation for and to return kindness.

Loving...harmony...dignity

Treat your neighbour as yourself

The way in which we behave and speak towards others, reflects in their actions and words towards us.

Show the best side of yourself

When you speak to others, always show respect; be polite and thankful. Use the words 'please, thank you, sorry and pardon' when communicating with others.

Manners are for every situation

Every interaction has space for the use of manners: speech, emails, messages. Often when we get upset or angry we don't use manners.

However it does calm a situation if you do.

6

Change

Key Words	Definition
Change	Make or become different
Organised	Make arrangements or preparations for an event or activity
Opportunity	A time set of circumstances that make it possible to do something
Coping	To deal effectively with something difficult
Embrace	Accept (a belief, theory or change) willingly and enthusiastically
Strategies	A plan of action designed to achieve a long term or overall aim

Develop potential to the full

Find the positive

Don't allow yourself to become negative about the changes in your life. Change is good, keep repeating it.

Feeling vulnerable

Facing change can be very overwhelming, leaving you feeling very emotional. Make it your mission to be proactive and respond to it positively.

Talk about it

It's good to talk about change in your life. Focus on problems, solutions and the positives that change will bring. Try to avoid focussing on the negatives and letting emotions take over.

Study Skills – Ways to learn and remember

Self quizzing (look, cover, write)



Read through the information in the knowledge book that you want to learn



Cover the information up



Write down as much as you can remember



Use the knowledge book to;

- a) Correct any mistakes
- b) Add any information that you forgot

1

Study Skills – Ways to learn and remember

Spacing



Complete a self quiz of the information you want to learn



Wait for a day or 2 (depending on the deadline)



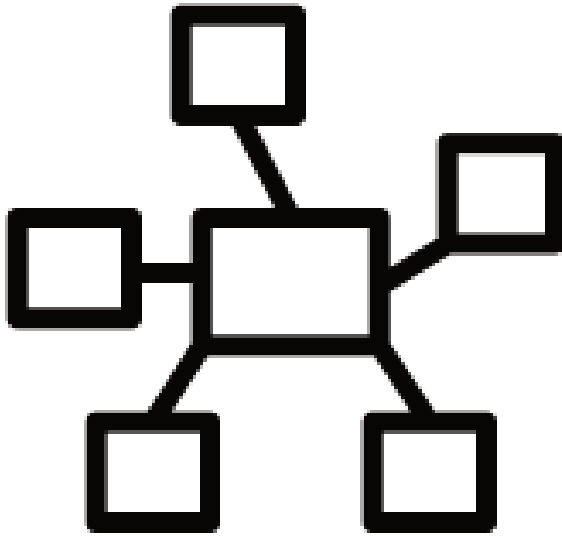
Repeat the self quiz.

The more times you can repeat this process, the more you will be able to remember without the book

2

Study Skills – Ways to learn and remember

Elaboration



Think about the topic that you are studying

Ask questions such as who, what, why, where, when how. Try to find the answers

See how these ideas connect - a mind map will be useful for this

3

Study Skills – Ways to learn and remember

Concrete Examples

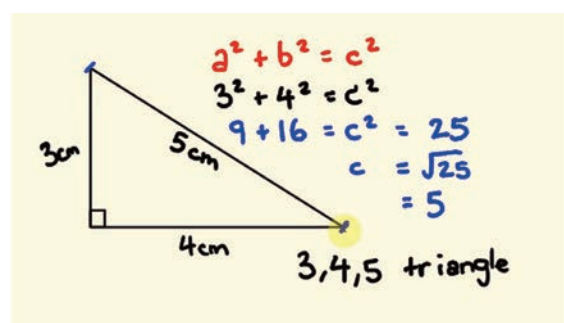


Pythagoras theorem example

If you tried to explain Pythagoras's theorem to someone verbally, it would be quite hard to understand.

By using a concrete example that shows exactly how to use Pythagoras theorem, it is much easier to remember, understand and use

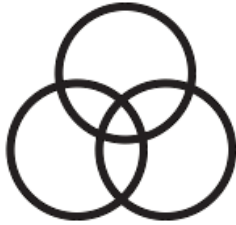
A concrete example is an clear example of an abstract idea



4

Study Skills – Ways to learn and remember

Interleaving



Research says we will actually learn more effectively if we mix our study skills up rather than using the same techniques all the time

1. Try to use different study skills rather than just one technique.
2. When revising for exams, prepare a revision timetable and try to revise more than one subject during a session

5

Study Skills – Ways to learn and remember

Dual Coding



As well as **writing** information down, **create an icon/ drawing** too for individual facts. This helps your brain to remember the information

6

KS4 GCSE Drama Knowledge Organiser

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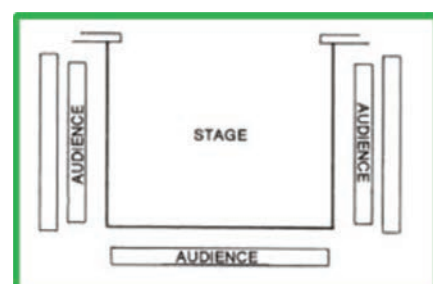
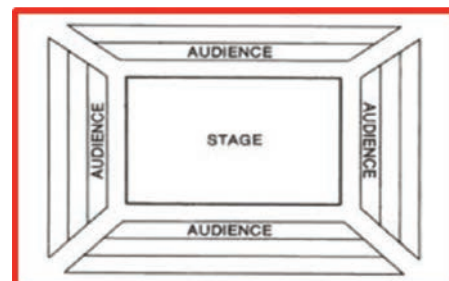
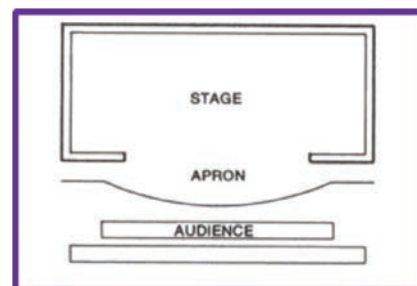
Page 22 – 24 – Live theatre review : Approaching the question

Page 25 -26 – Live theatre review : How to describe lighting

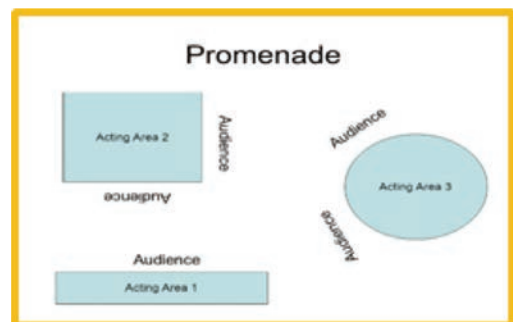
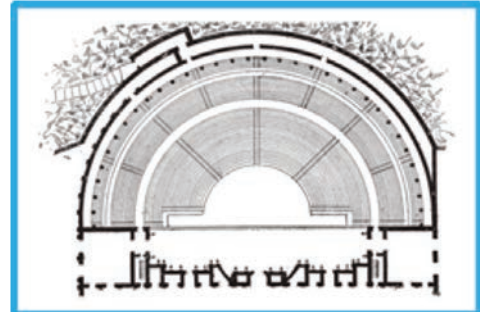
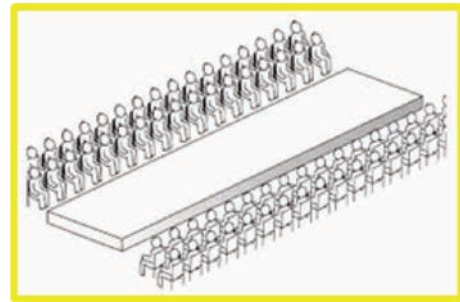
Page 27 – Live theatre review: How to describe sound

