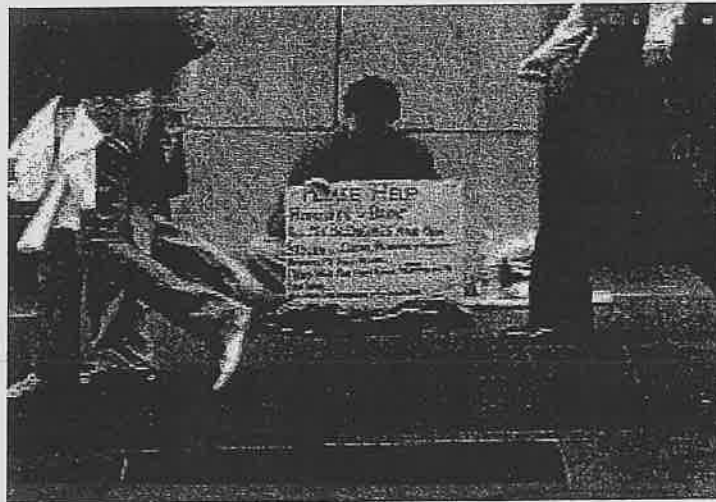


**Airdrie Academy  
Drama Department  
Level 4  
Drama Skills**



**The Runaway**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Drama Skills (Level 4)

Candidate Name:-----

### Outcome 1 Explore drama skills by

Assessment Standard	Evidence	Evidence Type	Result	Assessor's Signature
<b>1.1</b> Responding to stimuli to develop ideas for drama	Demonstrate at least 2 detailed ideas in response to stimuli			
<b>1.2</b> developing drama skills to communicate ideas	Develop at least 2 drama skills in order to communicate ideas effectively			
<b>1.3</b> Using drama skills to communicate ideas	Demonstrate the effective application of more than one drama skill			
<b>1.4</b> Reflecting on their own work and that of others	Demonstrate an ability to reflect on their own work and that of their peers			

**Level 4**  
**Drama Skills**  
**Documentary Drama**

## Information

- **What is a documentary drama?**

It is a particular form of theatre, which relies on the researching, selecting and presenting of facts on a chosen subject to an audience.

- **What is needed to make a documentary?**

Once you have decided on your subject, various types of material should be researched and gathered together so that a selection can be made.

- **What does your subject mean.**

This is a problem or topic or issue that you wish your programme to be about. It can be historical or it could be a topic or theme. Documentary can even be centered on one person.

- **What do the various types of material mean?**

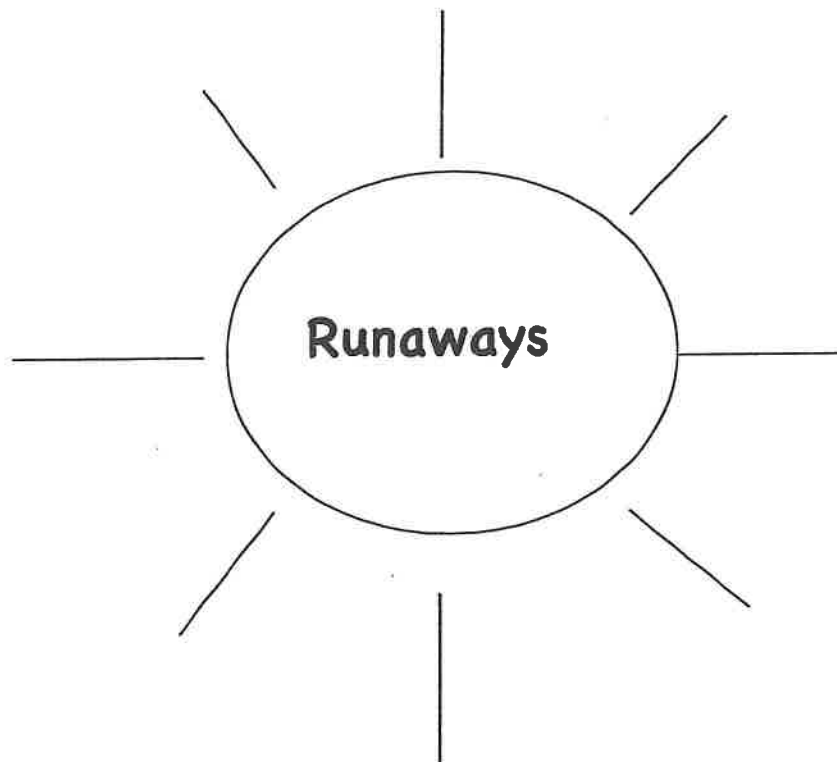
So that the documentary is not boring it has to employ different styles of material e.g. poetry, music, songs lyrics book extracts newspaper cuttings etc. It is important that whatever is used is linked to the topic.

## Documentary Drama

In this unit you will be exploring the topic of runaways

Discuss with a partner why young people would runaway from home.

Complete the spider diagram below then share your findings with the class.



Level 4: Drama Skills Outcome 1.1

Use the spider diagrams to write down words/ideas/characters/storyline for the following 3 stimuli:

## STIMULUS 1

Man: I wonder if you could help me? I'm trying to trace my daughter, and I wondered if you might have seen her? *(Takes photo from his shoulder bag, then passes it to them)* Her name's Tanya.

