

Unit 1 Comedy, tragedy, musicals and puppet shows

Warm-up

Your teacher will select a warm-up from the Warm-up Bank in this Learner's Book.

Key Concept

- **comedy** – a funny play that is about something that would probably never happen in real life

Week 1 Comedy

Some people are very good at making other people laugh. Funny people are natural comedians because they can tell jokes well. Are you naturally funny?

In order to perform comedy well, you have to:

- make your acting style very big
- make your facial expressions very expressive
- exaggerate your body movements.

Did you know?

The ancient Greeks regarded tragedy more highly than comedy.



Figure 1.1 Marc Lottering

Marc Lottering and Trevor Noah

Two well-known South African stand-up comedians are Marc Lottering and Trevor Noah. Marc Lottering and Trevor Noah usually perform their one-man shows to a live audience. They joke about everyday events and people we are all familiar with.

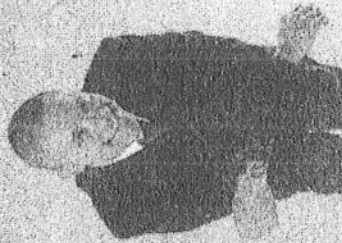


Figure 1.2 Trevor Noah

ACTIVITY

Exploring comedy

- Discuss other South African comedians, such as Pieter Dirk-Uys and Leon Schuster.
- Discuss overseas comedians or comedic actors, such as Mr Bean (Rowan Atkinson), Frasier (Kelsey Grammer), Bill Cosby and Jerry Seinfeld.
- What funny TV shows or movies do you enjoy? Discuss TV shows or movies with your group.
- What do you find funny in these TV shows or movies?

ACTIVITY

Learning to use your body when acting

1. Work in a group.
2. You will work with a blank mask for this activity. The blank mask hides your facial expression, so the only way you can get your feelings across is by using your body.
3. In your group, decide on a short mimed story. Your story must be very clear and must include a few emotions.
4. Act out your mime for the class.
5. Was the class able to understand what your story was about?
6. Answer the following question in your workbook:
What did you find difficult about acting with a mask?

Actors in comedy use certain techniques in their acting style. Let us take a look at these techniques.

Double take

Double take is when a character looks at the audience or a fellow actor, looks away, and looks back again. You need excellent timing and lots of practice for this technique. Double take highlights a funny moment and brings the audience's focus to the situation.

Falls

Comedy is a lot like clowning. Characters fall, and actors need to rehearse these falls. An easy way to fall is to trip yourself. You can do this by walking normally and then hooking your back foot behind your front foot heel. This is how you fake a trip. An actor will use a lot of expression on their face to make it look as though they have been caught by surprise.

Ear pulls and hair pulls

The secret to ear pulls and hair pulls is that the person who is being pulled is actually pushing against the hand of the person who seems to be pulling. The person pulling must push back so that no pulling actually happens. The actors should exaggerate their facial expressions for more comic effect.

ACTIVITY

Comedy skills

1. Work in a group.
2. Do research on other comedy techniques, like stage slaps. Stage slaps are very dangerous and are not recommended unless you have rehearsed well and you are working responsibly.
3. Have a look at some of the old movies with the following actors for some comedy ideas: Charlie Chaplin, Keystone Cops and Laurel and Hardy.

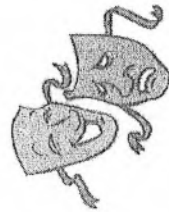


Figure 1.3 The Greek masks of comedy and tragedy

Warming-up
(Topic 1)

Your teacher will select a warm-up from the Warming-up Bank in this Learner's Book.

Tragedy – a play that deals with sad events and that has an unhappy ending. Usually the main character is the one to suffer a bad outcome.

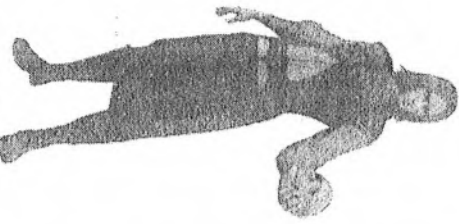


Figure 1.4 Hamlet

Did you know?
To *compre* means to laugh when you are not supposed to on stage or during a performance.