Y10 Types of Staging

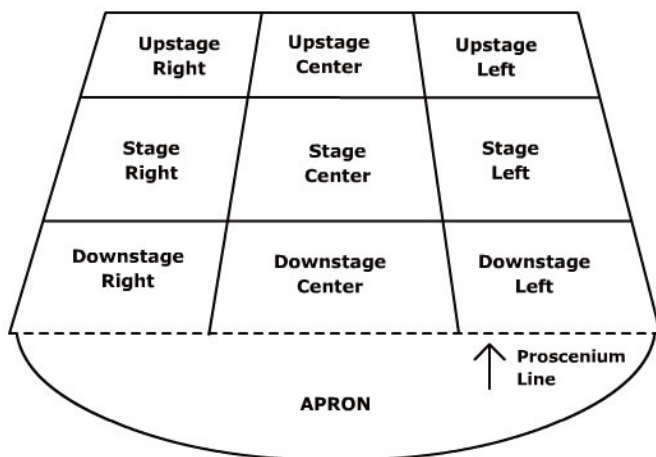
Keywords	Definition
Proscenium Arch	The original staging for Blood Brothers. The audience sits in front of the stage. The audience views the stage as though they were peeing through a picture frame or an invisible '4 th wall'
Theatre in the Round	A style of performance where the acting space has audience all the way around it in a circle shape. Often a <u>number of</u> entrances. Directors <u>have to</u> think carefully about use of furniture and scenery as audience sightlines can easily be blocked
Thrust	<u>Rectangular in shape.</u> The audience directly faces the stage from all three sides



Keywords	Definition
Traverse	The acting areas is down the middle of the space. The audience sit facing the acting area from two sides
Amphitheatre	Also known as 'arena'. Large outdoor performance space. Audience in <u>semi circle</u> with tiered staging. Ancient Greek form of staging
Promenade	There is no formal stage. The actors and audience are put in the same space. The performance starts when an actor draws attention to himself. During the performance an actor will stimulate the audience to move around to different locations



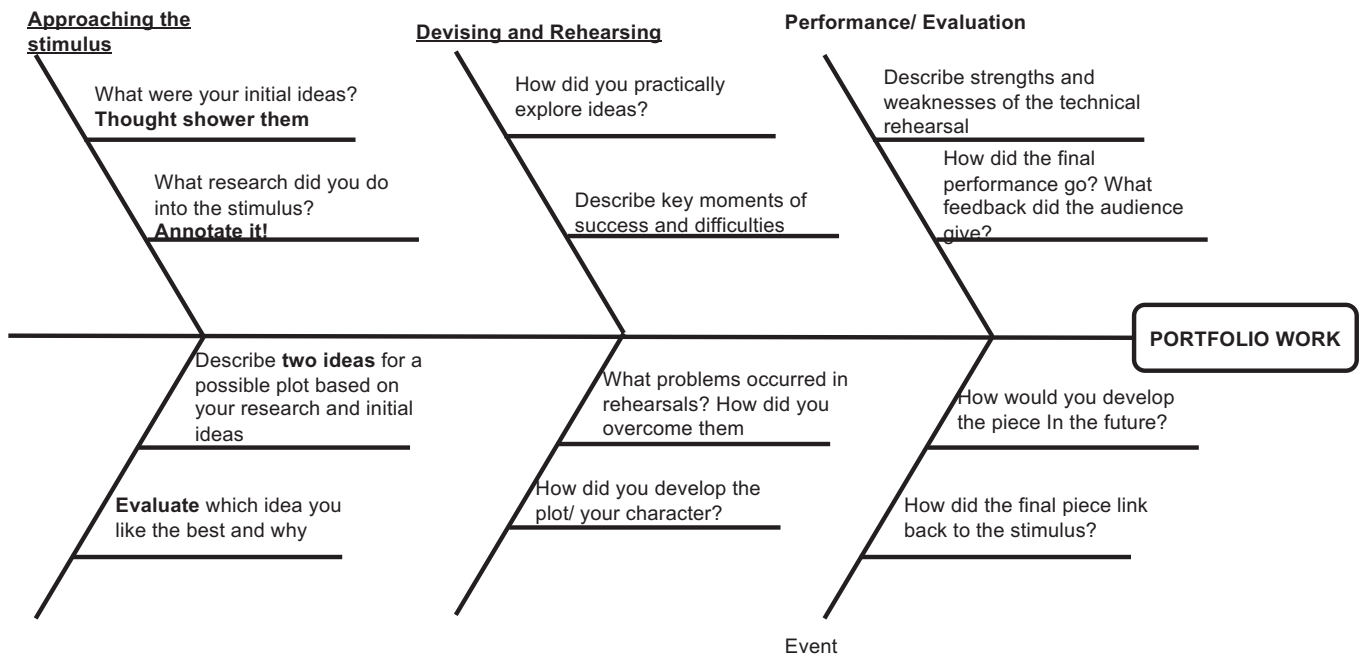
STAGE POSITIONS



Keywords	
Cue	A trigger for an action to be carried out. A line to be said, a person to enter a light to come on etc.
Blackout	The act of turning off the stage lights
Practitioner	An influential person. A person who creates theories to go with drama
Abstract	Doesn't follow a linear story. More concerned with focusing on the emotions or mood or themes in a piece
Naturalistic	Where you try to create an illusion of reality onstage.
Ensemble	A group of actors who work fluidly together

Devising Drama : 30% of overall GCSE Grade

Sentence describing topic/purpose of graphic organiser

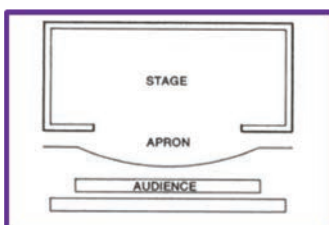


Key information

- Style:** Musical Theatre
- Genre:** Comedy, tragedy, naturalistic / non-naturalistic (narrator)
- Structure:** Cyclical Written: 1980s
- Set:** 1950-80
- Theatrical setting:** Liverpool
- Playwright :** Willy Russell

Appropriate staging: Proscenium Arch Theatre

The original staging for blood brothers, audience sits in front of the stage usually in rows. They look at the stage as though they were peeping through an imaginary '4th wall'



BLOOD BROTHERS

PLAYWRIGHT: Willy Russell

WRITTEN: 1981

SETTING: Liverpool

TIME PERIOD: 1960-1980

Main Characters

Mickey Johnstone – The twin that was kept lives in poverty

Edward Johnstone – The Twin that was given away, lives a rich and privileged life

Mrs Johnstone – The Twins mother, lives on her own with 7 children, husband walked out on her, poor.

