Dramatic definitions:

1. Define the term Ensemble: name the 6 parts of an ensemble discussed in class and give an explanation as to why they are all recognizable parts of an ensemble. Provide examples of how each role either helps or hinders an ensemble’s performance.
2. Mime: what is the benefit to using mime as a dramatic platform and give an example of how this tool could benefit a dramatic performance.
3. Tableau: What is tableau and how can it be utilized during a dramatic performance. Use examples from plays or movies being specific as to the relevance and appropriateness of the use of this dramatic tool.
4. Blocking: What is blocking? Why is blocking important for dramatic performances? Pick 3 scenarios where blocking should be utilized and give an example of how blocking should be done to most effectively engage the audience.
5. Define the term Blackout and give an example of when it would be used as well as how the audience would know that it has been done effectively.
6. Make a sketch of the following stage types and label: Stage, Audience, Apron and Curtin (where appropriate)
	1. Arch
	2. Thrust
	3. In the Round
	4. Traverse
7. Make a sketch of a “classic” stage and label the following correctly:
	1. Up Stage Right (USR), Up Stage Left (USL), Up Stage Center (USC)
	2. Down Stage Left (DSL), Down Stage Right (DSR), Down Stage Center(DSC)
	3. Center Stage Right (CSR), Center Stage Center (CSC), Center Stage Left (CSL)
	4. Audience, Curtin, Areas used by people behind the scenes (during Blackout)
8. What are Inhibitions and what effect do they have in a drama class? What are some strategies that an actor can use to help with Inhibitions and why would a Grade 9 Drama class need to explore these strategies?