Week 2 Tragedy

Here are some facts about tragedy:

- Long ago, the main characters in tragedies were always important people like kings and gods.
- Modern tragedy is not tussy about the importance of the main characters. Any ordinary character will do.
- William Shakespeare wrote some famous tragedies, such as Hamlet, Macbeth and Othello.
- The main character usually dies at the end of a tragedy.

In order to act seriously, you have to be in touch with your emotions. Here are some tips to help you:

- If you need to show an emotion such as anger or sadness, you may have to think about a time in your own life when you felt these emotions. This will help you to get the feeling across to the audience.
- You must remember your voice techniques. You cannot just shout and scream on stage without supporting your voice with your breath.
- Crying can be very difficult on stage. You should try to remember a time when you felt sad. If you cannot actually cry, you must act as if you are. When you cry, your face scrunches up, your nose gets blocked and your throat and chest close up. Some people's lips shake. Practise in order to improve your acting. Breathing can help you to cry. Breathe in and take three short little breaths out. This will give the impression of crying. Experiment with other breathing patterns. Remember that you want your acting to look real, so you must try to feel the emotions.

ACTING Acting exercises

1. Work in pairs.
2. Tell your partner a serious story. It could be a true story. Make sure that the tone and mood of your voice are serious. Do not forget to have the right body language.
3. Act out a scene with your partner. The whole class will do this at the same time, and this scene will not be shown to the rest of the class. One of you is a doctor and the other is a patient who is about to receive very bad news from the doctor about their health, or the health of a close friend or relative.
4. Divide into small groups. Each group will get five minutes to prepare a short one-minute scene in the style of tragedy. You can choose any topic, from a bank robbery to being stuck in a lift. Remember to include elements of dramatic tension.
5. Prepare your improvisation and show it to the class.
6. Discuss whether each group managed to perform a serious piece with focus and concentration.
7. Answer the following questions in your workbook:
 - a. Was it difficult to keep the acting serious?
 - b. Did you laugh during your performance of a tragedy?
 - c. Do you think that the other groups managed to perform in the tragic style?
 - d. What are the main factors that made some groups less successful?

Week 3 Musical theatre

Musical theatre is very challenging. Not only do you have to be able to act, but you have to sing and dance as well. A lot of training is involved if you wish to become a musical theatre performer.

Some of the most popular musicals are:

- District 6
- Cats
- Mary Poppins
- Sophiatown
- Oliver!
- Oklahoma
- Rent
- Phantom of the Opera
- West Side Story
- My Fair Lady
- The Sound of Music
- Hairpray
- Grease.

Some musicals have dialogue and songs, while other musicals only have song. Evita is a musical that has only song.

The acting style in musicals is a little more exaggerated than in a play.

ACTING Researching a musical

1. Research the story of one musical.
2. Write a summary of the story in your workbook.
3. Name two songs from the musical.

ACTING Making a musical

1. Form groups of 5 or 6 learners.
2. Each group is going to choose a basic storyline. The storyline must be short. Any topic can be chosen. Consider your drama elements.
3. You will rehearse your improvisation, but you have only one word that you can use throughout the improvisation. This word is 'banana'. The word cannot be spoken, it must be sung.
4. You do not have to sing any particular tune. Have fun and play around with opera styles, hip hop, rock, classical, folk or kwelto and so on. The choice is yours.
5. Add some basic choreography.
6. Show your improvisation to the rest of the group.
7. Discuss your work after everyone has shown their improvisation.

Warming-up
(Topic 1)

Your teacher will select a warm-up from the Warming-up Bank in this Learner's Book.



Figure 1.5 A scene from Sophiatown

Week 4 Puppet shows

Puppet shows are popular with younger audiences. Those who do not enjoy being on stage are sometimes more comfortable giving a puppet performance. There are different types of puppets.

String puppets

String puppets have strings attached and the puppeteers operate them from above the stage. You would have to build a screen to mask the puppeteers.

Glove puppets

The puppeteer wears the puppet like a glove and uses their fingers to manipulate the puppet. It is easy to make these puppets from old socks. A stage can be easily made by covering a table with fabric, or performing behind a bookshelf.

Finger puppets

Finger puppets are like the fingers of a glove and are very small. They are easy to make.

Shadow puppets

To make shadow puppets, you need cut-outs of the characters, a white sheet and a lamp to create a shadow effect.

Paper cut-out puppets

Paper cut-outs can be drawn very simply, coloured in and attached to a straw.