Mrs Lyons – Takes Edward from Mrs Johnstone and pretends to be his mum. Rich family, doesn't work. Has lied to Mr Lyons and told her the baby is theirs

Mr Lyons – Owner of the factory, not at home much, rich

Linda – Lives on Mickey's street when they are kids, always likes Mickey and stands up for him. Marries Mickey but turns to Eddie in desperation as adults whilst she is married.

Sammie – Mickey's older brother. Always in trouble with the police from a young age. Gets Mickey involved in a burglary when they are older which is when Mickey is caught, arrested and sent to jail.

Narrator – An abstract character that comments on the characters and the events as they unfold. He is not seen by the other characters. As the play unfolds it seems as though Mrs Lyons can hear him in her head as she becomes more paranoid as the play develops. Some think that he represents death.

GENRE – Blood Brothers contains elements of more than one genre



Cyclical

Blood Brothers has a plot that starts with the ending then carries on in a linear order until it reaches the end again.



Tragedy

A Tragedy is a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character. It is often clear to the audience from the beginning that it will not end well. The tragedy in Blood Brothers is that both brothers die at the end un-necessarily



Comedy

A Comedy is a play that is intentionally funny either in its characters or its action. Early in the play the differences between Mickey and Eddie provide humour, but as they grow up it is these differences that divide them



Musical

A musical is a play in which music, lyrics and dance are used to express emotion and move on the storyline. Songs are used throughout Blood Brothers to help explore characters or tell a story. At the start Mrs J sings 'We went Dancing' and in that that one song explains her story and how her husband left her.

Key Themes



Social Class – This is explored through Mickey and Eddie and how Eddie has a lot more allowances and opportunities in the play because of who he is and who his parents are



Education – Edward goes to a boarding school. Mickey goes to a comp school. Mickey's class is overcrowded and the teacher has no interest. Eddie's education allows him to go to university and then get a good job.



Money – Mickey and Mrs Johnstone live without money their whole lives and struggle to make ends meet. Eddie and his family are never without money and the benefits it brings. As a result Eddie doesn't understand Mickey's frustrations and anxieties.



Nature V's Nurture – In the play the two main characters are twins and it looks at how even though they both started in the same place, how different their lives turned out because of the way they had been brought up 'nurture'



Fate/ Destiny/ Superstition – Throughout the play Mrs Johnstone makes comments about being superstitious 'shoes upon the table' and the musical questions whether these brothers were always destined to die, or whether it was because of 'class' and the society they were in.

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The play is set between the 1960's and 1980's

Historical Context

The play was written in and influenced by the events of the 1980's

1960	'Youth culture' was becoming more evident in the 1960's. Teenagers who enjoyed music, fashion and culture were making themselves heard more and they were often associated with freedom and potential. Teenagers started to believe they had the power to change the future and started to be more involved in protesting the issues they believed in.
1970	During the 1970's Britain was in a recession and unemployment was becoming a major issue. Britain's traditional industries that had once dominated the work force in our towns and cities (such as coal mining and ship building) were struggling to keep up with competition from abroad.
	There was a strong class divide in Britain between the working and middle class. Many working class parents found it difficult to afford even basic things such as food, clothes and heating. The Middle class who worked in jobs like accountancy or teaching, were largely unaffected by the industrial decline which strengthened the divide between them and the lower classes.
1980	In 1979 Margaret Thatcher became Prime Minister. She made the decision that Britain's traditional industries should be shut down. This had a huge impact on working class communities where a huge amount of men were left unemployed and having to sign on to the dole. This led to an increase in depression and crime rates. One of Thatcher's central political beliefs was that success came to those who chose to work hard.
1990	Liverpool was previously a major port which led to it being highly affected by the industrial decline. In the early 1980's Liverpool had one of the highest unemployment rates in the country with some men turning to crime and gangs to support their families. There were also riots on the streets that were fuelled by the men's anger at the decisions being made in government.

Mickey, Edward and Linda's teenage years are represented in a very positive light with a montage of them enjoying themselves at the beach and the rifle range. The Narrator Emphasises how 'Care free' they are at the time

Mickey finds work in a factory to support his family and works hard there but is soon made redundant. He spends three months looking for work with no luck and is forced to sign on to the dole.

Edward sees Mickey at Christmas and meets a very different man. The loss of his job has left him angry and powerless. Edward talks about money as if it means nothing and Mickey shows him the harsh reality of a working class life

In Blood Brothers, Russell contradicts Thatcher's view. He shows that money and influential connections are necessary to become successful. Mickey's failure, despite his good character and hard work, is the basis of the tragedy in the drama.

Mickey's unemployment prompts him to turn to crime. Once imprisoned for his crime he sinks further into depression.



8

Social Context	
Education	<p>Many <u>middle class</u> parents could afford to send their children to private school, this often led to university and a <u>well paid</u> job. In contrast for most <u>working class</u> children living in rough areas the schools were under funded and could not offer the same opportunities. When leaving <u>school</u> they needed to find a job to help support their families.</p> <p>Edward goes to university and walks straight into a high paying job on the council. Mickey gets a job in a factory and is made redundant</p>
Housing	<p>Council housing were the homes of most people in the 50's and 60's and most were terraced houses (see <u>image</u>). They were cramped and did not have an inside toilet, bathroom or central heating. Most were heated by coal fires. Their <u>inner city</u> locations meant there weren't gardens and children played on the street.</p> <p>Mrs Johnstone is used to living life on '<u>the never never</u>' we hear her talking about how she owes money to the catalogue man and when she can't pay them the items are taken away.</p>
New Towns	<p>To improve standards of living the government moved people away from the terraced houses into new council accommodation in the country. Mrs J's family is helped by their move but not as much as she hoped, it is already <u>late</u> for her older children such as Sammie.</p>



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Cultural Context	
Pop Culture	<p>After the 1950s society went through massive changes. As a result of young people gradually having more money, popular culture (music, TV and film) flourished, becoming accessible to a much wider public. Even the poorest in <u>society</u>, people would have had the chance to go to the cinema or to a club for dancing. Bands like The Beatles (who came from Liverpool) had huge fan bases and their music represented the feeling of being young and free.</p> <p>Mrs Johnstone's love of 'dancing' is a love of escape from her everyday life. She sings about going dancing with Mr Johnstone and how as she grows up and becomes a single mother of <u>seven</u> she misses it.</p>
Film and Television	<p>The rise of advertising and <u>colour</u> television meant that even children were exposed to things like films, television programs and celebrities in a way they hadn't been before. Young people often imitated characters from <u>film</u> and television.</p> <p>The <u>working class</u> boys <u>love</u> of playful but 'violent' games, playing at cowboys and gangsters is influenced by films.</p>
Marilyn Monroe	<p>Marilyn Monroe was a very famous Hollywood actress. Her image was well known even to people who did not watch her films. She was presented by the media as a kind of 'perfect' fantasy <u>woman</u> and she was shown to live a glamorous and carefree lifestyle. The reality was often very different. She needed anti-depressants and eventually died from an overdose of pills. Russell uses references to Monroe throughout the play. At each point he refers to a different aspect of her life and public image. Mrs Johnstone enjoys the glamour of Monroe's public image. Later in the play Mickey becomes hooked on anti-depressant 'nerve pills' and this is compared to Monroe's own depression</p>



10



Key moments to remember



Handing over the baby – Mrs Johnstone gives Mrs Lyons one of the babies early on in the play. 'Shoes upon the table' song is the pact that they make to do this



Brothers Meet – When Mickey and Eddie meet for the first time when they are 7, and they make a pact to be 'Blood Brothers', they stay in each others lives from this point until their deaths in one way or another



Bus Scene - When Sammie threatens the bus driver. This shows his violent side and has the knife in it which is a motif used throughout. This involvement with Sammie is what leads Mickey to going to jail later as a grown up.



