



St. Gregory's Catholic High School

Drama

Y6 Activity Booklet



Welcome to Drama, Year 6!

The Drama department at St Gregory's are very much looking forward to meeting you in September. Your Drama teachers will be **Ms Chappel, Miss O'Connor or Miss Herridge**. We have an exciting year planned for you when you arrive and will be working practically on building communication skills, group skills and performance skills (of course!).

Meanwhile, here are a few learning activities you can dip into:

- **Drama Matters!** Watch a 3 minute video of why Drama is so important (this is a great one for mums / dads and carers too) <https://www.youtube.com/watch?v=vitBBwxMn34>
- Take a tour of the **UK's National Theatre** <https://www.youtube.com/watch?v=oBV8pgN4MFs> (3 min 48secs)
- **Any Matilda Fans?** Take a backstage tour of Matilda the Musical! <https://www.youtube.com/watch?v=3hgBo33xZPk> (3 min 30 secs)
- **Creative Tasks: Charlie and the Chocolate Factory** - appreciating theatre, script writing and performing (Activity instructions and worksheets included in this booklet) <https://youtu.be/mIt1P2sD20I> Theatre production of Charlie and the Chocolate Factory
- **Learn about the very basics of understanding a script** <https://www.youtube.com/watch?v=XJSKHwVYsvk> (17 minutes)
- **Create and write** about facial and body language (Activity worksheet included in this booklet)
- **Learn Key Words** and how to spell them (spelling list included)
- **Learn adjectives** to describe how an actor uses their body (adjective map included)

Scroll down for Activity Sheets. Enjoy!

We'll look forward to meeting you all soon.

Theme: Charlie and Chocolate Factory

Complete one of the tasks listed below. You can choose a creating, appreciation or performance task.

Appreciation- Option 1	<p style="text-align: center;"><u>Intention: Develop ability to critically analyse performance works.</u></p> <p>Task 1: Watch at least 40 minutes of the performance of Charlie and the Chocolate Factory: https://youtu.be/mIt1P2sD20I</p> <p>Task 2: Complete the attached appreciation sheet and makes notes on: the plot, characters, skills required by performers and physical setting.</p> <p>Task 3: Bring into school in September</p>
Performing – Option 2	<p style="text-align: center;"><u>Intention: Develop application of performance skills</u></p> <p>Task 1: Read Wonka’s Monologue (attached) and develop a performance of it. You must demonstrate: Memorisation, characterisation, effective use of voice (expression, clarity and projection), remaining focused and in role.</p> <p>Task 2: Perform this to a family member and either ask them to record it and bring it into school in September or ask them to give you a WWW and EBI based on the criteria above.</p>
Creating -Option 3	<p style="text-align: center;"><u>Intention: Develop ability to creatively respond to a brief.</u></p> <p>Task 1: Plan a script which involves a character winning a golden ticket to their favourite place. Consider: Where this place might be, how you can visualize this for the audience and how you will incorporate stage directions.</p> <p>Task 2: Write a script which involves a character winning a golden ticket to their favourite place</p> <p>Task 3: Perform this with a family member and record it and bring it into school in September. If possible, please use a plain background if you are recording.</p>

Option 1: Drama Appreciation Sheet – Charlie and The Chocolate Factory

<https://youtu.be/mIt1P2sD20I>

Summary of the plot	Characters	
	Character	Summarise the character in 20 words.
	Charlie	
	Willy Wonka	
	Violet	

Performance Skills used**Physical Setting**

Skill	Is it used?	When is it used?	List the props used in the performance.	
Facial Expression			Describe (or draw) Wonka's costume	
Vocal Expression			Describe (or draw) another character's costume	
Action/Gesture			Explain how Wonka's costume compliments his character	

Option 2 - Performing Task – Wonka’s Monologue

WONKA

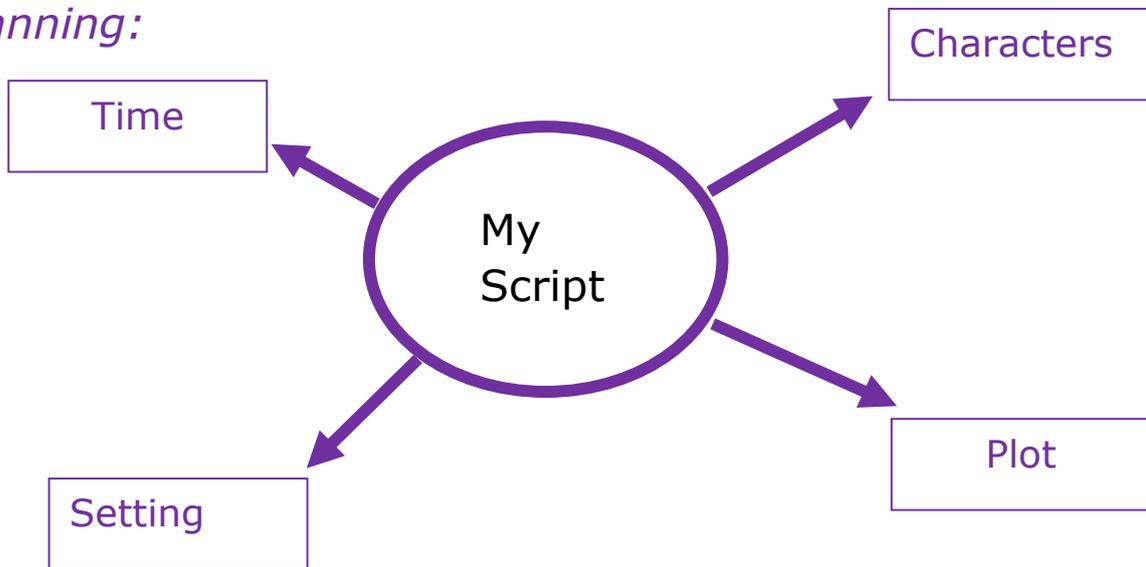
“Bless you Charlie, you did it! You did it!!! I created this contest with one purpose in mind. To find the perfect person to make new candy dreams come true. This was a test of character Charlie. I carefully selected rooms that would tempt each of our Golden Ticket winners. You, Charlie, did something quite remarkable. You gave in to temptation, you were smart enough not to get caught- and yet, you admitted your guilt. Charlie, do you love my Factory? Because from this moment on, it’s yours!”

