

WANTED:

The 'artful' Dodger

The Artful dodger is stealing from people which needs to stop, if you see this very boy in this image, please contact the City of London police. He is worth of 5 shillings. He wears a black hat, a blue coat, a dirty white cloth around his neck and he wears red, white and blue shirt, he also wears white and black striped pants. Bring this boy to the City of London police right away. Please be aware if you do see him, to remember to stay calm and bring him to the police as fast as possible. The Artful dodgers real name is Jack Dawkins and his age is 10 years old. Your reward will come on the same day that you have captured the Artful Dodger and have given him in to the police. His wicked deeds are stealing money and more, his clothing are filthy and he was last seen in a pie shop.

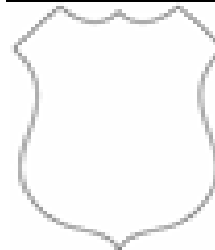
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The 'artful'



City of London police



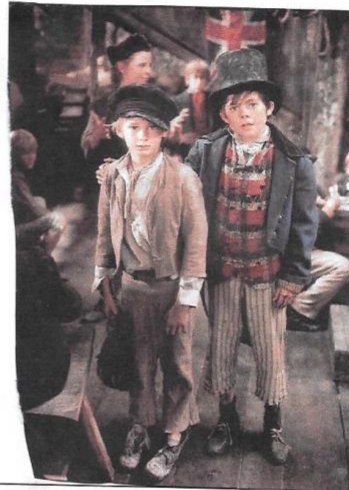
Reward: 5 shillings

WANTED:

The 'artful' Dodger

The 'artful' Dodger is a young boy aged around 7. He was last seen at the butchers around 6 PM. He was last seen wearing a brown and paste trousers, a black top hat with a blue jacket, a tartan buttoned up shirt. He is wanted for various crimes in the local area such as pickpocketing and stealing from the butchers. Warning all citizens he has still not been captured and have no knowledge of his whereabouts in the area. Keep an eye on your possession.

The 'artful' Dodger:



City of London police



Reward: 10,000 Shillings

WANTED:

The 'artful' Dodger

.....
...Dodger , part of a group of robbers is a filthy and mischievous pickpocket who stole 500 shillings with out the owner noticing a thing. The unfortunately we lost track of him since the time he was on the crime site which was the bookstore, he devilishly tricked the citizens into thinking that an innocent boy named oliver twist was the criminal , but the owner had confirmed that the boy that stole his money wasn't him. If you find your hard worked money missing from your wallet there is a chance it might be him so beware and if you manage to get the boy there will be a reward. This boy has been causing mischief for a long time and we have been trying to track him down since. He normally wears a top hat, dotty yellow tie, blue blazer, brown pantaloons and brown shoes.....



The 'artful' Dodger:

City of London police



Reward: 700 shillings

Year 8 are exploring Epic theatre and how the style is used in a performance.

Here are the notes of the student's research and study.

Jack Groves – 8S/Dr

EPIC THEATRE

Brecht wanted his audience to remain intellectually and critically involved in the theatre. He rejected the notion that the actor's wanted to attempt to 'become' the character he or she was playing.

He wanted to show the society as it is and wanted the audience to be a critical observer and leave the problems in the play at times unresolved. Brecht felt the audience should be challenged to make change and to leave the theatre debating and critically reflecting on what they had just seen.

The style of the play allows the story to start at any point within the play. It could start at the end and then go back to the beginning or it can start in the middle and then cross cut to different parts of the story.

Music: Music is used in drama to create mood and atmosphere

- Build tension
- Strengthen an emotion or empathize the action onstage
- Help set the scene
- Indicate a change of time or location
- Focus attention on to a particular character

Songs: It gives the character/s a highlight and/or explain more about the character/s.

Masks: Makes the character stand out or change/hide their appearance.

Projections: To showcase a form of lighting or backdrop to show meaning behind the scene.

Direct address: Breaking the 4th Wall – The actor steps away from the performance to talk 'directly' to the audience to deliver a message.