School scenes – Both school scenes acted side by side show the different type of Education Mickey and Eddie are having. It highlights how privileged Eddie is.



Take a Letter Miss Jones – Shows the unemployment in the area and how Mr Lyon's is oblivious to the impact on people

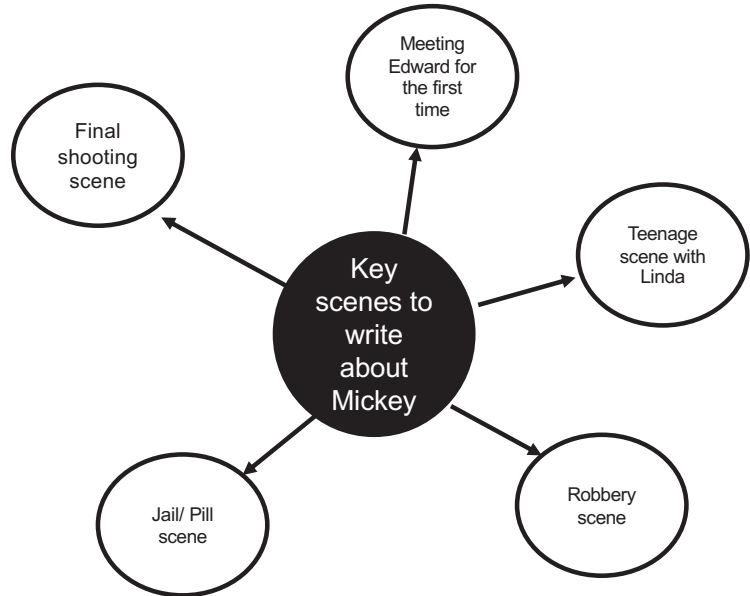


Pills scene – Mickey is out of jail and this scene shows the impact that jail has had on him, he's a shadow of the boy we met at the start.



End scene – Both brothers are killed and end life as they started. Tragedy is it could have been different if Mickey could have been given a chance to succeed.

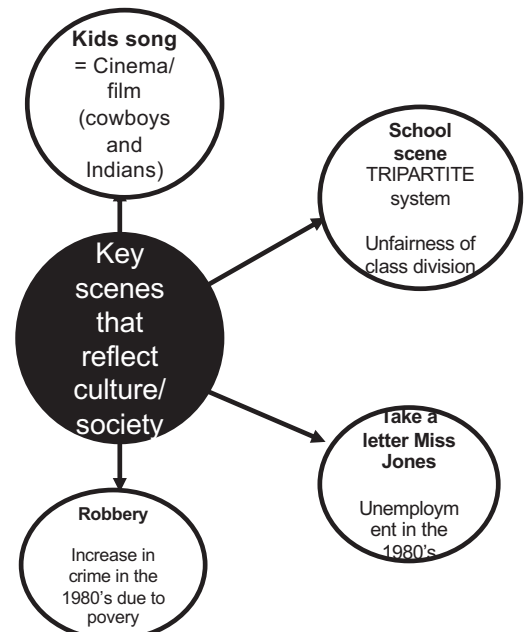
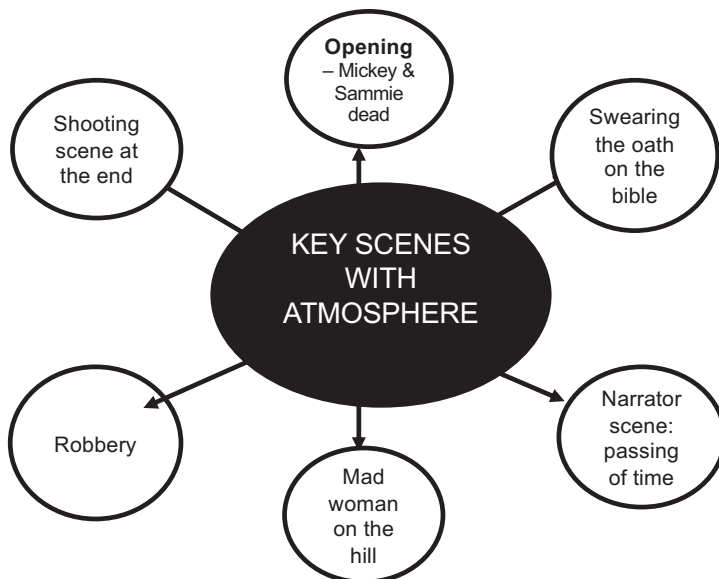
For an 8 mark question on an actor's performance – choose Mickey and key scenes below




11


KEY SCENES TO REMEMBER

These are the key scenes that you should use if there is a technical question or one about social class



WORDS TO DESCRIBE AN ACTOR'S PERFORMANCE

Keywords	VOICE 
Tone	The emotion in your voice
Pitch	How high/low your voice is
Pace	How fast/ slow your voice is
Pause	When you stop moving/ speaking
Volume	How loud/ quiet your voice is
Projection	When you speak clearly and can be heard by an audience

Keywords	MOVEMENT 
Posture	How you hold your body/your stance
Gestures	How you move any part of your body to show a mood, feeling or idea
Facial expressions	Using your face to show emotions, mood, feelings and responses
Eye contact	When you establish eye contact with another actor or the audience

