



# Viva Exam – Yr 8 Styles of Performance from page to stage

Your **Viva**

**exam**

supports you in developing your confidence, self-expression and curricular understanding.

It does so by improving your **oracy**.

When a University student writes a thesis (their final paper or exam), they have to defend what they have written whilst their Professors ask questions. This is often referred to as a **Viva exam**.

**Viva** is short for **Viva Voce**, this is the Latin for ‘**with living voice**’, or in other words **spoken** not written.

Across this Half Term you will prepare for a **Viva exam** on the curricular area we are studying, this will be **instead** of your End of Term exam.

Your teacher will support you in **preparing** by **suggesting** what you may speak about, **providing** materials to support you, **checking** in on your planning and progress and giving you **feedback** after you have spoken so that you know what you have done well and what you will need to improve, next time.

This pack contains the basic materials and guidance you will need, to prepare for your **Viva exam**.

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## ‘Viva’ Exam – Styles of performance from page to stage– Year 9

**Student Name:**

**Expectations:**

-To speak unaided and without interruption for one to two minutes about a chosen performance you have watched and through your research talk about

What is the style of performance. Choose one of the styles from either Naturalism, Epic, Musical theatre or Physical Theatre

Who was it originally made for?

Who made it?

How was it made?

Why was it made? to educate, to inform, to entertain, to provoke, to challenge viewpoints, to raise awareness, to celebrate.

How the one performance you have chosen has been created by the practitioner, through the performance style.

How the practitioners (both performers and non-performers) contributed to the shaping of the work through their fulfilment of their roles and responsibilities. Choose one role from performer and one from non-performer

How their roles and responsibilities in the one piece of work differed due to the performance style of the piece.

-To accept and respond to two unknown questions following your speech and within this three-minute period.

**Resources Permitted:**

-Prompting is permitted, however, higher marks will be received for speaking without aides.

**Marking and Grading:**

As with your End of Term, your Viva will be given a 0-9 grade, students should always aim to meet or exceed their target grade. However, there is no need to feel bad if you don't, all this means is that you are learning and making progress!

Your total marks will be multiplied by five to produce a percentage, just like you get in your other End of Term exams, the teacher will then convert this percentage so that your termly report can show a grade in this area.

Viva exams are marked in four categories, please see the mark scheme below:

<b>Preparation</b>  <b>Mark:</b>	<b>Level 3 – Award 4-5 Marks</b> Complete and exemplary evidence of written preparation.
	<b>Level 2 – Award 2-4 Marks</b> Purposeful but incomplete evidence of written preparation.
	<b>Level 1 – Award 0-2 Marks</b> Limited or no written evidence of preparation.
<b>Timing and Content</b>  <b>Mark:</b>	<b>Level 3 – Award 4-5 Marks</b> Speaks for the full allocated time, without pause or interruption. Speaks exclusively on the subject selected, is precise, concise and purposeful. Speaks without the use of any written or visual aids.
	<b>Level 2 – Award 2-4 Marks</b> Speaks for more than half of the allocated time, with limited pause or interruption. Speaks exclusively on the subject selected, but lacks precision and focus at times.

	<b>Level 1 – Award 0-2 Marks</b> Speaks for less than half of the allocated time and or fails to focus on the subject and lacks purpose.
<b>Manner and Presentation</b>	<b>Level 3 – Award 4-5 Marks</b> Projects and modulates consistently, uses rhetorical skill, body language and positioning throughout and with exemplary effect.
<b>Mark:</b>	<b>Level 2– Award 2-4 Marks</b> Projects well but modulates and uses body language inconsistently, increasing evidence of rhetorical skill.
	<b>Level 1 – Award 0-2 Marks</b> Fails to project or modulate voice, use of body language is limited, rhetorical skill is largely unevidenced.
<b>Response to questioning</b>	<b>Level 3 – Award 4-5 Marks</b> Responds convincingly and thoughtfully to both questions, in line with the Level 3 criteria for Timing and Content and Manner and Presentation.
<b>Mark:</b>	<b>Level 2 – Award 2-4 Marks</b> Responds convincingly to elements of both questions or to just one question but not the other.
	<b>Level 1 – Award 0-2 Marks</b> Is unable to respond at all or convincingly enough, to either question.

### Overview:

During this Viva you will need to plan and prepare your presentation including all the key points of how and why the performance was made and your own thoughts on what you liked and disliked about the performance. You will also need to answer two questions (which you won't know in advance) from the audience, in other words, your peers and teacher.

1. **Stage 1 – Decide which performance you will speak for.**
2. **Stage 2 – Plan your presentation speech and condense this plan into notes**
3. **Stage 3 – Practice your presentation speech and learn to do it without your notes and with greater confidence.**
4. **Stage 4 – Share your presentation speech you have written with parents, peers and your teacher, for feedback.**
5. **Stage 5 – Deliver and perform your presentation speech to the class and your teacher.**

#### Stage 1

##### **When deciding on the subject of your presentation speech you should:**

- Ensure you choose the performance that genuinely interests you and you want to explore.
- Ensure that you are confident in knowing the style of the performance, what you thought about the performance, why was it made and Who was it originally made for? Who made it? How was it made?
- Ensure that you are confident in your knowledge of the relationship between performers and non-performer roles and their responsibilities.

#### Stage 2

##### **When planning your presentation speech you should consider:**

- A hook, how will you begin your presentation speech to captivate your audience?
- How will you use your voice to command the audience's attention using pitch, pace, pause and projection as well as tone?

-Precision and timing, what will the purpose of your presentation speech, its key themes, be, how will you capture this in the time you have?

### Stage 3

#### When practicing your presentation speech you should:

- Practice repeatedly those parts you are weakest in, do not waste time practicing again and again, what you already know. This will help you learn your presentation speech of by heart
- Watch and listen to yourself, for instance speak out loud, use a mirror, record yourself, you will need to be comfortable with the sound of your own voice and the value your opinion carries.
- Focus on pace, rhythm, modulation and tone, as much as the content of your speaking, become comfortable pausing throughout your speech, rather than saying 'um'.

### Stage 4

#### When sharing your speech you should consider:

- What are the initial reactions of others, do they seem more interested in some parts of the speech than other parts?
- What questions are people asking you afterwards, could these be questions that are likely to be asked of you on the day?
- What feedback do your audience give you on the use of your voice, your body language and communication style, are you confident and present enough?

### Stage 5

#### When delivering your monologue speech, you should:

- give your written presentation speech to another class member in case you get stuck, so they can prompt you.
- Position yourself on the stage, standing, at the front, use the space and consider how what the audience sees.
- Focus on the faces of your audience, look for signs as to whether they are engaged or excited, consider whether you need to modulate your tone to ensure that the audience can hear you by, increasing your volume through voice projection.

## Task 1 Research journal

You must first explore existing performance repertoire of Blood Brothers and Curious Incident of a dog in the nighttime to develop your own understanding of

- What it is the style of performance. Naturalism, Epic, Musical theatre or Physical Theatre
- Who was it originally made for?
- Who made it?
- How was it made?
- Why was it made? to educate, to inform, to entertain, to provoke, to challenge viewpoints, to raise awareness, to celebrate.

You will participate in research activities and discussions that explore a range of professional productions/repertoire in drama.

You should store your findings in your book.

Your research should include consideration of the following:

- How the **one performance you have** chosen has been created by the practitioner, through the performance style.
- How the practitioners (both performers and non-performers) contributed to the shaping of the work through their fulfilment of their roles and responsibilities.
- How the roles and responsibilities in the **one piece** of work differed due to the performance style of the piece.