Year 11 GCSE Drama Knowledge Organiser – Component 2: Performance from Text

How to approach the script:

- Highlight your lines.
- Consider your motivation of your character (it might change! Why are they saying this? What is their objective at this point?)
- Annotate the scripts with ideas/thoughts/interpretations you may be able to use.
- Why is this monologue/duologue a key moment in the play?
- What do you learn about your character from the extracts?
- Rehearse! With a partner, with a parent/guardian, in front of the mirror, with your teacher!

What is your intention for performance? (You need to be able to answer these!)

What role(s) are you playing?
What is happening to your character(s) in the extract?
What are your character's objectives/motivations/feelings?
How are you interpreting this character(s) in your performance?

Physical Skills

Facial Expressions: Use of the face to show mood, feeling or character.

Body Language: Non-verbal communication using the body to show character/emotion.

Levels: The height a character is at (low or high) – can be used to show status

Space: Proxemics/Direction
Proxemics – the space between characters to show a relationship.
Direction – Space in which the character stands/moves.

Posture: How the body is held to show character or emotion

Gesture **:** An action of the body

Vocal Skills

Pitch: High or low use of voice.

Pace: Speed when delivering dialogue

Tone: How the voice conveys emotion

Volume: How loud or soft the dialogue is delivered

Clarity: The way the words are pronounced.

Accent: Shows where the character is from

Inflection: Using tone or pitch to emphasise certain words or phrases.

Assessment Objectives:

In this component, you will be assessed on your ability to…

AO2 – Apply theatrical skills to realise artistic intentions in live performance.

How meaning is communicated through:

- themes, issues, performance conventions
- genre, structure, form, style, language and stage directions
- character relationships
- character development.