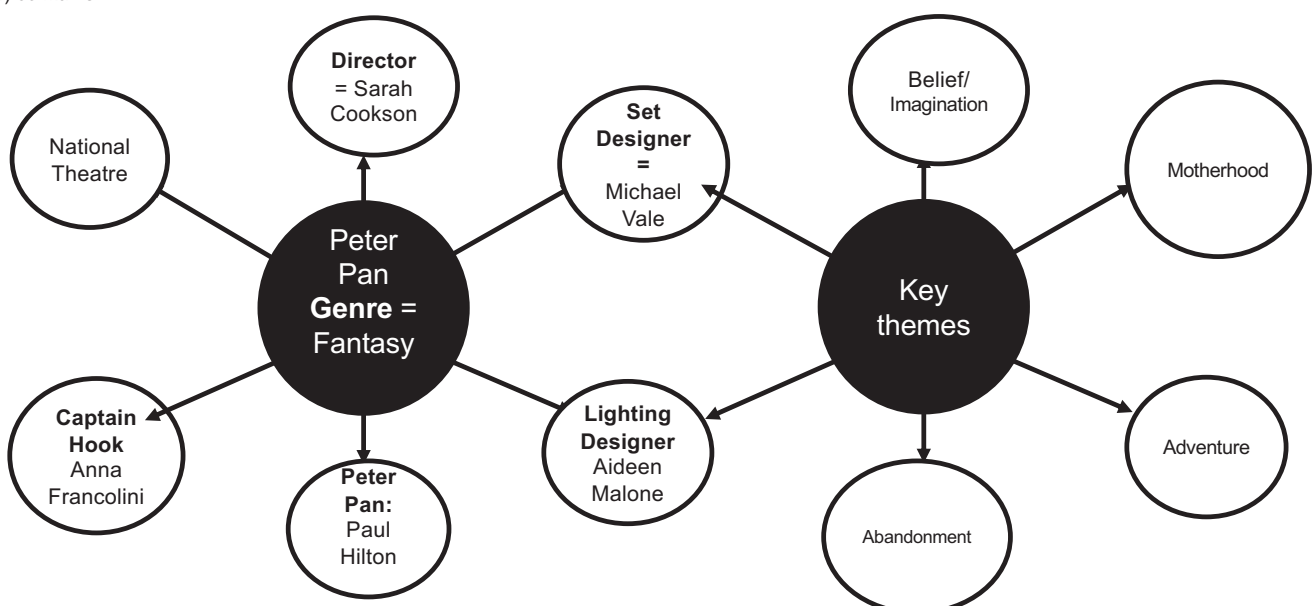
SECTION B – LIVE THEATRE REVIEW

- 30 MARKS – 15% of the overall qualification
- 10 marks are given for your use and understanding of **Drama Terminology** and knowledge of how **meaning** is **communicated** within the play.
- 20 marks are given for your ability to **Analyse** and/or **Evaluate** the **impact** a **range of elements** of the play had on **you** as an audience member. You must be able to provide **evidence** using **specific moments** from the production.

14

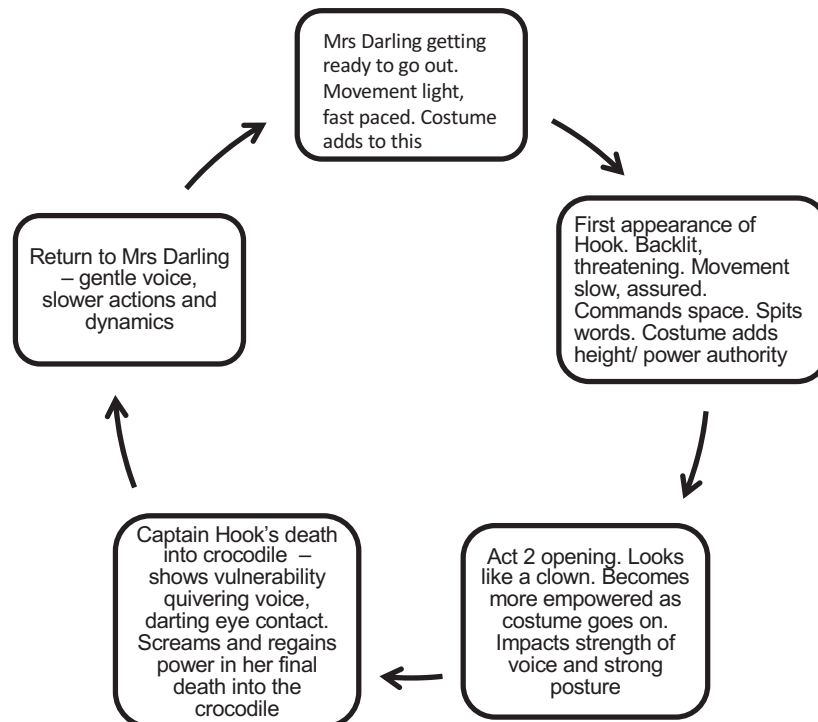
LIVE THEATRE REVIEW – PETER PAN

Key information for Peter Pan for section B (live theatre review) 30 Marks



ACTING QUESTION – Anna Francolini (Mrs Darling/ Captain Hook)

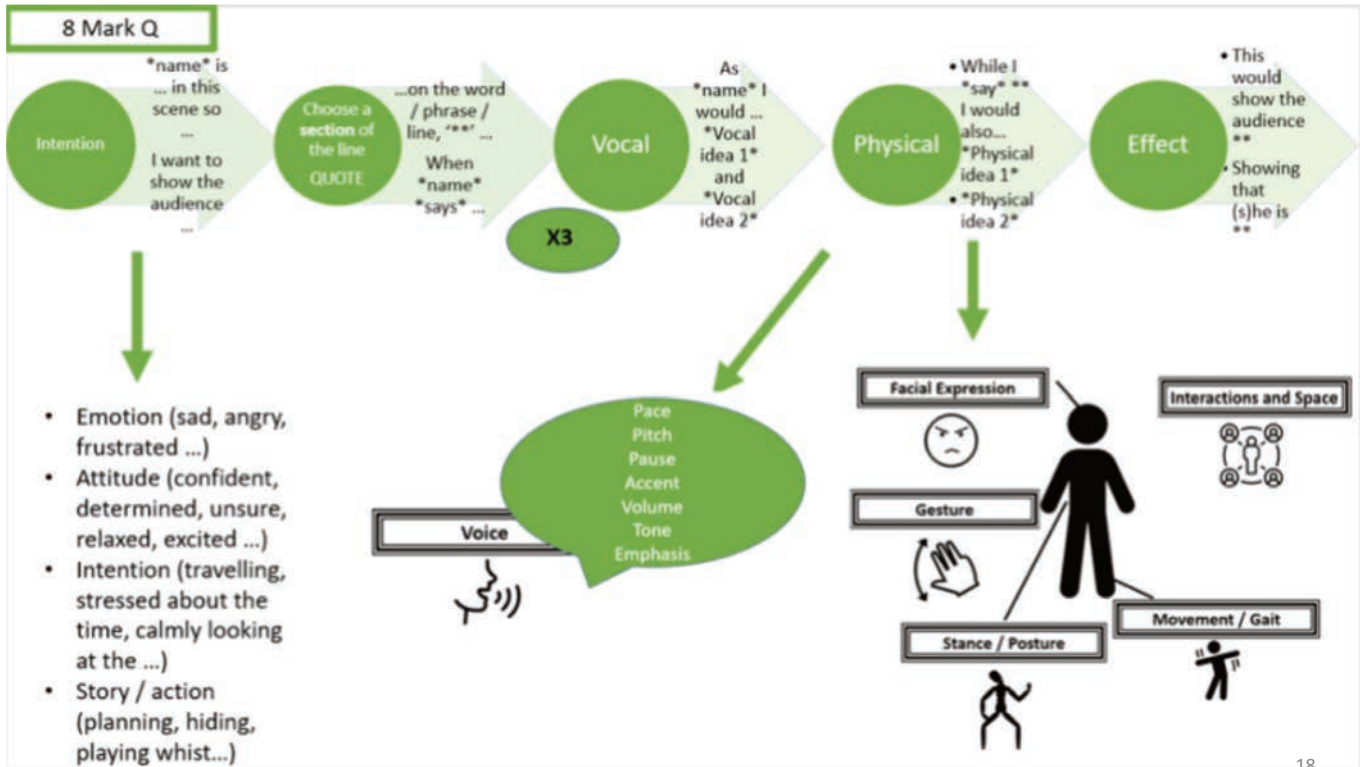
Key scenes to focus on:



