



Aspire Achieve Thrive

Term 1.1

Drama

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

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| Monday | English | Ebacc Option A | Option C | |
| Tuesday | Tassomai | Option B | Modern Britain | |
| Wednesday | Sparx | Science | Option C | |
| Thursday | Ebacc Option A | Tassomai | Option B | Modern Britain |
| Friday | Sparx | Science | English | |

Tassomai - 50 questions per week

Hegarty - 4 tasks of Hegarty per week

| Option A (EBACC) |
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| French |
| Geography |
| History |

| Open B |
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| Art |
| Business Studies |
| Catering |
| Computer Science |
| History |
| Health & Social Care |
| Music |
| Sport |
| IT |

| Open C |
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| Business Studies |
| Childcare |
| Catering |
| Drama |
| Geography |
| Health & Social Care |
| Triple Science |
| Sport |

Drama Term 1.1 - Homework Plan

| Week / Date | Knowledge | Practical: Pre-production and production |
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| Week 1 5th September 2022 | Cornell Notes: Who is Constantin Stanislavski? | Question 1 Explain who Stanislavski was and how he influenced naturalistic theatre |
| Week 2 12th September 2022 | Cornell Notes: Line learning technique | Question 2 How would you advise a new actor to learn their lines effectively using a well established technique? |
| Week 3 19th September 2022 | Cornell Notes: Knowledge of Repertoire 1: <i>Frankenstein</i> , by Nick Dear | Question 3 Give key information about the naturalistic production: <i>Frankenstein</i> |
| Week 4 26th September 2022 | Cornell Notes: Stanislavski's influence on theatre techniques | Question 4 Describe Stanislavski's influence on a range of theatre techniques |
| Week 5 3rd October 2022 | Cornell Notes: What is naturalistic acting? | Question 5 How can an actor build knowledge of their character when preparing for a production? |
| Week 6 10th October 2022 | Cornell Notes: Staging and themes found within <i>Frankenstein</i> | Question 6 Explain the staging, themes and semiotics used in <i>Frankenstein</i> |
| Week 7 17th October 2022 | Online annotated log via Google Classroom | Update coursework document on Google Classroom |

| Weeks 1 and 4 NATURALISM and STANISLAVSKI | Weeks 2 and 5 Techniques | Weeks 3 and 6 Repertoire 1: Frankenstein |
|---|---|---|
| <p>Theatre Practitioner: Constantin Stanislavski (1863-1938)</p> <ul style="list-style-type: none"> Known as the Father of Naturalism - He found theatre to be dull, because actors in his day simply walked on stage and delivered their lines without being realistic or believable. He wanted actors to feel the emotion of the play and express it - showing depth and reality on stage. He created a 'SYSTEM' which is a set of rules and exercises to help actors practice and explore their roles. Encourages reality to be presented on stage Real Set, Costume and Actor IS their role Audience are 'fly on the wall' observers Developed an actor training system, to help actors in rehearsal fully immerse themselves with their character - to become as one. They should feel the pain or joy of the actor, empathy was really important. Emotion Memory Technique - when an actor spends time in a personal memory where they felt the same emotion as the character in order to bring truth on stage. Created the imaginary fourth wall Magic if Given Circumstances Actioning Circle of attention Emotional connection for the audience | <p>Line Learning Technique: Memorising the lines</p> <ul style="list-style-type: none"> Repetition Reading the line then closing your eyes to visualise the lines Speaking them aloud in various tones and volumes Attach an action to a moment in the line, such as a nod, look away, walking away Writing the lines out several times Make a poster for your room Rehearse over again until perfect <p>Restraint and control is vital in naturalistic acting. An actor must avoid unnecessary gestures and over-acting.</p> <p>Diction and pronunciation with the words spoken must be accurate. You need to use pitch, pace, pause and tone to sound meaningful - REAL.</p> <p>Steps to building a character:</p> <ol style="list-style-type: none"> Who am I? Where am I? When is it? What do I want? Why do I want it? How will I get it? What do I need to overcome? | <p>Playwright - Nick Dear</p> <p>Director - Danny Boyle</p> <p>Year Created - 2011</p> <p>Genre - Gothic Tragedy, with elements of Horror</p> <p>Themes and Issues - Scientific Responsibility Love and Loneliness Acceptance and Prejudice Good versus Evil</p> <p>Lead Actors - Benedict Cumberbatch Jonny Lee Miller</p> <p>Stage - The Revolving Olivier Stage at the National Theatre, London</p> <p>Audience Position -End on, semi-circle. Slight Thrust.</p> <p>Performance Style - Naturalistic Acting</p> <p>Practitioner - Constantin Stanislavski</p> <p>Costume - Naturalistic of the era</p> <p>Lighting - Atmospheric. Light bulbs above the stage - symbolise electricity within experiments.</p> <p>Set Design - Minimalistic. Suggested location. Uses technology for changes.</p> |

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

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