


The It by Vivienne Franzmann – Drama Challenge						
The It			Name			
			Seat			Class
My Character					Page Numbers	
Character Type	Adult	Pupil	Grace	Media	Group Number	



The Big Picture
You will explore, rehearse, and perform the play The It by Vivienne Franzmann. A play about the pressures of the world around you and mental health.
Unit Focus
Learn how to rehearse and perform a production Learn how to interpret text into performance Explore effective theatrical and performance techniques Explore character and how to communicate depth of role on stage

Lesson 1 and 2 – Context and Challenges

Learning Outcomes	Resources	Key Vocabulary
To identify the context of the play To identify the purpose of one scene To identify how to meet the demands of the play	A copy of The It by Vivienne Franzmann	Themes Worlds / realities Context

Do Now Task – Read or re-read the script

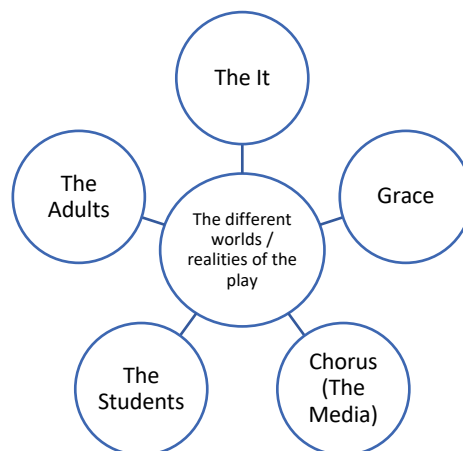
Turn and talk - Tell the stories of the separate realities on the right.

What is happening in each one?

How are they presented to the audience?

How is the dialogue spoken?

How are they different?



Everybody Writes – When the teacher tells you to, write notes on the differences between how these are presented in the boxes below

The It	
Grace	
Chorus	
The students	
The adults	

Question – What are the challenges of preparing and performing this play?

Rehearsal – How can we present the different realities of the play?

Have a go at staging page 36. How do you move between the worlds of Grace to Chorus?

Question – What is the purpose of this scene?

Lesson 3 and 4 – Language and Character

Learning Outcomes	Resources	Key Vocabulary
To identify the use of language and the difficulties it may present To understand how to explore character	A copy of The It by Vivienne Franzmann	Language Text Challenges Character

Do Now - Refer to the challenges of the play on page 2. Do you still agree with them? Can you add anymore? What do you think is the #1 challenge?

Task 1 – List the given circumstances below. Discuss this with the person next to you and make notes

What do we know?	What can we infer?	What questions do we have?

Task 2 – Using the table below, what are your ideas for staging this play? How can the different worlds be presented differently to ensure there is distinction between them? How is the language presented differently for each reality?

What?	How?
The It	
Grace	
Chorus	
The students	
The adults	

Task 3 – Each group will be given a different section from one of the following. Decide on your roles and write this and other details about your scene in the 'My Plan' section on the front cover of this packet.

- Group 1 Pages 9 - 14 (Grace, Students 1,2,3,4, Mum, Dad, Chorus)
- Group 2 Pages 15 - 22 (Grace, Sam, Students 5,6,7,8, Sam, Barrister, Chorus)
- Group 3 Pages 22 - 29 (Grace, Sam, Students 9,10,11,12,13, Ms Jarivs, Chorus)
- Group 4 Pages 29 - 38 (Grace, Sam, Students 14,15,16,17, Sam, Newsreader, Local Mother, Chorus)
- Group 5 Pages 38 - 47 (Grace, Students 18, 19, 20, 21, 22, Mum, Supply Teacher, Local Mother, Ms Jarivs, Chorus)

Character Profile – What do you know about your character?

Who are your character(s)?	
What is happening in your scene?	
Where does it take place?	
When is it set?	
How will you present your character?	
What do you think of your character?	
What does your character think of themselves?	
What do other characters think of them	
What do you want the audience to think of them?	
What is the biggest challenge for you and your character?	

Lesson 5 and 6 – Bringing the Text to Life

Learning Outcomes	Resources	Key Vocabulary
To learn how to lift a play from the text and take it from the page to the stage	A copy of The It by Vivienne Franzmann	Text Script Rehearsal Character

Do Now - The play explores the sadness of having to leave childhood behind and enter the adult world, hence the different presentations of the students and the adults.