EXPLAINING AN ACTOR'S PERFORMANCE IN MORE SPECIFIC DETAIL

 <p>Eyes – wide / squinted / wink ...</p> <p>Mouth – smile / frown / pressed together / curled lip ...</p> <p>Face – frow furrowed / cheeks sense / chin pushed into neck ...</p>	 <p>Line – quote what the actor said</p> <p>Tone – attitude / emotion ...</p> <p>Vocal qualities – volume / speed / pause / emphasis</p>	 <p>Feet – apart / together / one in front of the other / weight on the left ...</p> <p>Spine – straight / tense and pulled up / hunched / leaning forward ...</p> <p>Head – on one side / straight up / hunched into neck ...</p>
 <p>What – thumbs up / wave / indicate / point to ...</p> <p>To who / what – towards the audience / to actor x / towards the table ...</p> <p>Qualities – attitude / emotion / speed / tension ...</p>	 <p>What – stamping / striding / crawling / jumping ...</p> <p>Where – towards the audience or the table or actor x / UD, DS / from SL to SR ...</p> <p>Qualities – attitude / emotion / speed / tension ...</p>	 <p>What – speaking / arm around / fist bangs on ...</p> <p>To who / what – to the audience / to actor x / on the table ...</p> <p>Qualities – attitude / emotion / speed / tension ...</p>

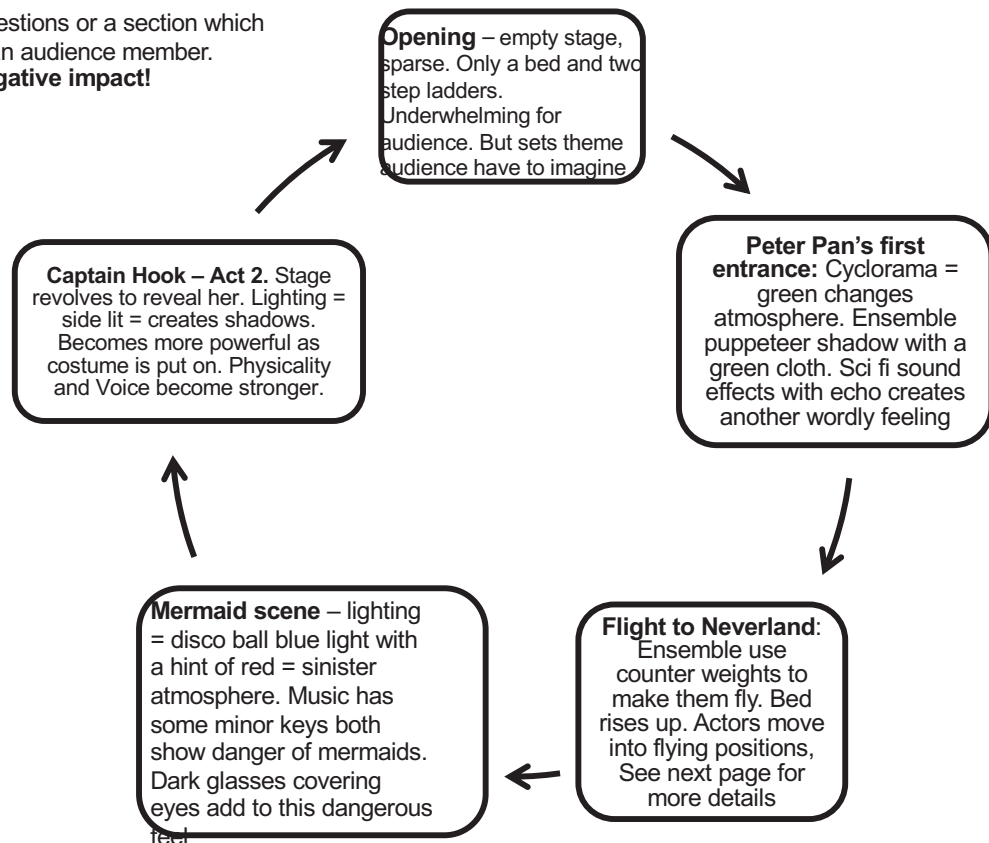
HOW TO DESCRIBE AN ACTOR'S PERFORMANCE IN A WRITTEN EXAM



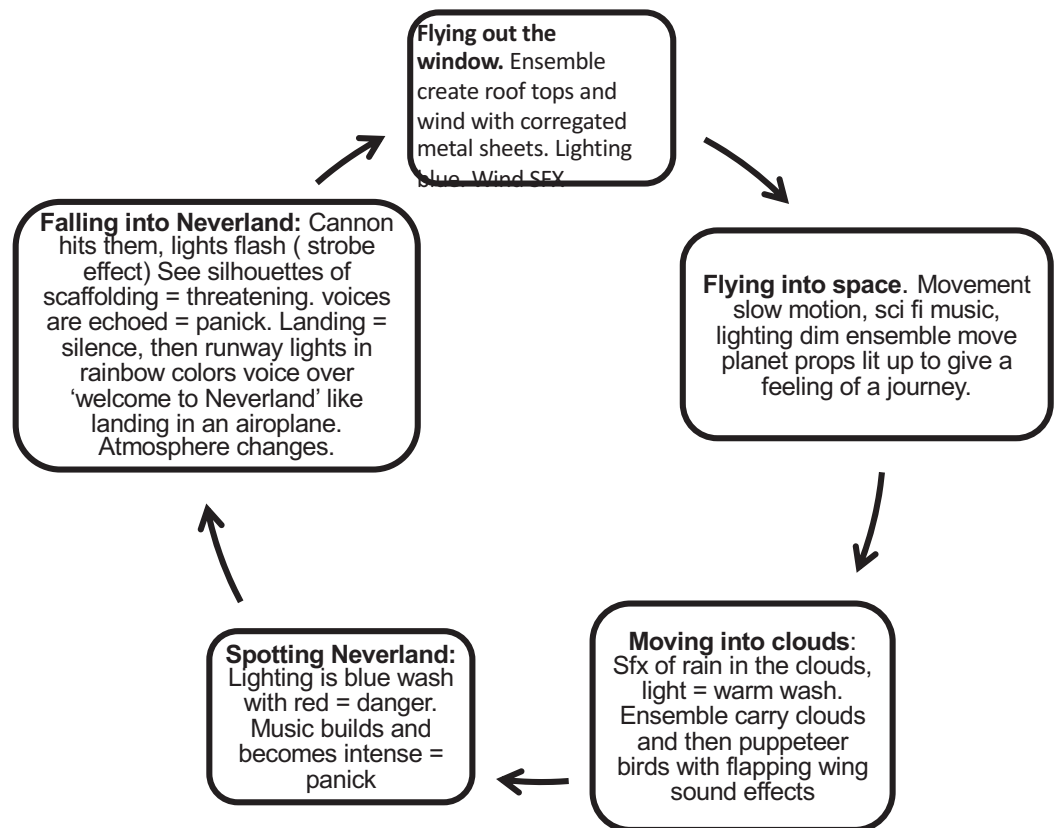
18

KEY SCENES WHICH USE TECHNOLOGY EFFECTIVELY/ HAVE AN IMPACT ON AUDIENCE

Use these scenes for design questions or a section which had a strong impact on you as an audience member.
Remember this could be a negative impact!

