

**UAL Performing Arts TRIPLE (Extended Diploma)**

**Summer Independent Learning - Year 11-12**

Links to Live Theatre:

https://www.dramaonlinelibrary.com/browse-content?docid=video

**1.**

**Drama Theory – Evaluation of a Piece of live Theatre**

What does this mean?

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Live **theatre evaluation** involves analysing and **evaluating** a piece of **theatre** while

demonstrating knowledge and understanding of how **theatre** is performed.

★

Evaluating

★

Analysing

**Task broken down:**

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Watch **TWO** pieces of live theatre analysing and evaluating the performances in terms of

design and directorial elements.

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They must be pieces of theatre – not a films.

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They can be a musical, pantomime, naturalistic piece, physical theatre, but it must have

been performed on the stage in the last two years.

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You do not have to have seen this performance live, but you MUST access a live

recording and watch the full play.

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You piece of writing for each evaluation must be 600 words minimum and 1000 words

maximum. You must include your full name, word count, title of the play, where the play

was performed and the name of the director and/or theatre company on every page.

Here are some suggestions:

Links:

hMps://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1

**2.**

**Drama Practical Skills – Performing Theatre**

**Performance of TWO contrasting monologues (2 to 3 minutes per monologue).**

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Perform one monologue performance from a published play text/script. A published

play text/script means that it has been professionally made into a book

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In addition, perform a contrasting monologue either from a contrasting play script or

that you have created yourself.

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You will be performing these live to an audience and your teachers in the first two

weeks of college.

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You must type/write your script with stage directions in.

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You are only allowed ONE prop that you may make or buy.

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You may use one piece of costume for your character.

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Your audience will be End On.

•

You can have music, but you will need to organise this and download it prior to the

lessons. You may email this file to your teachers. Do not email a YouTube link.

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There will be a white wash of light for you and 6 small stage blocks only.

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You will not be using a microphone; you will need to project your voice.

Links:

Styles text on GCSE Bitesize - hMps://www.bbc.co.uk/bitesize/topics/zm72pv4

National Theatre advice:

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https://www.youtube.com/watch?v=CZUWHmbRZU0

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https://www.youtube.com/watch?v=9LNFLbhve-4

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https://www.youtube.com/watch?v=1RRc4tq2kpE

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https://www.youtube.com/watch?v=aE4zNBIz7oM

Books with monologues

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Contemporary Monologues for Young Actors: 54 High-Quality Monologues for Kids &

Teens.

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National Youth Theatre Monologues: 75 Speeches for Auditions: Speeches for Young

People.

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**3.**

**Research Project – 20**

 **Century Practitioner and Contemporary Theatre Company**

**NCP Learning Cycle – Preview.**

New material

**-**

Big ideas

**-**

Thinking of questions you want answered

**-**

**1.**

**Practitioners –** Cover both **Antonin Artaud** and **Brecht**

**2.**

**Contemporary theatre company – choose TWO– Kneehigh, The Paper Birds, Red Ladder, DV8,**

**Frantic Assembly, Forced Entertainment, Splendid Theatre company.**

Knowledge and understanding of practitioners underpins the whole course. You will need to

use theory, theatre companies and practitioners and apply them to the practical and

theoretical work in all three components.

**Style of presentation:**

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**PowerPoint, Prezi etc**

Use a variety of sources, books, videos and websites to complete these sections: (Keep a list of

what you have used and hand this in. However, you MUST NOT use Wikipedia)

1.

Write a biography of the person, company or individuals in the company

2.

Look into the social, historical, cultural and political context that their work existed or exists

in:

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Social - what was society like at that time, what cultural concerns or themes are shaping

their work?

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Historical - what major events shaped the age and/or what recent world events might

be influencing their work?

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Cultural - what artistic, cultural, literary and theatrical trends were prevalent, any

current trends they follow

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Political - the government and politics of the time and/or the political landscape which

shaped their work

4.

Contemporaneous and contemporary productions of their work - how has their work been

received? Find reviews and accounts.

5.

What other practitioners influenced them and who was influenced in turn by their work?

6.

Rehearsal techniques, devising methods and exercises they use.

7.

Write 3 questions you have about each practitioner and theatre company.

Revision materials – suggested revision.

You must show evidence of competing some revision work.

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Create flashcards/vocabulary lists for lighting and sound terminology.

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Create flash cards/diagrams or vocabulary lists for ground plans and staging.

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Create costume and make-up flash cards, vocabulary lists.

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Use BBC bitesize and Spark notes quizzes to test and recall your knowledge of dramatic

vocabulary.

Audition preparation:

After taking part in several practitioner workshops in the first term you then will be working on a play written by the Year 13 Triple students. Please read through the audition information, choose a part you would like to play and learn the small section. If you would like to see a full copy of the script that the students have written please email jenny.bevan@nclt.ac.uk

**AUDITIONS**

**Rapunzel:** (Female role) Audition song I See the Light (Mandy Moore version)

Acting audition: Okay, okay, I got a person under my bed. I got a person under my bed. I got a person under my bed! Too weak to handle myself out there, huh Mother? Can’t protect myself from ruffians and thugs. Well, tell that to my frying pan! (Hits self) Looks like I’m cooking up a storm hey Pascal... Yea I'm gonna have to cook up an amazing excuse for when mother returns. This is very bad. Infact it'll be ok, won’t it? Oh, I'm in so much trouble. It won’t be that bad. What if she’s mad at me? It my birthday she can't stay mad.

