

## Year 8 Drama Autumn 2 Blended Learning Booklet Greek Theatre

Name:

Tutor group:

Teacher:

Aim to complete one lesson each week. Everything can be completed in the booklet and there are two blank pages at the end for extra work.

All videos are online using the classcharts link.

The Knowledge Organiser on page 5 has all the key information and vocabulary to help you with this unit.

Upload all work onto ClassCharts for feedback.



#### **Contents**

Page 3: Big picture- year 8 overview

Page 4: Zoom in – My Learning Journey

Page 5: Knowledge Organiser

Page 6: Lesson 1

Page 8: Lesson 2

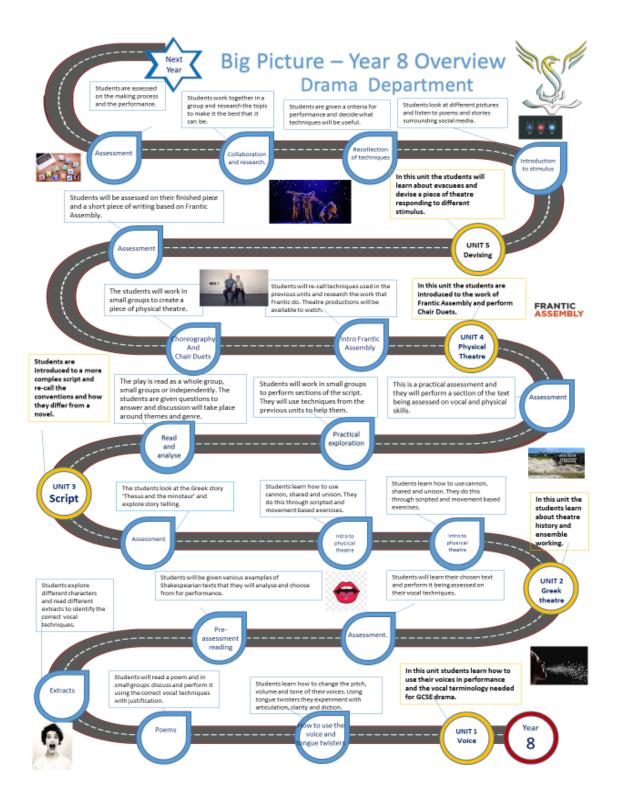
Page 11: Lesson 3

Page 14: Lesson 4

Page 18: Lesson 5

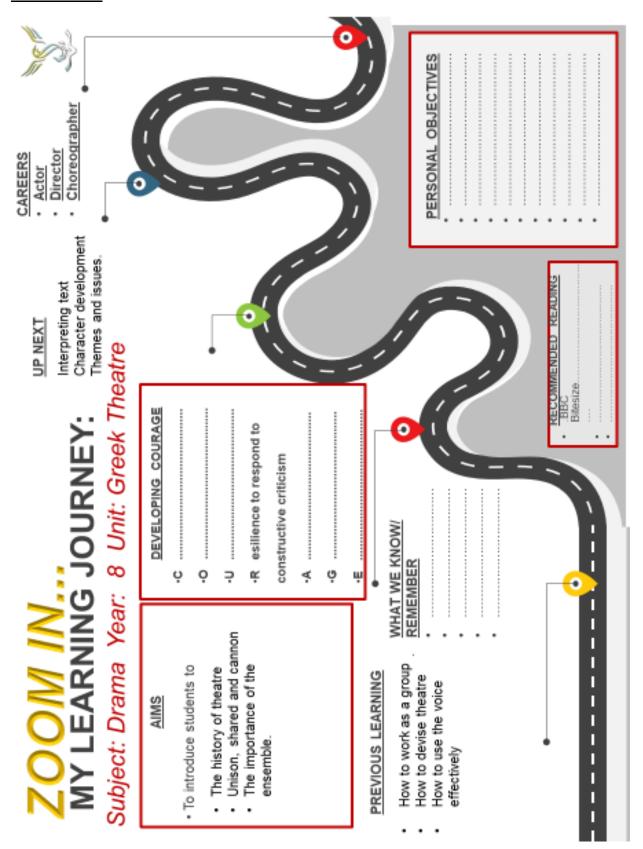
Page 19: Assessment Ladder.

#### Year 8 overview



## Stewards Academy

#### Year 8 Zoom in





#### Year 8 Knowledge organiser

Autumn 2

GREEK THEATRE YEAR 8 KNOWLEDGE ORGANISER

### The symbol often used to represent drama, two exaggerated masks to communicate character. heard in the immense Greek amphitheatres. masks, one depicting tragedy and the other amplified the voice so that actors could be These were made of wood or leather and depicting comedy, was inspired by Greek in Greek theatre the actors all wore

The two types of Ancient Greek play are tragedies and comedies

The main characters in a comedy are common, ordinary people living normal lives.

