

UNDERGRADUATE PERSONAL STATEMENT EXAMPLE

DRAMA & THEATRE STUDIES

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Undergraduate Personal Statement Example: Drama & Theatre Studies

Performance holds a mirror up to the world and asks questions that we may be too scared to ask individually. It will always be integral to society, and part of that power comes from the force of the ensemble. Studying drama has made me observe life through a different lens and harness the vital tool of the imagination. My secondary school had a theatre in the round with lighting rigs and the opportunity to create varied set designs with a devoted staff team. It was here that I learnt so much of what I know and where my inspired appreciation for performing arts became something I never wanted to stop doing.

I learnt how to balance a full schedule through participating in extracurricular opportunities. Directing a play at fourteen exposed the complexities of preproduction roles and how an impact is achieved through different mediums. Around the same age, I began duo Vanguard acting lessons, where I was first introduced to the idea of exploring characters and how to portray them. I later progressed onto solo LAMDA examinations, achieving grade 8 with honours. I was beginning to learn the practice of ensemble work, and joining the local theatre youth group allowed me to expand my horizons beyond the curriculum. This bought to light the uniting force of theatre, a safe space for everybody which nurtures growth in creative spirit and confidence.

In year two of BTEC performing arts, with a cast of five, I curated an immersive Oedipus adaptation that propelled the audience into ancient Greece. This was a tumultuous project, where a new challenge seemed to arise after the last was solved. I poured an abundance of energy and care into the process, and it's my proudest performance. This collaborative process was special to be part of, and I harnessed the skills I learnt for film projects on Art and Design Foundation. Acting in seven student films in spring familiarised me with on-set practices, and I often offered direction or design ideas. Used to working with a variety of people, I quickly improvised and built dynamics with cast members on the day of production. I have since been asked back to act in more recent projects.

I explored the breadth of my creativity on the foundation but focused on photography, film, and textiles. In film classes, I learned more about production by trying out directing, scriptwriting, and cinematography. I frequently discussed TV and film analysis with an interest in the symbolism of cinematography. The creative environment changed my perception of artistry. I now use art as personal documentation, amongst other things, such as the sketchbook I took inter-railing in summer, and beginning to create my own clothes. Another form of self-care I indulge in is yoga, where diligence and consistency in practice are vital.

Now taking a year out, I am a full-time waitress and planning my route for solo travelling around Asia. Taking three essay subjects at A-level developed my critical analysis skills and written voice. In English Language, I thoroughly enjoyed cross-examining articles from different decades for an independent research project. Amongst other topics in Classics, I studied the origins of theatre from religious practice to the earliest examples of tragedy in the late 5th century. I am an avid reader and have continued to learn through books such as Stanislavsky's *An Actor Prepares*, Stephen Fry's *Mythos* and Bill Bryson's *Mother Tongue*.

Through academic learning and practical development, I have built a strong foundation of knowledge about the Performing Arts industry. In this industry, one never stops learning. Every individual you meet or place you go to is an opportunity for a fresh perspective. Immersion in performance studies would help me realise how I can bring my varied skills into what I offer as an artist. The next stepping stone towards my career is a multidisciplinary course allowing me to explore pathways whilst sharpening my academic and performance skills.

