	<h1>The Well</h1>	Name			
		Tutor	Class	Seat	Group

## My Personal Aims

Do Now – Write down 3 things you would like to improve on in your rehearsals and performances.

In my performance I aim to ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The Stimulus for your performance is ...

*'The Well*  
*It was a meeting point for the community*  
*It was the place where wishes were made*  
*It was the home of precious, life-sustaining liquid gold'*

At the bottom of the well, other communities living in a series of parallel worlds which can be communicated with through the deep hole in the ground.

You will form a community, create individual character identities and maps for your world to share with those living in the parallel worlds.

Along the way you will find out that the other communities share a precious resource with us. This increases tension, especially as they may have control over your destiny, or you may have control over theirs.

## My Character

Character Name					
Occupation					
Age		Date of Birth	/	/	Gender
A day in the life					
Likes					
Dislikes					
Opinion of the Well					

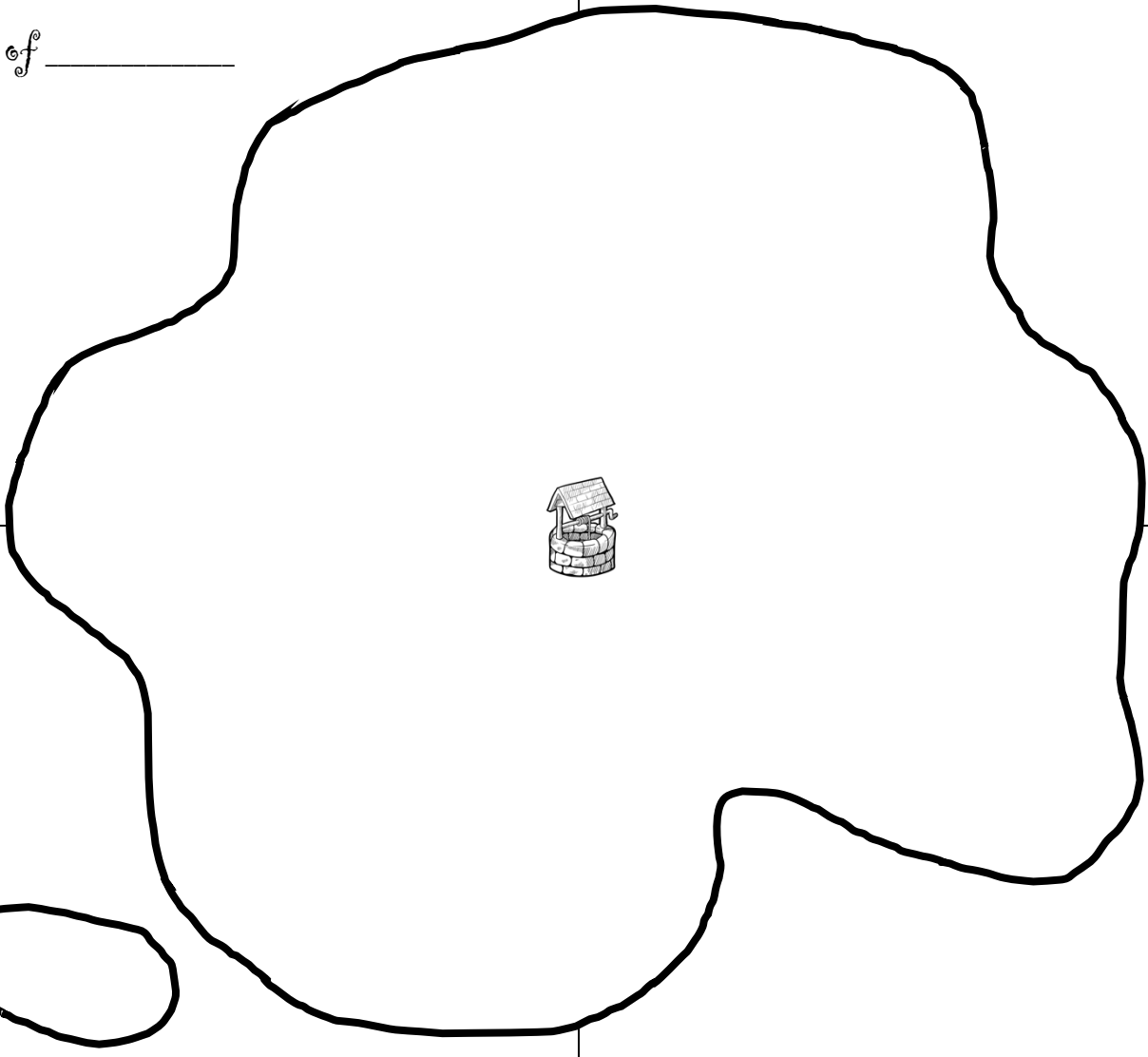
## My community and our world

List some of the characters from your community below

Name	Occupation	Age	Opinion of the Well

In the box below draw a copy of the map you have created for your world

Map of \_\_\_\_\_



## Key Words

Do Now – Write down the definitions of the following word

Devising is \_\_\_\_\_

Rehearsing is \_\_\_\_\_

A script is \_\_\_\_\_

A scene is \_\_\_\_\_

Naturalistic is \_\_\_\_\_

Non-Naturalistic is \_\_\_\_\_

Abstract is \_\_\_\_\_

A narrator is \_\_\_\_\_

A still image is \_\_\_\_\_

Hot Seating is \_\_\_\_\_

## In the News

Newspaper Title		
Date		
Headline		Column 3
Column 1	Picture	
	Column 2	

## *Influences*

Do now - Write down 3 Drama techniques and styles

Techniques			
Styles			

## *Writing in Role*

Write a letter to a friend in a neighbouring town telling them what is happening

or

Write a diary entry

or

Prepare a report for the Mayor as instructed.

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## *Interviews (Hot-seating)*

Do Now – Write down 10 questions that you would like to ask the children

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Notes from the interview

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## Key Assessment Task 4.2.1 – Planning

Total Word count limit 750 – 999

You may include the following:

- Sketches / Drawings
- Photographs / Images
- Ground plans / Set Designs / Diagrams
- Storyboards / Mood boards
- Sections of script / Text / Quotes

Please attach extra pages if needed

### 1. How ideas have been researched, created and developed in response to the chosen stimulus (10 Marks)

We based our devised performance on the stimulus ...