Monologue: to express their mental thoughts aloud, though sometimes also to directly address another character or the audience.

Visible scene changes: Self- explanatory. The background of the scene changes to suit which place the actors are in. This could be applicable to the actors, for example their behavior and the way they act changing as a result of something happening in previous scenes.

Stories with a moral: A fable is a short story that teaches a lesson or conveys a moral. ... Fables are closely associated with fairy tales. While fairy tales can also feature talking animals, they don't have to feature a solid moral or lesson as fables do.

Monday 11th January
2021

~Epic Theatre~

It was created by a man
called Bertolt Brecht.

What did his style want to do
for the audience?

+ Brecht wanted his audience to remain intellectually and critically involved in the theatre. He rejected the notion that the actor's wanted to attempt to 'become' the character he or she was playing.

+ He wanted to show the society as it is and wanted the audience to be a critical observer and leave the problems in the play at times unresolved. Brecht felt the audience should be challenged to make change and to leave the theatre debating and critically reflecting on what they had just seen.

+ The style of the play allows the story to start at any point within the play. It could start at the end and then go back to the beginning or it can start in the middle and then cross cut to different parts of the story.

Key Words + their definitions:

- + Freeze Frame - a frozen image showing an important event from within the performance.
- + Thought Tracking - a scene stops and one person steps forward and says what they're thinking.
- + Flashback - audience sees important event from the past.
- + Flashforward - audience sees important event from the future.
- + Montage - a collection of short scenes that highlight the main issues.
- + Gestures - an expression of body language.
- + Captions - a form of subtitle that gives description.
- + Narrators - a person explaining what is happening in each scene.
- + Storytelling - telling a story to a group of people / students.
- + Episodic scene structure - something that cover lengthy period of time.
- + Bare Stage - an empty performance space.

Drama Homework 11-01-21

Music - different beats and sounds put together to make a tune or melody.

Songs - a person puts sentences/phrases to create a song also using music.

Masks - Hides part or all of the face.

Projections - using your voice but making it more powerful and clear.

Direct Address - characters communicate their thoughts to the audience.

Monologue - a scene stops and one person steps out and performs a ~~speech~~ speech that lasts for 1 minute or more.

Visible scene changes - the characters change scenes while the audience can see the change.

Stories with a moral - the story will teach the audience a lesson.

Mahi Morshed 8S/DR

Epic Theatre

Epic Theatre was created by Bertolt Brecht. This was used to make the audience think about the play and debate about the concepts it introduces and the questions left for the audience when a cliff-hanger occurs. This could be used to impact people's lives. Many advertisements use this to their advantage.

Brecht wanted his audience to remain intellectually and critically involved in the theatre. He rejected the notion that the actor's wanted to attempt to "become" the character he or she was playing.

He wanted to show the society as it is and wanted the audience to be a critical observer and leave the problems in the play at times unresolved. Brecht felt the audience should be challenged to make change and to leave the theatre debating and critically reflecting on what they had just seen.