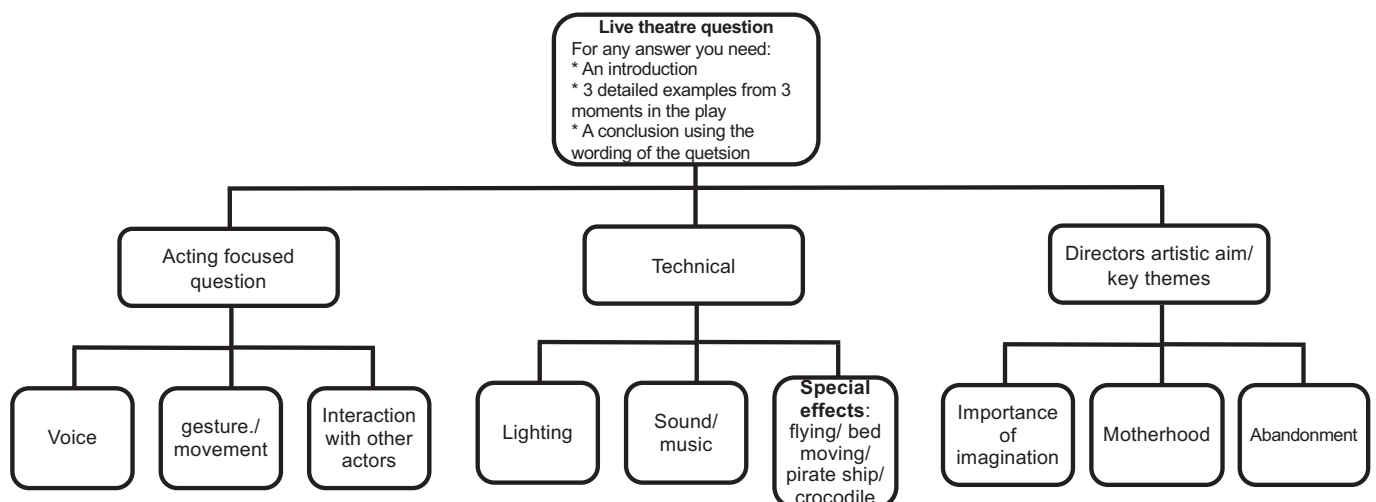


FLIGHT TO NEVERLAND – ORDER OF KEY MOMENTS



POSSIBLE QUESTIONS – LIVE THEATRE REVIEW SECTION B

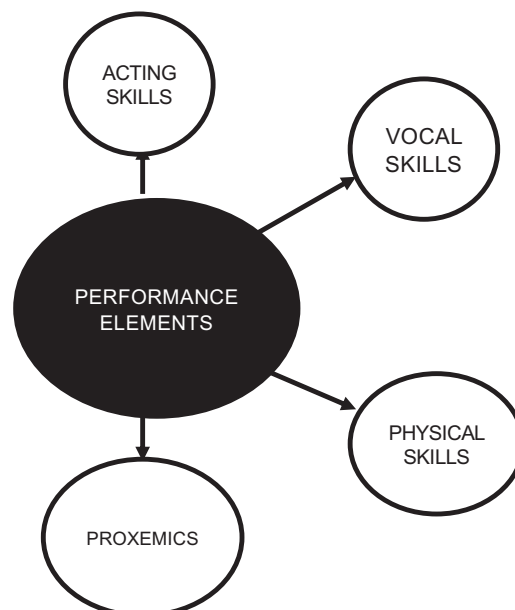
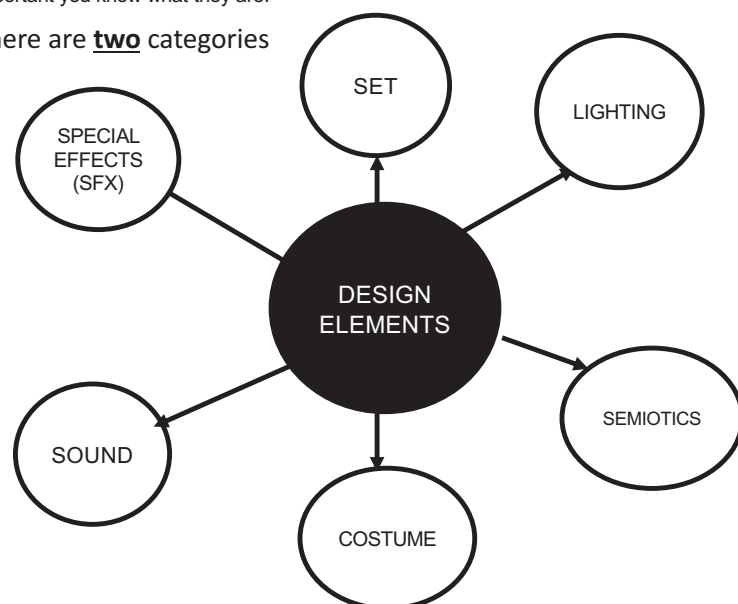
These are the main questions the exam could focus on.



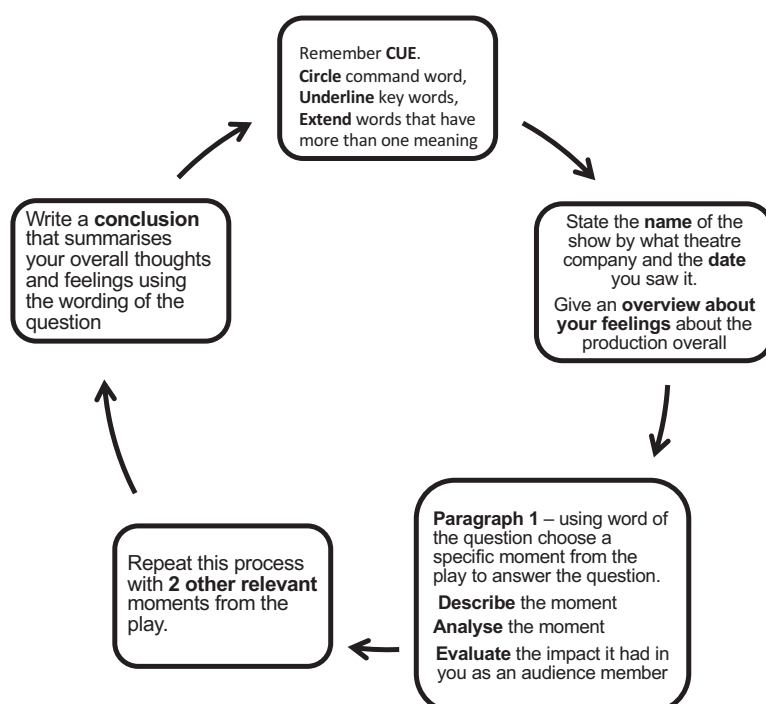
PRODUCTION ELEMENTS

A question could ask about production elements it is important you know what they are.

