

Introduction

Quick-Fire Tests for Drama is intended to save teachers time when devising appropriate questions for GCSE and Standard Grade Drama. The aim of the pack is to provide a challenge for students, not only in written aspects but also in the practical essence of Drama. This pack concentrates upon the knowledge that is required but does not include questions based on set texts as syllabuses differ in this area.

The pack contains a bank of questions for class tests or homework to help students reach GCSE or Standard Grade level before their examination. The questions are designed to:

- be easy for the teacher to **read out** to the students
- enable students to formulate their answers quickly and increase their mental awareness of topic areas within GCSE or Standard Grade Drama
- allow students to access their thoughts quickly and note their answers giving some detail without having to write extensively, thus encouraging them to be concise.

The tests in the pack are presented in order of difficulty, starting with the easiest. Long and short answer questions are included. Students should note their answers to the long answer questions in bullet points to complete the *Quick-Fire Test* within the time limit. *Quick-Fire Tests 25 to 30* (pages 27 to 32) offer a mixture of long and short answer questions to test students' ability to differentiate between long and short answers and the timescale required for each. More guidance on timing is provided on page 2.

The questions are not placed in order of grading at GCSE (ie A, B, C, etc) or Standard Grade (ie Foundation, General and Credit), as this type of grading depends upon the detail of response given by the student. Marks have not been allocated to the questions in order to allow students to concentrate more on the detail for development rather than on obtaining a particular mark. However, teachers may deem it more beneficial to allocate marks to the questions for assessment purposes.

Answers have been given for the short *Quick-Fire Tests* so that students can check their responses quickly and see how accurate they were. This gives them more of an input into their learning process. You may wish to announce whether or not the questions are long or short answer questions, however the majority of the questions are self-explanatory. A few of the questions are repeated in later tests to encourage constant revision. However, the wording for these questions differs slightly.

Student sheets are provided on pages 35 to 51 for use as handouts to aid students' understanding. These can be handed out in advance of tests for revision purposes, used throughout the course or referred to after the tests to give more information to students.

Quick-Fire Test 4

- 1 You are to perform in a radio studio. How would you perform a character from a script? What do you need to consider?
- 2 What are the key areas of vocal expression?
- 3 What are the key areas of movement?
- 4 Name five different stimuli that you could use to generate ideas.
- 5 When looking at a stimulus, what must you consider before discussing your initial ideas?
- 6 What are the differences between gesture, body language, facial expression and general movement?
- 7 When using body language, describe how you could show the following (you may work in pairs or small groups):
 - a happiness
 - b confusion
 - c solitude
 - d depression
 - e love
 - f awe
 - g gratefulness.
- 8 Explain what a theme is.
- 9 Briefly outline a play that has the theme of 'anxiety' and has to be performed to a group of parents. Include notes on the characters.
- 10 Write down three words that can be aggressive or calm depending on the way they are said.
- 11 Explain how surprise can be deemed either tense or dramatically tense.
- 12 If you are performing a long monologue, how do you keep the attention of the audience throughout?

Quick-Fire Test 26

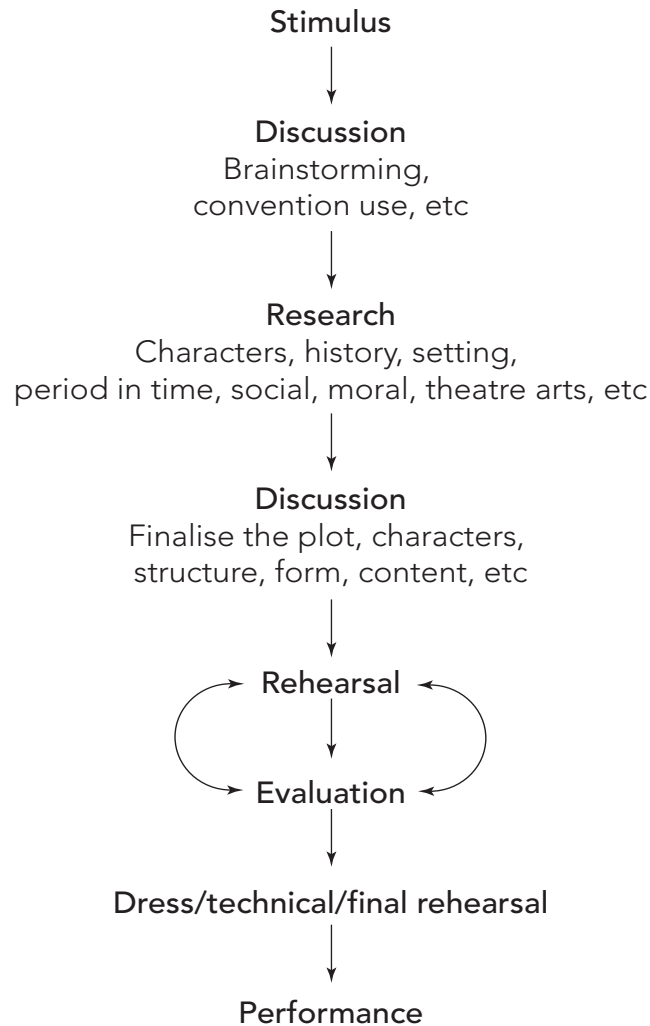
This test offers a mixture of long and short answer questions.

- 1 What is tone?
- 2 What is used in voice to show height and depth on the vocal scale? (Hint: Think of singing.)
- 3 What is another name for a group of actors performing in a play?
- 4 How does movement differ when playing an old character compared to playing a youthful character?
- 5 Discuss how theatre arts help in a performance. Why may a director insist on using the theatre arts prior to performance, ie in rehearsals?
- 6 What is the difference between emphasis and inflection?
- 7 Design a role-play card for a 30-year-old person.
- 8 Design a role-play card for a person who works in a travel agency.
- 9 Design a role-play card for a person whose only interest is nature.
- 10 Define how a stage manager may translate the director's ideas into reality in a production. Choose one of the following scenarios on which to base your answer:
 - you, as the director, having to explain your ideas
 - you, as an actor in a performance, where this has occurred
 - you, as a technician, who has had the ideas explained to them.

Answers to short quick-fire questions

- 2 Pitch
- 3 Cast

The creating process



The evaluation and the rehearsal aspect in this process are linked together, because during the rehearsal actors are always adapting their methods and skills, and discussing the progress and style of characters with one another. As part of this evaluation, they are changing the rehearsal of the play, therefore the two are intrinsically linked.

Scene-by-scene breakdown

A scene-by-scene breakdown could be formatted as follows with relevant details filled in for the performance:

Characters

List the characters, giving a brief description of the character profile for each one.

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Scene 1

Lighting effects (LX)

Sound effects (SX)

Special effects (SFX).....

Time/setting/place of action*

Layout of the room or scene – include stage directions in your description.

Give a brief description of what happens to the character(s) in the scene(s). Do not include dialogue.

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* Include the following details:

- **Time** – The era or period where the action is going to occur.
- **Setting** – The general place where the action takes place, ie within a region or country.
- **Place of action** – Specific location where the action is occurring, ie room, hotel, small area.