ACTIVITY 4

Shadow hands

You are going to experiment with using your hands as puppets. Your teacher will set up a screen or a curtain in the classroom. A lamp will be used to help with the shadow effect. Switch off the classroom lights and close the curtains or blinds if you can.

- Two performers at a time will sit below the screen.
- You will use your hands only to create different images and characters. Experiment by making fists, joining both hands together to create bird-like creatures, and so on.
- The rest of the class will watch your hand creations.
- Everyone will get a chance to make different shapes and creatures.
- Discuss which effects create interesting characters.

ACTIVITY 5

Glove puppets

- A puppet booth will be set up.
- Your teacher will have a selection of glove puppets. Each learner will have a turn to choose a puppet.

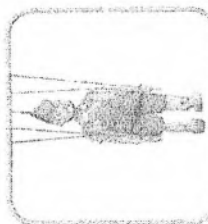


Figure 1.6. A string puppet

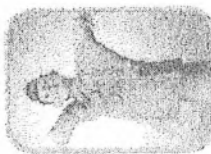


Figure 1.7. A glove puppet

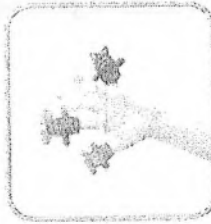


Figure 1.8. Finger puppets

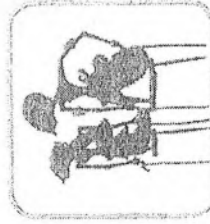


Figure 1.9. Shadow puppets

- When it is your turn, introduce the character to the class. Give the character an interesting voice and attitude. You do not have to present a whole story. Just think of a basic introduction line. For example, 'Molweni, my name is Phambili and I am on my way to watch Bařana Bařana win their next match. If you can add a little more, then do that.

- Be creative when you use your drama elements.

- If there is time, two puppets could improvise a spontaneous conversation. The class can provide the setting and the situation. For example, at school where one character is angry with the other because the other character did not come to extra drama practice.

Homework

The Handspring Puppet Company is a South African puppet company that has achieved national and international success.

- Research a few interesting facts about The Handspring Puppet Company.
- Write a 300-word essay in your workbook on your findings. Try to focus on:

- the history of The Handspring Puppet Company
- The Handspring Puppet Company's awards and achievements
- how they make their puppets
- the designers of the puppets
- the puppeteers.

- Do not copy the information directly from your source, whether it is a book or the Internet.

- Your teacher will use the rubric below to mark your essay.

Rubric for essay topic on The Handspring Puppet Company

Criteria	Barely achieved (0-3)	Partly achieved (4-7)	Fully achieved (8-10)	Marks
Ability to record information				
Ability to research topic effectively				
Ability to choose the most important facts				
Selected suitable material for essay				
Good comprehension of the task and the material				
Used own language to describe the facts				
Essay well structured				
Creative research task shows great effort				
Excellent writing skills				
Showed insight and understanding				
Total				/100



Figure 1.10. A paper cut-out puppet

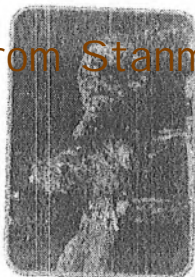


Figure 1.11. The Handspring Puppet Company's War Horse production has achieved outstanding success.

Term 3

Unit 2 Drama elements and technical resources in a polished improvisation

Week 5 Drama elements and improvisation

What do you need to make good drama?

1. A clear focus.
2. A carefully planned use of tension. Tension creates the right atmosphere and mood.
3. An attractive and meaningful arrangement of the actors, set and props.
4. Symbolism that is used effectively.
5. Contrast, such as contrasting colours or contrasting music.

Do you remember the drama elements that you learnt in Term 1? We will work more with focus and space this week.

Warming up
Topic: IT
Your teacher will select a warm-up from the Warm-up Bank in this Learner's Book.

Contrasts – opposites
such as fat or thin



Figure 2.1 A scene from the play 'The Table' which makes good use of focus and space

ACTIVITY Focus

Your class will watch the following activities while two volunteers perform:

1. Two people walk around the acting area without any purpose.
 2. Two people walk around the acting area looking for something that appears to be lost.
 3. Two people search for a bomb in the acting area, and they have 30 seconds to find it.
- You will note that the second performance will have a focus. The third performance will have a great deal of tension because of the theme and the time limit. The rhythm of the scene will be affected.