They wore masks to show exaggerated emotion, so they could be seen from far away The costumes they wore were the Chiton for men and the Peplos for women.

The main characters in tragedies are Kings and Gods

Tragedy means a sad play where everything goes wrong

Comedy means a funny play to make the audience laugh

Auditorium means Listening place

The place where plays were performed is an Amphitheatre

# Dig Deeper Cuestions

What problems would actors face when performing outdoors?

What would the structure of a Greek play look like on the page?

theatre.









Sophocles

Aeschylus





#### **Lesson 1: What is Greek Theatre?**

LI: To understand the history of Greek Theatre

LI: To be introduced to chorus work in drama and experiment with unison

<u>Task 1:</u> Do you know the meaning of these words? Write down your answer even if it is a guess.
Satyr-
Tragedy-
Chorus-
Unison-
Comody
Comedy-
Cannon-
Task 2: Watch the video and answer the questions.
https://www.nationaltheatre.org.uk/backstage/greek-theatre
Q: Where were the plays produced?
Q: What is Dionysus the God of?
Q: Name the three types of Greek Drama.
Q: What is a Satyr?
Q: What is a Satyr?  Q: Name a Greek playwright.



#### Task 3 Watch the video

https://www.youtube.com/watch?v=C 7esQ08tGE

Describe what flocking is. You can draw a diagram to help you.	
Consolidate:	
Mild: What did you find difficult about the flocking activity?	
Medium: Which one of the three types of Greek Drama do you think and why?	is easiest to perform
Spicy: If you were directing a Greek play, what would your advice be chorus when performing on a large stage?	to the actors in the



LI: To understand the setting of Greek theatre.

LI: To define the protagonist and the antagonist and their purpose.

Task 1: DART activity

Greek Theatre

440 BC

#### Greek theatre

Most Greek cities had a theatre. It was in the open air, and was usually a bowl-shaped arena on a hillside. Some theatres were very big, with room for more than 15,000 people in the audience.

All the actors were men or boys. Dancers and singers, called the chorus, performed on a flat area called the orchestra. Over time, solo actors also took part, and a raised stage became part of the theatre. The actors changed costumes in a hut called the "skene". Painting the walls of the hut made the first scenery.

The plays were comedies (funny, often poking fun at rulers) or tragedies (sad and serious, with a lesson about right and wrong).



#### What were Greek plays like?

Greek actors wore masks, made from stiffened linen, with holes for eyes and mouth. Actors also wore wigs. They wore thick-soled shoes too, to make them look taller, and padded costumes to make them look fatter or stronger. The masks showed the audience what kind of character an actor was playing (sad, angry or funny). Some masks had two sides, so the actor could turn them round to suit the mood for each scene.

The best actors and play writers were awarded prizes - a bit like the Hollywood Oscars and BAFTAs today. The most famous writers of plays were Aeschylus, Sophocles and Euripides for tragedy and Aristophanes for comedy

#### Arts festivals and the Oracle

The arts, such as music, singing and poetry, played a part in Greek festivals. The Pythian Games took place near Delphi every four years. Winners got prizes, just like winning athletes.

Delphi was famous for its Oracle. Here Greeks believed the sun-god Apollo answered questions about the future. People came to put questions to the priestess of Apollo. She was called the Pythia. She gave Apollo's answers in a strange muttering voice. What she said often had two or more meanings, so it was hard to say the Oracle was ever wrong.



Task 2:
What is an antagonist?
What is a protagonist?
Can you give examples?
Task 3
Create a storyboard of the protagonist, antagonist and the chorus based on the following dialogue.
The Hero arrived in town.
The hero had to prove that he was strong.
He was set a terrible task.
He fought the terrible monster.
The fight was hard and bloody.
The hero won.

#### Consolidate

Mild: What did you find challenging when performing as part of a chorus?
Medium: What challenges would actors have faced when performing in outdoor theatres?
Spicy: Design a Greek mask for an antagonist of your choosing.

#### Lesson 3

LI: To understand the techniques unison, cannon and shared.

LI: To be confident using these techniques in performance.



#### Task 1 DART read the following text

Greek culture

750 BC

Ancient Greece is called 'the birthplace of Western civilisation'. About 2500 years ago, the Greeks created a way of life that other people admired and copied. The Romans copied Greek art and Greek gods, for example. The Ancient Greeks tried out democracy (an equal way of life), started the Olympic Games and left new ideas in science and art.