1. Think about the volume and tone of voice you could use for different lines.
2. Plan for gesture and movement to show Willy Wonka’s excitement
3. Remember to put pauses in, to allow time for developing facial expressions and gesture. Are there any lines that you would say very quickly/slowly?
4. Perform for family members and send your recording to your drama teacher via Class Charts or email. OR write down the feedback from your family and send to us.

Good Luck!

Option 3 – Creating Task

Planning:



My Script:

A writing area consisting of 20 horizontal blue lines. A vertical red line is positioned on the left side, approximately one-fifth of the way across the page, serving as a margin.

WRITING IN DRAMA — Adjectives to describe acting skills

VOICE				
PITCH	PACE	VOLUME	TONE	ACCENT
High, Low, Squeaky, Husky, Deep, Whiny, Croaky, Brittle, Grating, Gravely.	Fast, Slow, Halting, Abrupt, Stuttering, Stilted, Hesitant, Controlled.	Soft, Quiet, Loud, Whisper, Shout.	Harsh, Gentle, Forceful, Sarcastic, Firm, Trusting, Derogatory, Cold, Angry, Persuasive, Authoritative, Proud, Assertive, Submissive, Sly, Abrasive, Quivery, Warm, Cheeky, Anxious, Seductive, Enthusiastic, Timid, Assured, Cautious, Fierce, Fond, Nervous, Joking, Sensitive.	Northern, West Country, Cockney, Upper Class British, Scottish, Irish, Australian, Scouse, Geordie, Canadian, American.

FACIAL EXPRESSION				KEY WORDS	BODY LANGUAGE			
EMOTION	EYES	EYEBROWS	MOUTH		POSTURE	GESTURE	GAIT	MANNERISMS
Happy, Cheerful, Upset, Hurt, Eager, Anxious, Untrusting, Fearful, Rejected, Smug, Defiant, Distressed, Thoughtful, Sly, Seductive, Distraught, Spiteful, Aggressive, Friendly.	Wide, Glaring, Squinting, Teary, Hopeful, Suspicious, Tightly shut.	Raised, Lowered, Furrowed, Inquisitive, Frown.	Opened, Jaw-dropped, Closed, Smile, Quivering, Lip-biting, Pursed lips, Clenched.	Actor, Appropriate, Atmosphere, Audience, Believable, Character, Creativity, Dialogue, Effect, Emphasise, Genre, Impact. Improvisation, Interaction, Interpretation, Melo-dramatic, Monologue, Non-naturalistic, Original, Performance, Piece, Naturalistic, Physical, Rehearsal, Scene, Status, Tension, Tone.	Upright, Tight, Slouched, Relaxed, Grotesque.	Clenched fists, Pointing, Open-handed, Closed, Strong, Measured, Hesitant, Energetic.	Rapid, Sluggish, Gentle, Smooth, Direct, Rushed, Purposeful, Hasty.	Twitchy, Decisive, Indecisive, Formal, Jerky, Secretive, Wild, Controlled, Dismissive, Aggressive, Nervous, Informal.

IMPACT		
ATMOSPHERE	AUDIENCE RESPONSE	BELIEVABILITY
Tense, Dangerous, Intriguing, Awe, Amazement, Anticipation, Surprising, Shocking, Awareness of Society, Comic, Pathos.	Applause, Laughter, Sympathy, Anger, Disappointment, Anti-climax, Amusement, Admiration, Distaste, Contempt, Delight, Horror, Empathy, Irritation.	Natural, Believable, Realistic, Exaggerated.

Learn Key Words and How to Spell them

drama	mime
applause	project
freeze	expression
rehearse/rehearsal	voice /vocal
character/characteristics	choral
improvise	rostra
role	slow motion
costume	physical theatre
inspire	devise
scene/scenario	space
curtain	levels
lighting	director
script	movement
gesture	share
thought-tracking	dramatise
freeze-frame	perform/performance
spotlight	exit
entrance	position
playwright	theatre/theatrical
stage	