ACTIVITY Using space to create focus

A group of four volunteers will create frozen statues (tableaux) to suit the following statements:

1. I have told you to do your homework before you watch TV.
2. Go away! I don't want to speak to you any more.
3. How wonderful to see you, I missed you.

Are you able to tell where the focus is in each tableau? Discuss how the tableaux could be rearranged to create stronger focus.

ACTIVITY Choosing a performance style and preparing a polished improvisation

1. The class will be divided into the groups you worked with in Term 1. In Term 1, you prepared your polished improvisation or written sketch based on a social or environmental issue.
2. Your task will be to restage the improvisation or written sketch that you performed in Term 1 in one of the following styles:
 - comedy
 - tragedy
 - musical theatre
 - puppet show
3. Discuss which style will suit your work the best.
4. How will you need to alter your original performance? Spend the rest of the lesson planning your performance.

KEY CONCEPTS
Without effective contrast, a performance can be boring. Contrast is an element of drama.

SKILLS REVIEW

Remember to use all the skills you worked on in Term 1.

Did you know?

Mogae Albert is a South African play written by Beryl Afrwa, Mibongeni, Moarna and Barry Simon. The actors focused on using their own voices and bodies to create all the effects needed.

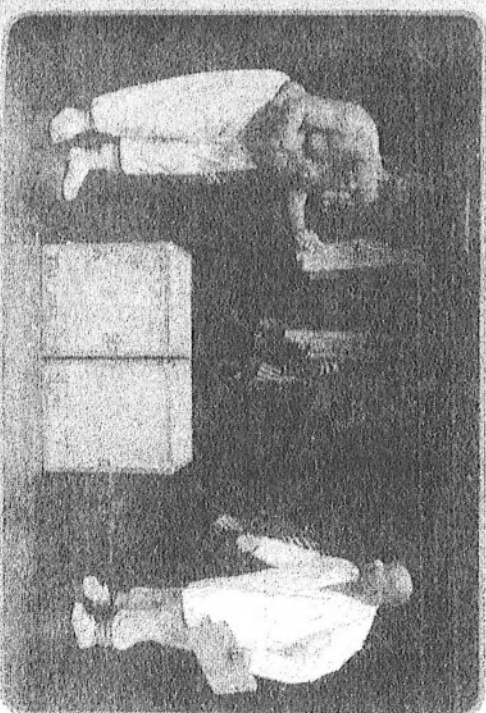


Figure 2.2 A scene from the play 'Mogae Albert'

Week 6 Technical resources

Props can be made more interesting by using costumes, props, set pieces, lighting and sound. You can use your classroom to present your improvisation.

Properties

- Properties or 'props' are objects that are used by the characters during their performance, for example, cups and saucers, sunglasses, handbags and pens. You can choose to mime these objects when you perform, or you can use real objects.
- Stage props include chairs, tables and larger items that help create the setting of the play.
- The props that you want to use must be necessary for your performance.
- If you have chosen to do a musical production, make sure the props do not get in the way when you introduce movements.
- Props could be used as symbols.

Set pieces

- Set pieces are bits of scenery that can help to create a setting, for example, cut-outs of trees, street signs, doors and windows.
- You could use mime instead of using set pieces. Your mime would have to be very detailed.
- You could be creative and use recyclable materials to make set pieces. For example, you could use old cardboard boxes by cutting out your set pieces and painting them.
- Remember that you may have to change scenes in your improvisation. Will you be able to do this quickly if you add a lot of set pieces? You do not want the play to come to a standstill while people move the scenery around.

Costume pieces

- Costume pieces are one of the easiest technical resources to use. You can use simple objects like scarves, hats and fabric to create simple costumes.
- Your teacher may have a selection of items that you could use. Discuss whether you need costumes.
- You may want to dress your whole cast in the same colour, and have the main character dressed in a different colour. This will provide contrast. You can do simple effects by wearing matching T-shirts and blue jeans.
- Wearing basic black can be very effective. You can add simple items to this basic costume to create some wonderful effects.
- You can design special costumes that can be made very easily.
- The choice of costumes is very important. A costume gives the audience a great deal of information about the characters. Costumes also play an important part in the overall stage picture.