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Our idea was ...

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We developed this by ...

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What I created was ...

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Section 1 Word Count \_\_\_\_

**2. How ideas from the chosen style have been incorporated in the piece to communicate meaning (10 Marks)**

The style and techniques we have studied are ...

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What I found out about the style is ...

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One technique I used in this process was ....

---

This is when you ...

---

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---

I used this by ...

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Another technique I used in this process was ....

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This is when you ...

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I used this by ...

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The final technique I used in this process was ....

---

This is when you ...

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---

I used this by ...

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Section 2 Word Count \_\_\_\_

**3. How ideas have been developed, amended and refined during the development of the devised piece. (10 Marks)**

Our ideas developed by ...

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This led to ...

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One thing that we amended during our rehearsals was ...

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We did this by ...

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When preparing for our performance we refined ...

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We did this by ...

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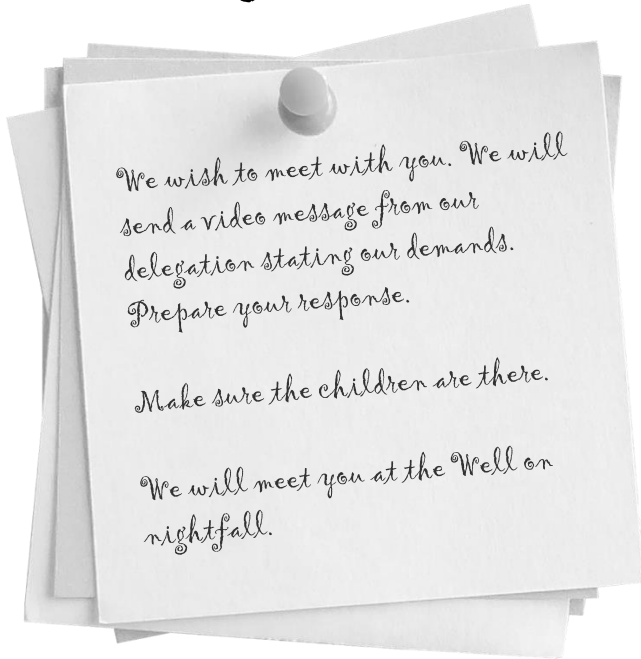
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Section 3 Word Count \_\_\_\_

Mark \_\_\_\_ / 30

Grade \_\_\_\_\_

# The Delegation



## Above ground

- 9L - Leina
- 9M - Maway
- 9N - Namarlu
- 9O – Orsay

## Underground

- 9P - Puveria
- 9Q - Quapary
- 9R – Raymorla
- 9S – Saubia

# Script Planning

<p>Part 1</p> <p>Introductions</p> <p>State your names, occupations, etc</p>	<p>Part 2</p> <p>Your demands - What do you want? (Underground)</p> <p>Your case - Why did they do it? (Overground)</p>
<p>Part 3</p> <p>Your justification - Why do you want it? (Underground)</p> <p>Your amends – What you are willing to offer as a way of an apology? (Overground)</p>	<p>Part 4</p> <p>A possible solution – Your vision for the future and how you think these new found worlds can co-exist.</p>