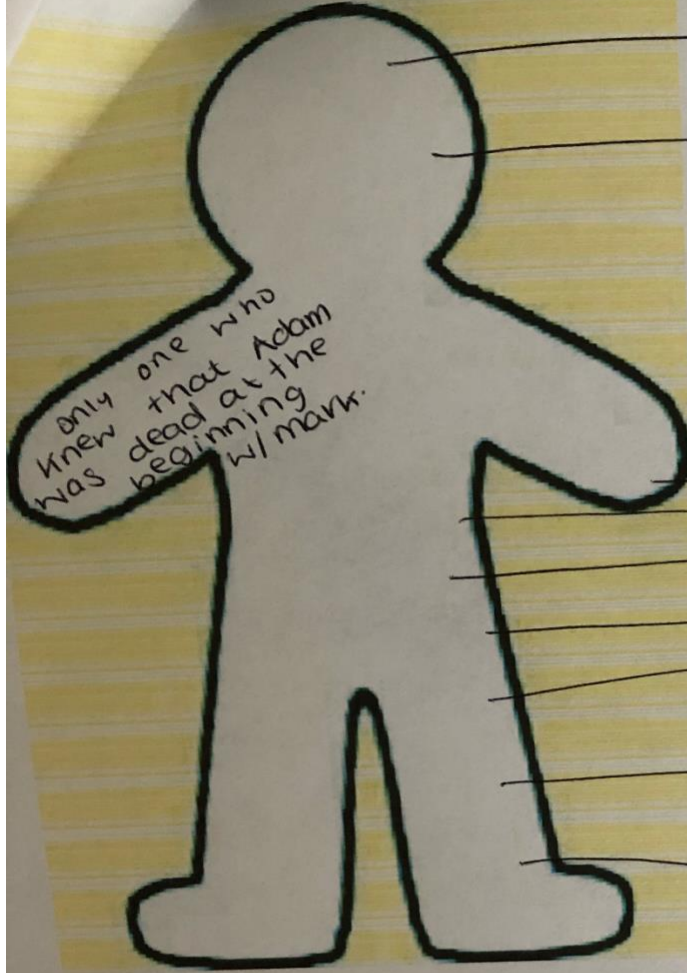
The style of the play allows the story to start at any point within the play. It could start at the end and then go back to the beginning or it can start in the middle and then cross cut to different parts of the story.

- Freeze frame – A frozen image that shows an important event from within the performance.
- Thought tracking – Thought tracking is when a scene stops and one person steps ahead and tells the audience what they're thinking at that moment in time.
- Flashbacks and Flash forwards – A little image or scene from the past and a little image or scene from the future.
- Montage – A series of clips that relate to the same topic.
- Captions – Subtitles that describe the scene. Helps people who are deaf.
- Gestures – Using your body language to display an emotion. E.g a thumbs up displaying the agreement to an idea or the likeness to an idea.
- Narrators (Narrations) – Describes the settings and characters.
- Storytelling – A play is an example of storytelling where a play uses actors to explain and show the story in-front of an audience.
- Episodic scene structure – An episodic scene structure is like having chapters in a story book except it is applied to one scene. This means the scene can continue during every episode, which can possibly bring new characters.
- Bare stage – An empty performance space.
- Music – A piece of audio that plays during a scene.
- Songs – Similar to music, but there are lyrics that may or may not share similarities to what the scene is. For example, a sad scene might have sad songs playing to reinforce the mood.
- Masks – To show the mood your acting out as. For example, the comedy mask might be showing how happy you are while the tragedy mask shows how sad you are.
- Projections – Showing some form of lighting, picture or background to displays the inner mood to the audience and emphasise the point of the scene.
- Direct address- 'Breaking the fourth wall'. Basically talking to the audience when mentioning something in the scene.
- Monologue – A long thought track that describes how your feeling and thinking about your life so far in a certain point of a movie or play.

- Visible scene changes- Self- explanatory. The background of the scene changes to suit which place the actors are in. This could be applicable to the actors, for example their behaviour and the way they act changing as a result of something happening in previous scenes.

Stories with a moral – Stories that you should learn a life lesson from at the end.

Year 9 are working and exploring the characters of the Play DNA and how the Stanislavski system is used to develop a character.



thoughts, maybe that Adam was messing w/ him (known for dark humour)

at the beginning Jan's feelings were mostly probably confusion, since most of her thoughts were her questioning whether Adam is really dead by asking mark several times

tries to cover things like awkwardness w/ humor.

'shock'

'nervous'

'curiosity'

she has a dark sense of humor but when it comes to being serious and with important situations she can/is more mature.

Complete a role on wall of the character you are playing in DNA at the end of the play. Think about how the events in the play change the character and what aspects of their lives are known in the text.

Name of your character: Jan

Complete a quiz on wall of the character you are playing in class at the end of the play. Think about how the events in the play change the character and what aspects of their lives are known in the text.

Name of your character: DAN

excuses

questionable characters

J

narrators (with Mark)

responsible for bullying

A

guilty

stressed

N

can't believe

kind

sticks

Mark

turns me the ripian innocent