Warm-up Prop 12

Your teacher will select a warm-up bank in this learner's Book

- technical resources - these refer to properties for props, set pieces, costume pieces, basic lighting and sound

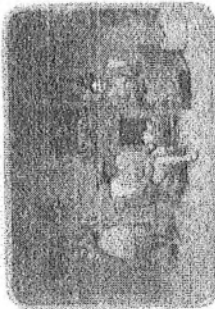


Figure 2.3 Props are helpful to the actor.

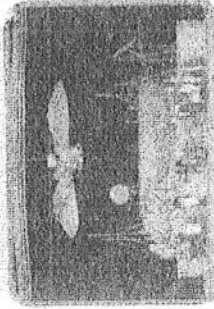


Figure 2.4 Set pieces can help to create the mood and setting of a play.

Costumes help to establish:

- time
- place
- mood
- character.

Hair and make-up play an important part in costume design.

Basic lighting

Stage lighting is a very specialised profession. Lighting designers work very carefully to make sure that the lighting helps to create the mood required for the scene.

- You can create different effects with stage lights by putting different coloured gels in front of the bulbs. You will need to position your stage lights carefully. When planning the lighting of a show, switch off all the other lights in the room so that you can get a good idea of the effects you are creating.
- Instead of using stage lights, you could try some simple effects with torches, household spotlights, lights on stands or candles. If you use candles, make a holder so that the wax can drip onto it.
- If you play around with a simple torch, you will notice the different effects you can make. If you hold a torch directly under your chin, your face will be shadowed and scary. If you place the torch at a different angle, you will create another type of effect.

Sound

- You can create very effective sound effects using musical instruments, recorded music or homemade sound effects.
- In the 'olden days', a box with gravel was used to create the sound effect of footsteps by having someone walk and shuffle in the box offstage.
- Thunder effects were made by using a piece of flat metal and shaking it.
- You could use your voice for some special effects.

General technical resources

- Do not clutter your presentation.
- Whatever technical resources you choose, remember to use only what you need. You must have a good reason to use something.
- 'Less is more'. This is very true as simple staging can be very effective if the play is staged creatively.

Discussing technical resources

In your group, discuss how you could make your presentation more exciting by adding technical resources



Figure 2.5 Costumes are a very important part of any dramatic presentation.

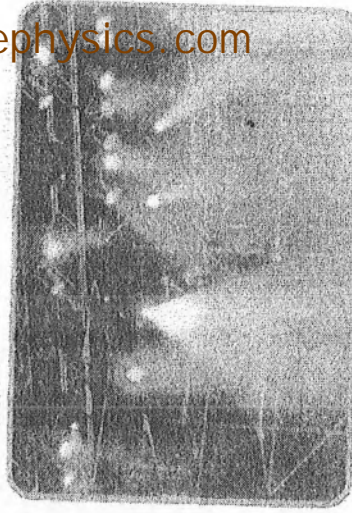


Figure 2.6 Stage lights

Safety

If you use candles, make sure that you have a fire extinguisher nearby

Unit 3 Creating and rehearsing an improvisation in a chosen style

Week 7 Creating an improvisation in a chosen style

Warm-up (10 min)

Your teacher will select a Warm-up Bank in this Learner's Book

Did you know?

The 'Green Room' is the name given to the room nearest to the stage and to the dressing rooms in a theatre where the cast and crew gather before a performance begins. Nobody knows why it's called the Green Room, but there are many theories.

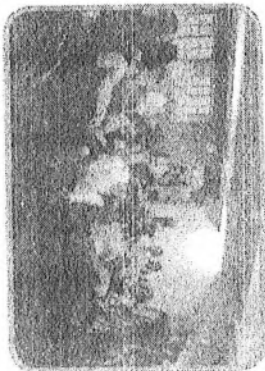


Figure 3.1 Rehearsing in the Green Room

REVIEW Creating your presentation

In this activity, your group will spend time working on the final touches to your improvisation. Remember to:

- cover all the items you have learned about
- choose your technical resources
- plan who is going to do what
- allow enough time to make the props or set pieces you need
- set a time for rehearsals outside of class time
- write down all the plans on a checklist so that there is no confusion - for example, who will need to bring costume pieces, and so on.

You can use the rest of the time in class to start rehearsing your improvisation.