## Our Script

Character

Dialogue / Action

## Our Script

Character

Dialogue / Action

# Sculptures

It is ten years later, there is an exhibit in the small museum in the town depicting the events of the decade before. The exhibit is just of one sculpture. Work with a partner to sculpt them into shape and create a three-word caption underneath that sums up what the sculpture is representing

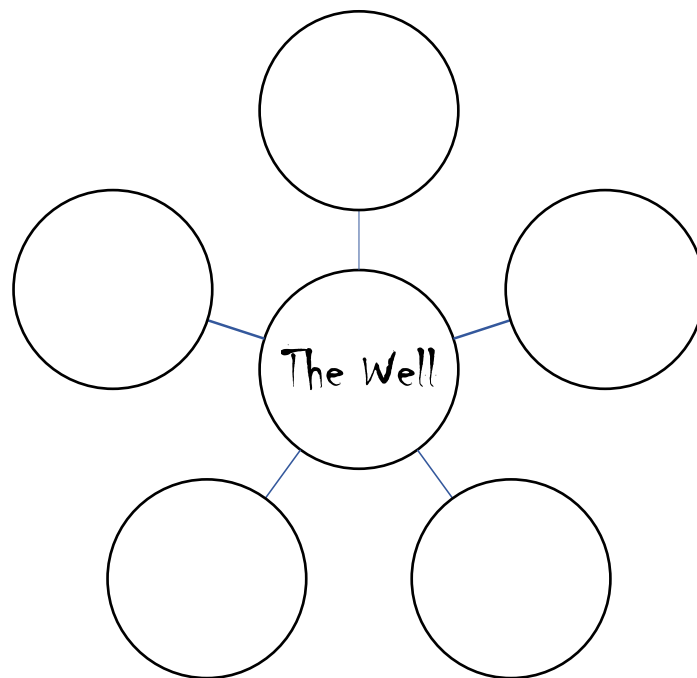
Our Caption is \_\_\_\_\_

This Drama looked at a number of issues. These included:

- A precious commodity that was shared by two or more communities.
- How one seemingly careless mistake can have a devastating effect on others.
- How important an agreement or treaty is and what happens when that agreement is broken.

What else was explored?

Our world for the drama was a fictional one. Mind map situations that we know of in our country and the wider world where these issues are real.



## Key Words

Devising  
Rehearse  
Rehearsal  
Script  
Scene  
Character

Styles  
Naturalistic  
Non-Naturalistic  
Abstract  
Documentary

### Techniques

Narrator  
Still Image  
Hot Seating

### Vocal Skills

Pitch  
Pace  
Tempo  
Pause  
Accent  
Volume  
Clarity

### Physical Skills

Movement  
Proxemics  
Gesture  
Posture  
Stillness  
Positioning

Blocking  
Expression  
Facial Expressions

### Lighting Design

Plotting LX  
Intensity  
Focus  
Angle  
Colour  
Gobos  
Fresnel Lantern  
Parcan Lantern  
Profile Spot  
Moving Heads

### Sound Design

Music  
Sound Effects  
Live Sounds  
Recorded FX  
Volume  
Reverb  
Echo

### Set Design

Proscenium Arch  
Traverse Stage  
Thrust Stage  
In-the-Round  
Backdrop  
Cyclorama

Props  
Furniture  
Entrances/Exits  
Sight Lines

### Costume Design

Material  
Fabric  
Garments  
Hair Styles  
Wigs  
Make-Up  
Accessories

## Assessment Grids for Key Assessment Points

### KAT 4.2.1 – Planning Portfolio

LO	1	2	3
To learn how to develop an idea from a stimulus.	I can create my own original character.	I can create my own original world through discussion with others	I can plan a short performance using original characters and scenarios.
To learn how to perform using specific styles and techniques.	I can identify and use key Drama vocabulary which describe styles and techniques.	I can provide examples different styles and their attributes.	I can provide examples of techniques and link them to an appropriate style.
To learn how to develop ideas and bring them to life.	I can plan and create simple imagery to tell a story.	I can plan narration and storytelling.	I can plan a speech which has an objective

### KAT 4.2.2 – The Well Performance

LO	1	2	3
To learn how to use effective and appropriate tempo of voice.	I can alter the tempo of my voice by varying pace.	I can alter the tempo of my voice by varying pace and utilising pauses when narrating.	I can change the tempo of my voice throughout my performance.
To learn how to use effective facial expressions.	I can identify facial expressions that would be appropriate and annotate this in my script.	I can vary my facial expressions in performance and display these in still images.	I can use multiple facial expressions throughout my performance which are appropriate to the context of the piece.
To learn how to use effective and appropriate posture	I can identify postures that would be appropriate and annotate this in my script.	I can vary my posture in performance and display these in still images.	I can use multiple postures throughout my performance which are appropriate to the context of the piece.