The earliest Greek civilizations thrived nearly 4,000 years ago. The Ancient Greeks lived in Greece and the countries that we now call Bulgaria and Turkey. The Ancient Greece empire spread over Europe as far as France in the East. The Greek Empire was most powerful between 2000 BC and 146 BC. The ancient Greeks developed new ideas for government, science, philosophy, religion, and art. Ancient Greece was split into many different states, each one was ruled in its own way. Each state had its own laws, government and money but they shared the same language and religion. The two most important city states were Athens and Sparta.

#### The Greek gods

The Greeks believed that gods and goddesses watched over them. The gods were like humans, but immortal (they lived for ever) and much more powerful.

A family of gods and goddesses lived in a cloud-palace above Mount Olympus, the highest mountain in Greece The gods looked down to watch what people were doing, and from time to time, interfered with what went on.

The gods did not always behave very well. Their king, Zeus, was always being unfaithful to his wife Hera. He appeared on Earth as a human or an animal to trick women he had fallen in love with.

Zeus was the king of the gods. He could control the weather. The ancient Greek poet, Hesiod, called him the 'cloud-gatherer' and the 'thunderer'. His most powerful weapon was the thunderbolt. The ancient Greeks believed that when lightning struck earth, it was a sign of Zeus being present.



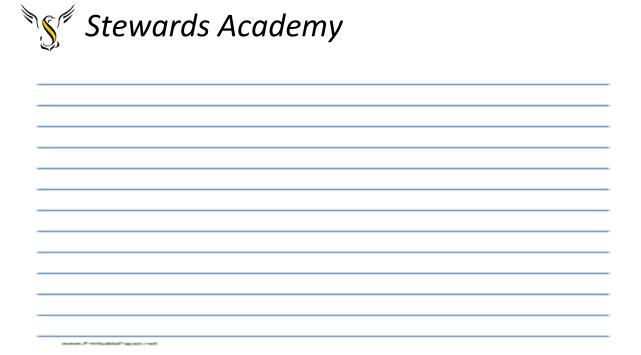
#### Questions

- 1. What were the two most important city states?
- 2. What was the name of the highest mountain in Greece?
- 3. What power did the Greek God Zeus have?
- 4. What was Zeus's most powerful weapon?

Task 2. Allswer these short sentences.
To speak in unison means to
To use shared lines means to
To speak in cannon means to
Task 3: How would you use unison, shared and cannon in the following speech to make sure the audience know that the character does not like 'eggs and ham.'
I do not like them here or there
I do not like them anywhere
I do not like green eggs and ham
I do not like them Sam I am

#### **Consolidate:**

Why did you make the choices above? What would you change if the speech has a sad tone to it?

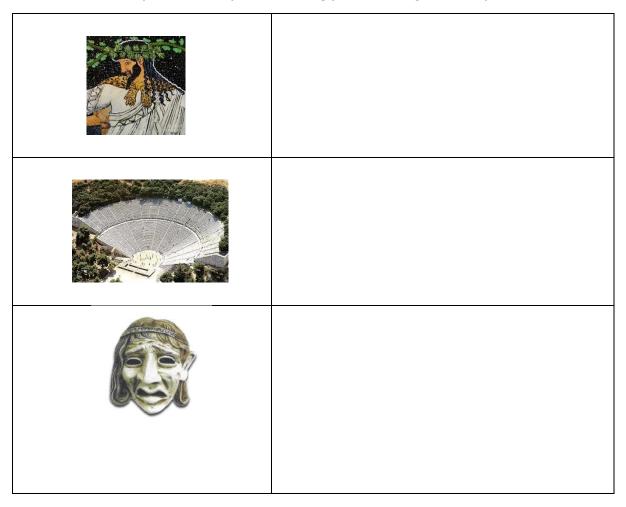


#### Lesson 4

LI: To read and understand the Greek myth 'Theseus and the Minotaur'.

LI: To prepare for assessment.

Task 1: Write a description of these photos showing your knowledge of the topic so far.





#### Task 2: Read the story of Theseus and the Minotaur

Once upon a time, a long time ago, there lived a king named Minos. King Minos lived on a lovely island called Crete. King Minos had a powerful navy, a beautiful daughter, and a really big palace. Still, now and then, King Minos grew bored. Whenever King Minos was bored, he took his navy and attacked Athens, a town on the other side of the sea.

In desperation, the king of Athens offered King Minos a deal.

If Minos would leave Athens alone, Athens would send seven Athenian boys and seven Athenian girls to Crete every nine years to be eaten by the Minotaur.

The Minotaur was a horrible monster that lived in the center of a huge maze on the island of Crete. King Minos loved that old monster.

He did like to give his monster a treat now and then. He knew his people would prefer he fed his monster Athenian children rather than ... well, after thinking it over, King Minos took the deal.

Nine years passed swiftly. It was just about time for Athens to send seven boys and seven girls to Crete to be eaten by the Minotaur. Everyone in Athens was crying.