There are **two** categories



HOW TO APPROACH THE LIVE THEATRE QUESTION:



Lighting - Lighting must show: *Location/ Atmosphere/Mood/ Time /Symbolism*

Backlight

Where the actors are lit from the behind. Can be used to create shadows or obscure the audience's view



Up-light

Where the lighting is angled upwards to create tension or suspense. This can create large shadows behind them



Side light

Where a scene is lit from the side. Can indicate another location or give a feeling of mystery and distort a characters face



Front lighting

Where the performers are lit from above, provides a clear and natural effect

Down lighting

Where the performers are lit from above and in the front



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Lighting continued

Key Words	
Cyclorama	A plain sloth extending around and above the stage. Use it to project onto, to create shadows, to light in different colours and to create a sense of location or atmosphere
Strobe	An effect when the lights flash really quickly. Can be used to create panic scenes or scenes in slow motion.
Blackout	When all of the lights on stage are turned off. This happens usually to end a scene and allow time for a set change/ scene change.
Theatrical Haze	A 'smoke' effect that helps creates and evoke certain moods and atmosphere. The Haze only works effectively with the lighting as the lights show it up.
Gauze	A thin curtain that can either be lit from the front or behind to make it transparent. Effective for dream like sequences.

Describe the lighting using technical vocabulary

Analyse how it impacted the scene (developed mood/ atmosphere/ informed the audience of location)

Evaluate the impact it had on you as an audience member in that moment

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Sound

Key Words	
Sound effects	Sound effects are the artificial reproduction of sounds that help to create realism on stage e.g the sound of a window smashing
Diegetic sound	A sound that a character can hear in the world of a play. For example when a character turns on the radio the voices or sounds from it are heard by the character and the audience
Non Diegetic Sound	A sound that exists outside the world of the play. The audience can hear the sound but the character cannot e.g. narration or underscore.
Underscore	Underscore is the use of music underneath dialogue to help create an atmosphere or to convey a theme
Panning	This is when sound can be played from speakers at different sides of the stage at different volume levels. E.g. This could create the feeling of being surrounded

Describe the sound using technical vocabulary

Analyse how it impacted the scene (developed mood/ atmosphere/ informed the audience of location)

Evaluate the impact it had on you as an audience member in that moment

Remember silence is also a type of sound! Silence creates poignant moments/ tension/ moments of sadness



INDEPENDENCE: DIAGNOSIS – THERAPY - TEST

NAME: CLASS:

TOPIC:

DIAGNOSIS: The thing I don't understand

THERAPY: Where am I going to learn about this?

Which of the templates will I use to transform the information?

TEST: 5 questions someone can ask me about my new understanding.



INDEPENDENCE: DIAGNOSE

NAME: CLASS:

SUBJECT:

Be clear about what you know and what you don't know before you begin.

First, use a contents page or a topic list for the subject you are going to revise.

Then, fill in the following table – the topics, and how well you know them.

Next, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	

Finally, use the **diagnosis – therapy – test** worksheet to plan your independent study.



INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:

CLASS:

TOPIC:

Take a section of text and do the following:

Prioritise: write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.

Reduce: reduce the key information to 20 words.

Categorise: sort out the information into three categories. Give each category a title which sums up the information.

Extend: write down three questions you would like to ask an expert in this subject.



INDEPENDENCE: RANKING TRIANGLE

NAME:

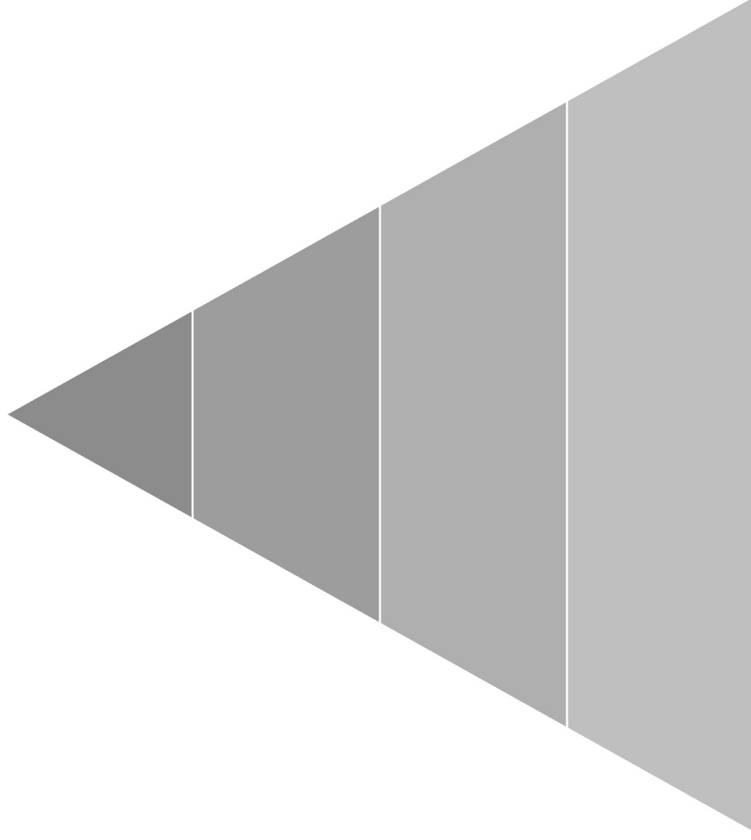
CLASS:

TOPIC:

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?





INDEPENDENCE: QUIZZING

NAME: CLASS:

TOPIC:

Read the text and transform it into 10 questions to ask someone.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Question stems:

- State... Explain... Suggest...
- Describe... Evaluate... Compare...



INDEPENDENCE: BOXING UP

NAME: CLASS:

TOPIC:

Take a section of text. Read it and put your thoughts about the text into different boxes.

Needs a boost: 3 things I did not know:	
Almost there: 3 things I understand better now:	
I've got these: 3 things I already knew:	



INDEPENDENCE: OTHER IDEAS

- Steps → flow chart** Transform a sequence of steps into a flow chart or a diagram.
- Flow chart → steps** Transform a flow chart or a diagram into a sequence of steps.
- Look, cover, write, check** Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.
- Link key words** Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



INDEPENDENCE: Pictionary

NAME: CLASS:

TOPIC:

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.

