

CONVENTION Good for developing	DEFINITION	POSSIBLE USE These are ideas, there could be others
Freeze Frames (Tableau)	<p>All actors use their bodies to make an image or picture (like a photograph) to capture an idea, theme or moment in time. The actors are not to move. They are to hold the image for 3 to 5 seconds.</p> <ul style="list-style-type: none"> ● Control of movement and voice very important 	<ul style="list-style-type: none"> ● To check student understanding on information. ● Add a 'What if' to a scenario, then students create Freeze Frames extending ideas. ● Exploring how a scene could look.
Mime	<p>Action and character is communicated through the use of body, facial expression and movement, without the use of words.</p> <ul style="list-style-type: none"> ● Control of voice and movement. Clarity of movement needed. 	<ul style="list-style-type: none"> ● Exploring action for a scene. ● A way of exploring a character's feelings or action to a moment or in the drama.
Soundscape	<p>A single or sequence of sounds shaped to enhance action and mood in a drama. Just like in the movies.</p> <p>The sounds are made by individuals, with or without different items. This could be done like they used to do on radio shows. Or it can be done electronically.</p> <ul style="list-style-type: none"> ● If creating sounds you need to decide if you are seen doing it or not. On stage or off stage. 	<ul style="list-style-type: none"> ● Explore ideas and feelings with the use of sound or music. ● Extend story or character ideas with the use of sound or music.

<p>Slow Motion</p>	<p>Movement is slowed down in an exaggerated manner. Often there is no talking during this time, but if there is it generally slows down also.</p> <ul style="list-style-type: none"> ● Control of movement and voice. ● Group awareness is very important. 	<ul style="list-style-type: none"> ● Explore action ideas. ● To help develop students' body awareness.
<p>Overheard Conversation</p>	<p>A conversation on stage that is overheard by someone that is not meant to hear it. The conversation could be between two people talking on stage, someone on a telephone (so you might only hear one side of the conversation) or maybe a group gossiping.</p>	<ul style="list-style-type: none"> ● Explore and extend ideas - take a scene, have two characters have an alternative conversation, the third does not know about. They will be hearing it for the first time and respond accordingly.
<p>Meeting</p>	<p>When individuals gather for a purpose, such as discussing an issue, an event, or maybe just a catch up between two friends. As mentioned there are various types of meeting, some which will have their own format, use and individuals that may normally be present.</p> <ul style="list-style-type: none"> ● Some meeting may come under Rituals ● Set clear boundaries for any meeting 	<ul style="list-style-type: none"> ● Explore possible characters that may be in a drama - take a story, have a town meeting, who would be there beyond characters in the original story. ● Develop a character's feelings about a topic, relationship or event in a drama.
<p>Telephone Conversation</p>	<p>Characters on stage utilise a telephone conversation to reveal information and help move action forward. Consider the impact of hearing both or only one side of a conversation.</p>	<ul style="list-style-type: none"> ● Explore and extend ideas - individual conversations with What if's given to one of the students. ● Developing dialogue with students who are not confident talking in front of others. Can start with a script and they extend it.

<p style="text-align: center;">Ritual</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Wedding ● Birthday ● Funeral ● Parade ● Christmas ● Court of Law 	<p>Ceremonies, events or meetings that are used for specific reasons. They will vary, due to culture, time, place and purpose . However, there will be some elements that will be similar if not same.</p>	<ul style="list-style-type: none"> ● Explore ideas within a story or drama - like a town meeting to discuss an issue. ● Explore or students can show their understanding of everyday events, social difference, culture.
<p style="text-align: center;">Flash back-Flash forward</p>	<p>Time shifts forward or backward to allow the audience to view the drama from different perspectives of characters and time.</p> <ul style="list-style-type: none"> ● Clarity between times important 	<ul style="list-style-type: none"> ● Explore reasons why the story has or may have got its current place - this may help expand on current ideas to be used in a drama. ● A way to develop What if scenarios for a drama or story read by a group. ● When I was a child... ● Back in the old days...
<p style="text-align: center;">Angel and Devil</p>	<p>This is similar to Voices in the Head. A character has two people giving contrasting ideas. One is good and one is bad. They are not actors in the scene, this is because they are meant to be in the thoughts in a character's head.</p>	<ul style="list-style-type: none"> ● Help explore other ideas for a character's decision - have the actor say the problem/situation/give a statement. Two others, one angel, one devil, take a given time to consider a view point. Which they start to give, while the actor listens to both sides without comment.
<p style="text-align: center;">Role on the Wall</p>	<p>An outline of a body is drawn and students write ideas on their character onto this. On the inside</p>	<ul style="list-style-type: none"> ● Explore what you know about a character. ● Help to gather background ideas on a character.

	are feeling and personality traits. Around the outside are ideas on how they look, move and talk.	<ul style="list-style-type: none"> ● Develop ideas on how a character may be dressed. ● Develop ideas on how the actor is going to use the techniques to become their character.
Hot Seating	A student takes on a role and answers questions as the character. They need to answer as they believe the character would. If possible the student should also try to behave/act as the character would during the questioning.	<ul style="list-style-type: none"> ● Develop understanding of a character. ● Extend a scene or character ideas. ● Explore a point of view or issue.
Drawing/Mapping	Using diagrams to develop and create a scene, performance space or characters. Can be used to reflect on a drama, or show understanding.	<ul style="list-style-type: none"> ● Draw a map of the place the drama/story happens, develop roles and scenes. ● Explore costume, through considering the environment, time and situation they have been placed in. ● Drawing what they liked, did not like, developing and understanding of the character.
Writing in role	Create a piece of writing in role. Write a letter, diary entry, email, article or poem as the character. Speaking and using words the character would use, to voice the character's opinion and ideas.	<ul style="list-style-type: none"> ● Develop character understanding. ● Extend ideas about a character or scene. ● Explore ideas for possible drama dialogue.
Conscience Alley Or Decision Alley Or Thought Tunnel	Class form two lines, the teacher or student, in role, walks down the middle of the two lines. As they pass by each member of the group the give advice, opinion or whatever it is the teacher has designated.	<ul style="list-style-type: none"> ● Explore possible views. ● Extend character choice or pathways after a choice has been made. ● Voicing research ideas on a topic.

	<ul style="list-style-type: none">● It could be organised to have each side to give opposing advice.	