

THE ELEMENTS OF DRAMA

Victorian Curriculum F–10

ROLE

What is my job or task in the play?

actor

designer – costume, makeup, set, props, lighting, sound, front of house

CHARACTER

Who is my character?

How does my character behave?

the character's values, attitudes, intentions and actions (such as whether they are greedy, honest, truthful, forgetful or loyal)

RELATIONSHIPS

How does my character get on with others?

connections and interactions that affect the dramatic action (such as the friendships, rivalries, competitiveness, sympathy and mistaken identities between characters)

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FOCUS AND TENSION

How can I surprise and engage the audience?

by concentrating my attention on a point in space or in a particular direction, I can add to a sense of anticipation, conflict, surprise or mystery

MOOD AND ATMOSPHERE

How does the dramatic action and the physical space make the audience feel?

many aspects work together to create an overall feeling or emotion

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VOICE

How can I use my voice to play a character and show their emotions?

tone (such as happy, sad, angry)
pace (such as slow or quick)
pitch (such as high, low, natural)
quality (such as raspy or strong)
volume (such as loud or soft)

MOVEMENT

How can I use my face and body to play a character and show their emotions?

facial expression (such as a grin or smirk)
gesture (such as pointing)
gait (such as skipping)
posture (such as slouching)

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SITUATION

What are the setting and circumstances?

Who? What? Where? When? Why?

What is at stake?

SPACE AND TIME

Where and when does the action take place?

What is the timing of the action?

performance space, audience space, fictional space, emotional space

the fictional time in the story (such as last week or in 2050)

the timing of one moment to the next, which contributes to the dramatic action