Write down an item that sums up your childhood.

Explain why you chose this item.

What does it mean to you?

Rehearsal – How can we present the different realities of the play?

Have a go at staging pages 13-14. How do you move from the worlds of Grace and Mum to Chorus?

Task - Come up with the story of the play in a single sentence. Write this, in an interesting font or graphic below

Example: *'This story is about a modern young person who lacks the tools to cope with the pressure and darkness continuously and relentlessly in the world. **Time to be heard.**'*

Rehearsal – How can we present the chorus?

Have a go at staging the chorus section on page 12. How do you deliver these lines as a group? In unison, individually, echoed, in a round, etc.? How do you position yourselves on the stage?

Lesson 7 and 8 – Rehearsal

Learning Outcomes	Resources	Key Vocabulary
To learn how to lift a play from the text and take it from the page to the stage To understand how to prepare a performance	A copy of The It by Vivienne Franzmann	Text Script Rehearsal Character

Do Now - Units and objectives - Split your script into even shorter sections (Possibly around 6 – 10 lines in each / half a page) that identify an objective for one or all of the characters

How many sections do you have? _____ What is the opening line and objective of each one?

Section	Page	Opening Line	My Character Objective
1			
2			
3			
4			
5			
6			

Task – Make some annotations below to show the following in one of your units

A gesture	
A facial expression	
A movement to a new part of the stage	
A change in levels	
A pause	
A stress on a word	

Rehearse and share with the others in your group. Get them to give you a WWW and EBI on one of the following

- Pace and energy
- Focus
- Believability
- Voice
- Movement

WWW	EBI

Lesson 9 and 10 – Performance

Learning Outcomes	Resources	Key Vocabulary
To understand how to prepare a performance To learn how to communicate your performance skill effectively	A copy of The It by Vivienne Franzmann	Performance Evaluation

Do Now

How many types of mental health problems can you think of?

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List all of the things that lead to Grace not being able to cope

--

Throughout the play Grace describes the It. List as much of the description as you can below

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Performance – Share your scene with the class

Get them to give you a WWW and EBI on one of the following and write it below

- Pace and energy
- Believability
- Movement
- Focus
- Voice

WWW	EBI

Key Assessment Task – GCSE Drama Style Examination Paper

Hits and tips

- Pay attention to how many marks each question is worth. This is stated in brackets after each question. You should be making one point for each mark available. I.e. If it's worth 2 marks you should be writing two sentences with each one making a valid point.
- Be specific. If the question asks you to describe a facial expression that you would use, make sure that you describe it in detail.
- Read the questions thoroughly and attempt to answer each one, even if you think it's wrong.

SECTION A

The It by Vivienne Franzmann

Questions 1.1 , 1.2 , 1.3 and 1.4 are based on the following extract.

Read from: **page 22:** STUDENT 9 'We were in Geography.'

to: **page 27:** GRACE 'The It wants to be heard.'

Mark ____ / 45

Grade ____

1.1

- (i) As an actor, describe how you would use tone and tempo to deliver the line:
'Grace looked at the phone really close. I remember cos I wanted to see it, but I couldn't get to it'. Page 24 [2]

- (ii) Give **one** reason to explain your choice of tone, and **one** reason to explain your choice of tempo. [2]

1.2

- (i) Look at the stage direction;
'Grace was gripping the phone like - (does it)' Page 24
What does this stage direction suggest? [1]

- (ii) As an actor performing **Student 9** suggest **one** facial expression and **one** gesture you would use to communicate this stage direction. Give **two** reasons for your suggestions. [4]

1.3

- (i) Briefly describe the character of **Mrs Jarvis** in this extract. [3]

- (ii) Describe a suitable costume, hair and make-up for **Mrs Jarvis** in this extract. [6]

1.4 (i) As an actor, explain how you would perform the role of **Grace** in this extract. [12]

In your answer refer to:

- character motivation
- voice
- movement
- facial expressions
- gestures
- posture

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1.5 (i) As a designer, describe how you would stage one extract from the play. [15]

Do not refer to the extract used for questions 1.1 – 1.4

In your answer refer to:

- your choice of stage and production style
- your choice of set
- your choice of lighting ideas
- your choice of costume
- your choice of props
- your choice of sound

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What do you think the It looks like? Draw it below