STOKE
DAMEREL

Aspire | Achieve | Thrive

Term 1.1

Drama

Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	English	Ebacc Option A	Option C	
Tuesday	Tassomai	Option B	Option D	
Wednesday	Hegarty	Science	Option C	
Thursday	Ebacc Option A	Tassomai	Option B	Option D
Friday	Hegarty	Science	English	

Tassomai - 50 questions per week
Hegarty - 4 tasks of Hegarty per week

Block A	Block B	Block C	Block D
French	Art	Art	Business Studies
Geography	Business Studies	Business Studies	Catering
History	Child Development	Catering	Dance
Sociology	Catering	Drama	Drama
	Computer Science	History	Geography
	IT	Music	Media Studies
	Media Studies	Photography	Photography
	Sociology	Sport	Sport
	Sport	Travel & Tourism	

Drama Term 1.1 - Homework Plan

Week / Date	Knowledge	Exam Question
Week 1 5th September 2022	**Cornell Notes:** The demands of Shakespeare's language on an actor	**Question 1** Explain what the demands are of Shakespearean language on you as an actor, with reference to lines from your script
Week 2 12th September 2022	**Cornell Notes:** Language Devices within *Macbeth*	**Question 2** Describe the Language Devices used by William Shakespeare within *Macbeth* and the impact it has on the characters
Week 3 19th September 2022	**Cornell Notes:** Social and Cultural Context of *Macbeth*	**Question 3** Explain the social and cultural context of William Shakespeare's play *Macbeth*
Week 4 26th September 2022	**Cornell Notes:** Communication of character through language	**Question 4** Explain how William Shakespeare uses language to communicate your character in the play
Week 5 3rd October 2022	**Cornell Notes:** Language devices which feature in your scene	**Question 5** Describe the language devices used within your scene in *Macbeth* with specific references
Week 6 10th October 2022	**Cornell Notes:** Historical context of the play	**Question 6** Explain the historical context of William Shakespeare's play *Macbeth*
Week 7 17th October 2022	**Plug the gaps**	Revise your lines ready for practical examination using metacognition line learning technique

Drama   Year 11   Term 1.1   Knowledge Organiser

Weeks 1 and 4 Demands of Shakespearean Language on an Actor	Weeks 2 and 5 Character communicated through Language	Weeks 3 and 6 Social, Cultural and Historical Context
How to say the words of dialogue using the correct **pronunciation** and **emphasising the meaning** behind the old fashioned language - To help with this you must have the interpretation of the lines so that you show an understanding which will help you to express the meaning. Working on monologues is quite **isolating and you aren't sure if the meaning you are trying to express is coming across properly** - To help with this many monologue groups have paired up so you have someone to show your work to. Duologues or group scenes must **make the dialogue flow like a proper conversation,** which needs to be fluent and realistic so we can't have long pauses. **Learning lines takes longer** - because the dialogue in Macbeth is old fashioned, we have all found it takes longer to learn because we don't automatically think like that. **Stage directions** were not such a feature within Shakespeare's writing, so the challenge is to interpret the blocking and characterisation yourself. Consider the importance of entrances, exits and movement on the stage. Proximity to other characters.	Actors will look closely at the text to see: ● what the character says about her/himself - Quote lines for evidence ● what the character says about other characters- Quote lines for evidence ● what other characters say about her/him- Quote lines for evidence Look at your script. Which language devices are written in your scene? Explain them: 1)**Repetition** of a particular word or developing a keyword - such as time or night. 2)What **emotions come through your lines**? 3)Do you have any **stage directions** in your scene? What do you have to do (e.g. read a letter) and what does this show about your character? 4)What words or lines do you plan to **emphasise**? Explain why - how does this show the audience your character? 5) Do you **refer** to another person or object, like the dagger, in your lines? How will you communicate this through spoken and body language?	*Macbeth* was written for **James I,** who believed strongly in witches (actually he wrote a book on witches called *Daemonologie*) James I was a descendant of Banquo and Fleance, so that's why Shakespeare showed them in good light (when in fact historically they helped to kill Duncan). The typical 17th century audience would have believed in witches and although the witches in the play are never addressed or called "witches" it would have been obvious to the audience as witch stereotypes at the time are used. The audience also would've been shocked by Lady Macbeth at the start of the play as she doesn't play a standard submissive wife role; of course, for a 21st Century audience you could argue we admire her strength and boldness. Written to support the monarchy view of the Divine Right of Kings - flattering James I in suggesting the terrible events that could happen if someone tried to murder the king or meddle with the throne. Many people wanted King James I dead because he was not a direct heir of Queen Elizabeth as she didn't have any children. James was her cousin. So people thought he was illegitimate and many nobles started claiming their right to the throne. A year before Macbeth was written the Gunpowder Plot (1605) occurred. Therefore, Macbeth was written as a cautionary tale for those thinking of committing regicide. You can link that to Shakespeare attacking their fear of the supernatural while also supporting James' beliefs of the supernatural.

Date……………………………………….

Explain what the demands are of Shakespearean language on you as an actor, with reference to lines from your script

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Date…………………………………………….

Describe the Language Devices used by William Shakespeare within *Macbeth* and the impact it has on the characters

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Explain the social and cultural context of William Shakespeare's play *Macbeth*

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Explain how William Shakespeare uses language to communicate your character in the play

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Date……………………………………………

Describe the language devices used within your scene in *Macbeth* with specific references

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Explain the historical context of William Shakespeare's play *Macbeth*

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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.

Date / / **Topic** **WEEK 1**

Questions	Notes

Summary

Questions	Notes

Summary

Date / / **Topic** # WEEK 3

Questions	Notes

Summary

Date / / **Topic** **WEEK 4**

Questions	Notes

Summary

Date / / **Topic** **WEEK 5**

Questions	Notes

Summary

Date / / **Topic** **WEEK 6**

Questions	Notes

Summary

Revision Page

Revision Page