Link: *(Nonchalant)* Yeah, once or twice.

*Link passes the photo back, over his shoulder. The Man takes the photo with one hand and pulls Link around with other.*

Man: Have you spoken to her, did she say where she was living?

Link: *(Half-laughing)* Living? She was a dosser mate, like us. *Man is visibly upset.* She sometimes hung around the market if it's any help.

Man: When was the last time you saw her?

Link: Don't know

Man: Was she with anyone, an older man perhaps?

Link: I'm a dosser mate, not the F.B.I


Man: *(Close to tears)* someone thought he'd seen Tanya talking to a neighbour of his. He spotted them by the tube station on his way home. I've called three times today, no one answered the door. I've called the Police; they said they would look into it.

Link: Won't break their necks, not if they knew she was a dosser.

Man: *(fighting back tears)* She's only 17. It's taken nearly 6 months to trace her to this area.

Extract from 'Stone Cold' by Joe Standerline

## **STIMULUS 2**



Every year approximately  
5,000 runaway/homeless  
youth die on the streets!

Call (205) 664-CARE OR 252-HOPE  
You Talk We Listen -  
We want to help you find a solution  
that is safe and will work for you!

Family Connection can offer immediate  
shelter and safety!

## **STIMULUS 3**

### Living on the Streets by Jess

She sits on the street, people passing by,  
She is so humiliated, she wants to die.  
They look at her, they can't see the pain in her eyes.  
She wants to tell them it isn't her, it's just a disguise.

She's got no where to turn to, no where to run to,  
No body has any idea what she has been through.  
She's just 16, and been alone all her life,  
She doesn't trust anyone, she carries a knife

She is so small, she hasn't eaten in days,  
She makes up people, a trick her mind plays.  
All she wants is someone to love her, tell her it will be ok,  
But these people walking past her, just turn the other way.

Why don't people stop, ask her why she is there?  
Why do so many people stop and stare?  
Why can't she tell them that this isn't her fault,  
That her life is just a spider's web, in which she is caught?

A tangled mess, that is what it has become,  
She is so fed up of people saying she is dumb.  
It's not her fault that she was chucked out of her home.  
And it is not her fault, that she cries each night, all alone

Level 4 Drama Skills: Outcome 1.1

### DRAMA OUTLINE 1

Now select one idea you wish to continue developing and complete the drama outline with an idea for a plot, breaking it down into scenes.

Scene, Time and Place	Outline of Action



National 4: Drama Skills Outcome 1.2/1.3

Using your ideas from the stimuli we are going to explore drama skills through a series of improvisations. Each improvisation will contain drama conventions to help structure the performance and help the audience understand the story and characters.

**Idea 1**

From the idea that you have developed from your chosen stimulus, create a scene that explains reasons for leaving.

**Dramatic conventions:**

- Freeze Frame
- Thought tunnel
- Monologue

Characters involved:

Time & Place of Action:

Action:

Drama Skills Used:

From the idea that you have developed from your chosen stimulus, create a scene that shows 'The Future'.

Drama conventions:  
Angels and devils  
Monologue

Characters involved:

Time & Place of Action:

Action:

Drama Skills Used:

## Outcome 2

Now your group are ready to develop your documentary drama based on the mind map's/research and idea's you have created. Your documentary must include the following:

- Introduction to the theme (Teenage Runaways)
- A Presenter
- Facts and Information about the theme
- Interviews with:
  - The Runaways Family
  - The Runaway
  - People the runaway encounters
  - Someone who works with teenage runaways (Professional Opinion)
  - Any other ideas you may have
- Re-enactments:
  - Your 3 scenes
  - Reason for running away
  - First night on streets
  - The Future
- A conclusion to the programme, possible helpline information



Level 4 Drama Skills: Outcome 2.1

## DRAMA OUTLINE

Scene 1:

Time:

Place:

Characters:

Action:

Drama Conventions:

Scene 3:

Time:

Place:

Characters:

Action:

Drama Conventions:

Level 4: Drama Skills Outcome 2.2

Complete the following character card for the role you are playing:

**NAME:**

**AGE:**

**PHYSICAL APPEARANCE:**

**PERSONALITY:**

**ROLE IN THE DRAMA:**

**PURPOSE OF CHARACTER:**

**STATUS OF CHARACTER IN THE DRAMA:**

**BACKGROUND:**

Level 4: Drama Skills Outcome 2.3

To help develop your character, write a monologue that your character could use within your documentary:

MONOLOGUE



## REHEARSAL LOG 2

What we achieved this week

Targets for next week



## REHEARSAL LOG 4

What we achieved this week

Targets for next week

Level 4 Drama Skills: Outcome 2.4

Q2) Describe at least 2 problems or challenges you had in carrying out your tasks and the solutions you found.

Problem 1:

Solution 1:

Problem 2:

Solution 2:

## Level 4 Drama Skills: Outcome 2.4

Q4) b. Evaluate the contribution of 2 others in your group.

1.

2.

National 4 Drama Skills: Outcome 2.4

Q6) Write a short review as though the evaluation was for a school magazine or local newspaper.