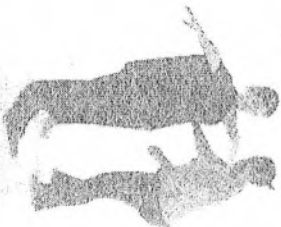


Figure 3.2 Creating costumes

Figure 3.3 Keeping a checklist will help you remember the important things

- Pick up any extra scripts
 - Get the following props
 - Handkerchief
 - Paper stick
 - Hair banding
 - Hair wig
 - Hair with 'you' about 5x 10 paper
 - Coat of 'red' and 'white' when subject is changing
- Make sure you note all

Week 8 Rehearsing

Your teacher will select a Warm-up Bank in this Learner's Book



Figure 3.4 Rehearsing and preparing for a performance

REVIEW Rehearsing your improvisation

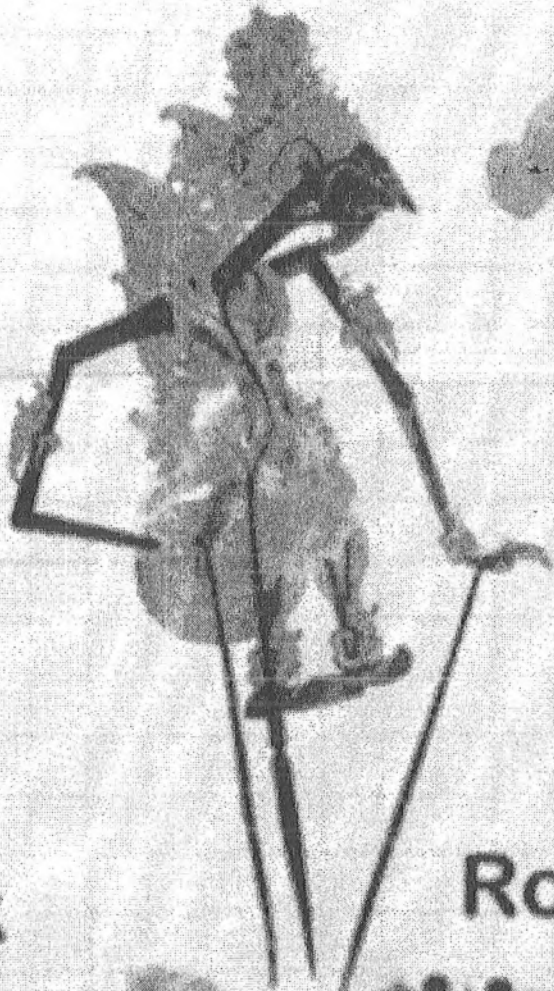
In this activity, you will work on your improvisation.

1. You will have to block your performance. Remember these points when you are blocking:
 - Characters must move for a reason. Give the actors a good reason to move from place to place. You can add stage business to help make the movements look more natural.
 - Make sure that your stage groupings are interesting and that no one masks anyone else. Use different levels to create effective pictures.
 - Do the movements suit the style of the play you are presenting?
2. Your group will need to be considerate to the other groups. Do not be too loud.
3. When rehearsing, it's important that each member of the group:
 - pays attention
 - keeps focused
 - does not interfere with the other groups or does not distract anyone when performing
 - keeps to the plan and does not add anything or leave important parts out
 - does their very best to create the character being portrayed
 - speaks clearly and distinctly.
4. If certain scenes do not work out, rehearse them again to see if you can come up with a solution
5. Keep practising.

Marionette

Shadow

Finger



Hand

Sock

Rod

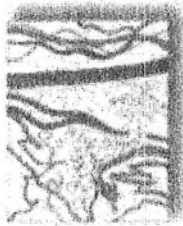


**Everything
Puppets**



Elements of Art

These are the basic elements that are used by Artists in creating Art; they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.



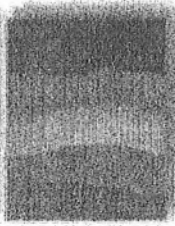
Line

A mark made by a pointed tool such as a brush, pen or stick; a moving point.



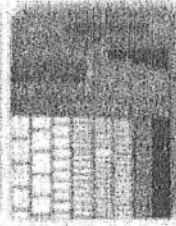
Shape

A flat, enclosed area that has two dimensions, length and width. Artists use both geometric and organic shapes.