**Ella:** (Female role) Audition Song: A Dream Is a Wish Your Makes (Lily James Version)

Acting audition: Why does she hate me. She comes along, marries my father, steal our house and insults its decoration. Oh, how I wish mother was still here. She’d know what to do. My father must have been tricked by this woman. Theres no way my father would settle for a women as foul as her. I’m sick of working like a dog, day and night and receiving no appreciation. I only eat the scraps of their plate. I’m dwindling. I haven’t a friend in the world. But I can’t leave this house. Theres too much attached to it. Too many memories. Too many laughs. Too many tears. I can’t keep living like this. I'm not a servant. And those wretched stepsisters of mine. I can't deal with them anymore. If you're up there, mother I'm sorry. I have failed you. I promised to have courage and stay kind but with these evil humans in our home I can't contain myself. I vow to be kinder, but I can't listen to one more (Mocking Lady Tremane) “Stop daydreaming Ella” or “Wake up to reality”. What if I don’t want to. (A Dream is a Wish starts) I love my dreams and after all.

**Fairy Godmother:** (Male or female role) Audition Song: Defying Gravity (Cynthia Erivo version)

Acting auditon: Right, let's get is started. Bibbidi-bobbidi-boo. (Open curtains) That’s better. Right, remember what happened before we left. No, of course not, imbeciles. I’ll catch you up. So, we started with meeting Rapunzel, the girl who constantly wants to leave her safe home to see some lights a bit closer up. We also meet her mother, who isn’t really her mother but a woman who stole her from her home to stay young forever. So long story short we meet a fucked-up family. The “mother” had left to get Rapunzel a birthday present and while she was gone a man stubbled along the tower Rapunzel was

being kept in and entered it bumping into her. She blackmails him to go take her to see the lanterns so he can have his things back. Blah blah blah then the go to a bar and run away- you all watched it I'm moving on. Then we were introduced to the more important story, mine! No, I'm just kidding this one was about the Ella girl with dead parents and an awful stepfamily. She meets a man in the woods and takes a scroll from him. Not sketchy at all. She then gives the scroll to the family, declaring they ball attend a ball. Ella gets excited and puts on her mother’s gown and attend the ball but the rats she call’s family tore it up. Thats where i came along and not but brag but save the whole situation. I warned Ella of her curfew but if she listens or not is a different story. So, they're both currently running through the woods. Let's hope they don’t bump into each other but let’s face it, the woods aren’t big so I wouldn't be surprised. Into the woods, it’s time to go, when will they meet, we’ll never know. Into the woods, we need to go, it’s time to start the journey.

**Mother Gothel:** (Female role) Audition song: Mother Knows Best Reprise (Donna Murphey version)

Acting audition: Gothel: Oh, darling it’s been a long day but look what I got. Parsnips to make your favourite hazelnut soup. SURPRISE!!!

Rapunzel: Well, I have a something I need to tell you.

Gothel: Oh Rapunzel, you know I hate leaving you after a fight. Especially when I've done absolutely nothing wrong.

Rapunzel: Okay, I've been thinking a lot about what you said, earlier.

Gothel: I hope you're not still talking about the stars.

Rapunzel: Floating lights, and, yes, I'm leading up to that.

Gothel: Because I really thought we dropped the issue, sweetheart.

Rapunzel: No Mother, I'm just saying, you think I'm not strong enough to handle myself out there.

Gothel: Oh darling, I know you're not strong enough to handle yourself out there.

Rapunzel: But if you just...

Gothel: Rapunzel, we're done talking about this.

Rapunzel: But trust me, I...

Gothel: Rapunzel.

Rapunzel: ...know what I’m...

Gothel: Rapunzel---

Rapunzel: Oh, come on!

Gothel: ENOUGH WITH THE LIGHTS, RAPUNZEL! YOU ARE NOT LEAVING THIS TOWER, EVER!!! Great, now I’m the bad guy.

**Lady Tremane:** (Female role) Audition song: When Your Good to Mama (Queen Latifah version)

What have I said Ella. There is no try, only do. You need to get this into your brain. The quicker the better. As soon as you get your head around the fact that you listen to me now the easier your life will be. Wake up to reality. Life is a game, you just have to know how to play it. I raised my girls that way and it's time for you to join the crew of listeners and followers.

**Drizella** (YEAR 13) (Female role): Audition song: Queen of Mean, (Sarah Jefferies version)

**Anastasia** (YEAR 12): (Female role) Audition song: Bitch, (Meredith Brookes version)

Acting audition A: "Seriously, did you even look in the mirror before you left the house? That dress does nothing for you." D: "Oh, I'm sorry, is my appearance not up to your standards, A? Maybe if you spent less time worrying about what everyone else is wearing, you wouldn't look so...frumpy." A: "Frumpy? At least I don't need to plaster on a ton of makeup just to feel confident. You look like a clown." D: "At least I don't have to rely on my natural beauty to get by. You're just plain. And boring." A: "Oh, I'm sure your beauty is just so captivating to everyone. Don't forget to thank your plastic surgeon for that 'natural' look." D: "Says the one who's been hitting the gym for the last six months trying to get a body like hers."

**Flynn:** (Male role) Audition song See The Lights (Zackery Levi version)

Acting audition: No, no no. This is bad, this is very, very bad, this is really bad. They just can't get my nose right. Oh my god, look at this place. Who needs a castle when you could have this tower, alone, in peace, all alone, and no disruptions or people, and alone. I’ll sell this crown and make a load of money and settle here forever. But the question is. How do I get up there. Looks like we’re doing this brick by brick. Finally, alone at last