Prince Theseus of Athens was very young. He knew that a deal was a deal. But he was sure it was wrong to send small children to be eaten by a monster just to avoid a battle with King Minos.

Prince Theseus told his father (the king) he was going to Crete as the seventh son of Athens. He would kill the Minotaur and end the terror.

"The Minotaur is a terrible monster! What makes you think you can kill it?" cried his father.

"I'll find a way," Theseus replied gently. "The gods will help me."

His father begged him not to go. But the prince took his place as the seventh Athenian boy. Along with six other Athenian boys and seven Athenian girls, Prince Theseus sailed towards Crete.

When the prince and the children arrived on the island of Crete, King Minos and his daughter, the Princess Ariadne, came out to greet them. The king told the children they would not be eaten until the next day and to enjoy themselves in the palace in the meantime. the Princess Ariadne did not say anything. But her eyes narrowed thoughtfully. Late that night, she wrote Prince Theseus a note and slipped it under his bedroom door.

Dear Theseus (Ariadne wrote)

I am a beautiful princess as you probably noticed the minute you saw me. I am also a very bored princess. Without my help, the Minotaur will surely gobble you up. I know a trick or two that will save your life. If I help you kill the monster, you must promise to take me away from this tiny island so that others can admire my beauty. If interested in this deal, meet me by the gate to the Labyrinth in one hour.

Yours very truly,

**Princess Ariadne** 

Prince Theseus slipped out of the palace and waited patiently by the gate. Princess Ariadne finally showed up. She carried a sword and a ball of string. Theseus thanked the princess for her kindness. "Don't forget, now," she cautioned Theseus. "You must take me with you so that all the people can marvel at my beauty. A deal is a deal."

The next morning, the Athenian children, including Prince Theseus, were shoved into the maze. The door was locked firmly behind them. Following Ariadne's directions, Theseus tied one end of the string to the door. He told the children to stay by the door. Their job was to make sure the string stayed tied so that Theseus could find his way back. Theseus entered the maze alone.

Theseus found his way to the centre of the maze. Using the sword Ariadne had given him, Theseus killed the monster. He followed the string back and knocked on the door. Princess Ariadne was waiting. She opened the door. Without anyone noticing, Prince Theseus and the children of Athens ran to their ship and sailed quietly away. Princess Ariadne sailed away with them.

On the way home, they stopped for supplies on the tiny island of Naxos. Princess Ariadne insisted on coming ashore. There was nothing much to do on the island. Soon, she fell asleep. All the people gathered to watch the sleeping princess. She was a lovely sight indeed. Theseus sailed quietly away with the children of Athens and left her there, sleeping.

After all, a deal is a deal!

#### Task 3

Summarise the story into 8 bullet points. What are the important moments that an audience must see and hear?

1.
2.
3.
4.
5.
6.
7.
8.
Where would you use unison, cannon and shared lines in this story to help the audience understand the role of the chorus?
What is the moral of the story?

#### LI: To understand the moral of a story and how to tell it theatrically.

Task 1: Pick one of the morals below.

Write your own modern Greek myth about the moral you have chosen. Remember, there must be a protagonist, an antagonist and members of the chorus.

If you have filming equipment available, you can record and upload or create a stage in a box and perform it using puppets or household objects.

- •Always tell the truth.
- •Do not destroy property.
- Have courage.
- •Keep your promises.
- •Do not cheat.
- •Treat others as you want to be treated.
- •Do not judge.
- •Be dependable.

#### Assessment ladder

Attainment Band	Skills- performing
Yellow Plus	<ul> <li>Can use confident, exaggerated movements and gesture along with clear facial expressions and open body language.</li> <li>Works successfully as a member of the chorus demonstrating a secure understanding of physical theatre and its impact.</li> <li>Demonstrates precise use of unison, cannon and shared dialogue and movement.</li> </ul>
Yellow	<ul> <li>Can perform exaggerated movement and gesture considering use of facial expression and body language to communicate meaning.</li> <li>Contributes to the choral work and commits to using forms of physical theatre.</li> <li>Demonstrates the use of unison, cannon and shared dialogue and movement.</li> </ul>
Blue	<ul> <li>Experiments with movement and gesture and considers the impact they have on an audience.</li> <li>Uses facial expressions and body language to tell a story.</li> <li>Can use moments of unison, cannon and shared dialogue and movement.</li> </ul>
Green	<ul> <li>Contributes to choral work and attempts to change facial expressions and body language.</li> <li>Takes part in either a moment of unison, cannon or shared dialogue or movement.</li> </ul>
White	<ul> <li>Contributes to choral work verbally or non-verbally.</li> <li>Can show they understand how to speak in unison.</li> <li>Can use gesture effectively.</li> </ul>