Color

Is one of the most dominant elements. It is created by light. There are three properties of color. Hue (name,) Value (shades and tints,) and Intensity (brightness.)



Value

Degrees of lightness or darkness. The difference between values is called value contrast.



Form

Objects that are three-dimensional having length, width and height. They can be viewed from many sides. Forms take up space and volume.



Texture

Describes the feel of an actual surface. The surface quality of an object; can be real or implied.



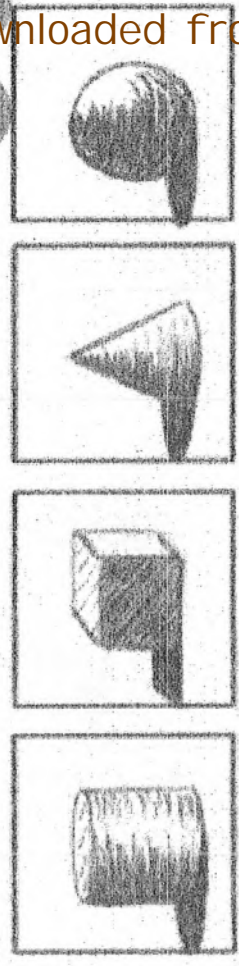
Space

Is used to create the illusion of depth. Space can be two-dimensional, three-dimensional, negative and/or positive.

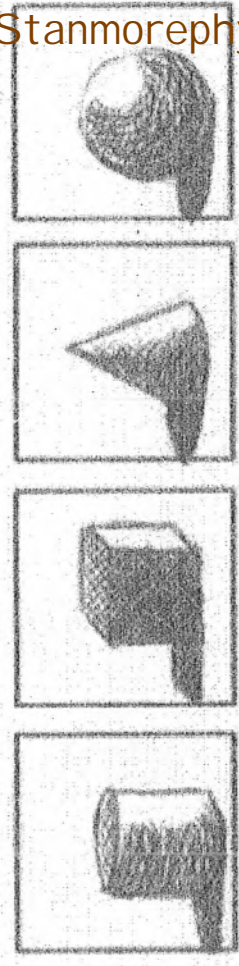
Value Of Using Line



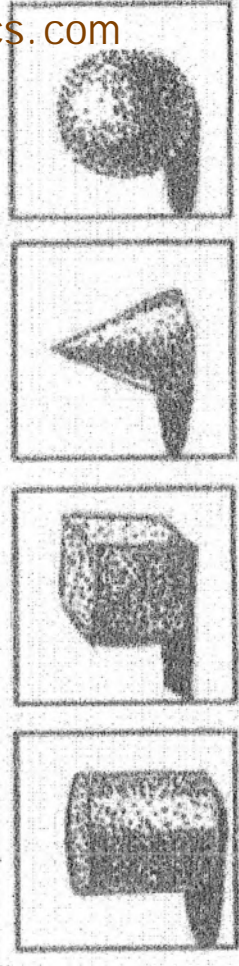
Hatching



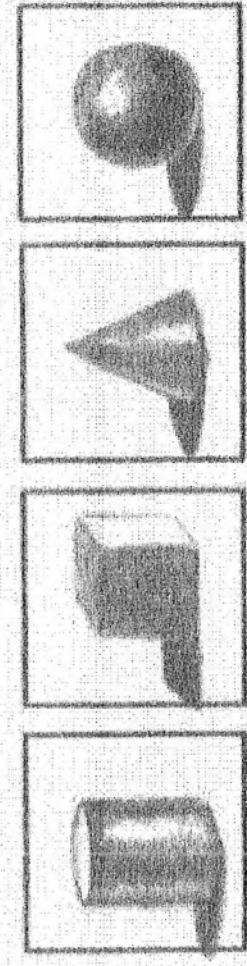
Crosshatching



Stippling



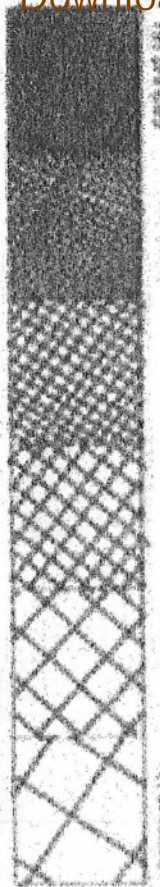
Blending





Name

GRADE



eg

HATCHING

CROSSHATCHING

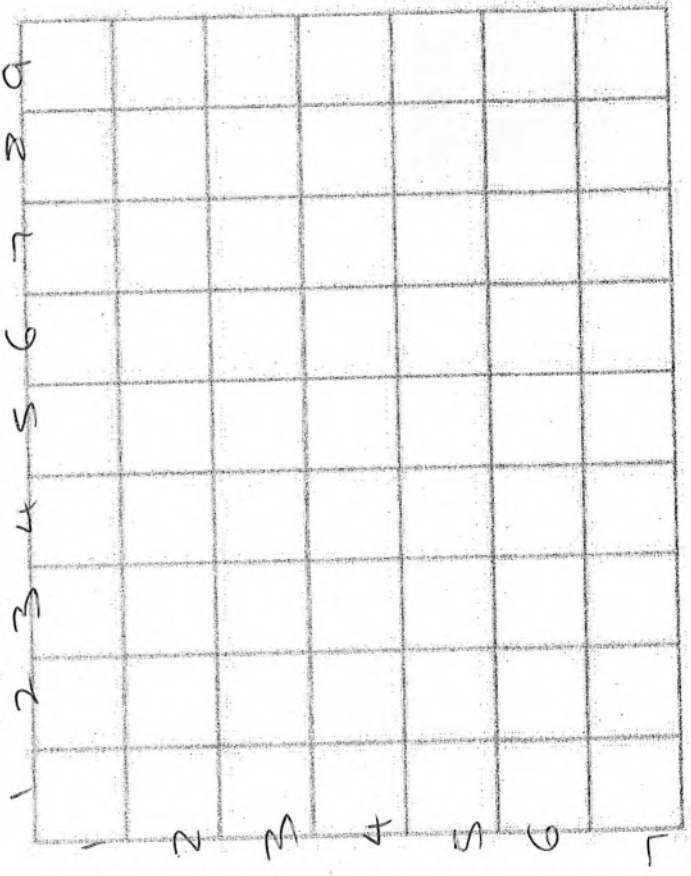
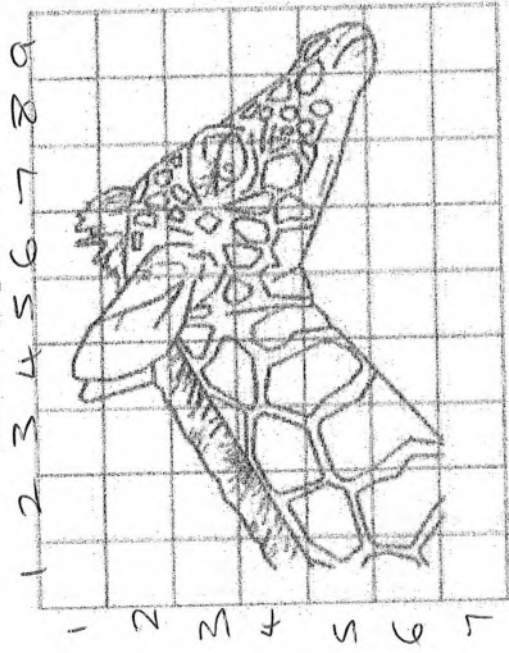
STIPPLING

BLENDING

DO YOUR DRAWING OF HATCHING/

CROSSHATCHING
STIPPLING
BLENDING

Draw what you see.



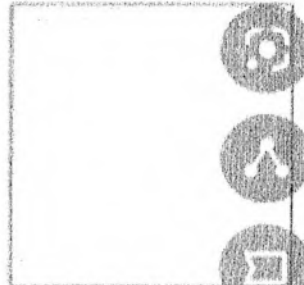
LINE



TEXTURE



SHAPES



Elements of Design

When generating an art idea, the artist starts with a work of art that is already used as a model. The artist then generates his own idea, which is not necessarily understood, but must function in a way that the viewer can understand it more than it is.

VALUE



FORM



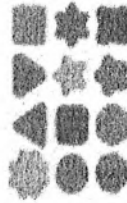
SPACE



color



Elements of art



texture



space



value



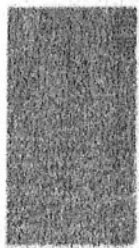
shapes



lines



colors



form