



Aspire Achieve Thrive

Autumn Term
Term 1

Drama

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Modern Britain Task 1	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Catch Up	Option B Task 2
Friday	Modern Britain Task 2	Science Task 2	English Task 2

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)	Option B	Option C
Computer Science	Business Studies	Art
French	Hospitality and Catering	Business Studies
Geography	Drama	Hospitality and Catering
History	Music	Child Development
	Geography	Computer Science
	Health and Social Care	Drama
	ICT	Photography
	Media Studies	Science (Triple)
	Music	Sport
	Sport	
	Travel and Tourism	

Half Term 1 (8 weeks) - Year 10

Week / Date	Analysis - Google Classroom	Exam Coursework Document
Week 1 2nd September 2024	Practical logbooks: via Google Classroom	Google Classroom 1) Explain what physical theatre is?
Week 2 9th September 2024	Practical logbooks: via Google Classroom.	Google Classroom 2) What is involved in Push hands, Push/Pull and Round/By/Through?
Week 3 16th September 2024	Practical logbooks: via Google Classroom	Google Classroom 3) Give key information about the physical theatre production: <i>The Curious Incident of the Dog in the Night-time</i>
Week 4 23rd September 2024	Practical logbooks: via Google Classroom	Google Classroom 4) Describe Frantic Assembly's approach to devising, audiences and semiotics.
Week 5 30th September 2024	Practical logbooks: via Google Classroom	Google Classroom 5) What is involved in Chair Duets, Body as Prop, Flying and The Fives?
Week 6 7th October 2024	Practical logbooks: via Google Classroom	Google Classroom 6) Explain the staging, themes and semiotics used in <i>The Curious Incident of the Dog in the Night-time</i> (use your own observations from watching the production)
Week 7 14th October 2024	Practical logbooks: via Google Classroom	Google Classroom 7) What are the artistic aims of Frantic Assembly?
Week 8 21st October 2024	Practical logbooks: via Google Classroom	Google Classroom 8) Explain the staging, themes and semiotics used in <i>The Curious Incident of the Dog in the Night-time</i>

Half Term 2 (7 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 9 4th November 2024	Practical logbooks: via Google Classroom	Google Classroom Explain who Stanislavski was and how he influenced naturalistic theatre
Week 10 11th November 2024	Practical logbooks: via Google Classroom	Google Classroom How would you advise a new actor to learn their lines effectively using a well established technique?
Week 11 18th November 2024	Practical logbooks: via Google Classroom	Google Classroom Give key information about the naturalistic production: <i>Frankenstein</i>
Week 12 25th November 2024	Practical logbooks: via Google Classroom	Google Classroom Describe Stanislavski's influence on a range of theatre techniques (Emotion memory, Magic If etc)
Week 13 2nd December 2024	Practical logbooks: via Google Classroom	Google Classroom How can an actor build knowledge of their character when preparing for a production?
Week 14 9th December 2024	Practical logbooks: via Google Classroom	Google Classroom Explain the staging, themes and semiotics used in <i>Frankenstein</i>
Week 15 16th December 2024	Online annotated log via Google Classroom	Update coursework document on Google Classroom

Knowledge Organiser

BTEC Level 1 / 2 Tech Award in Performing Arts - Acting

Year 10

Half Term 1

Weeks 1, 4 and 7 Physical Theatre and FRANTIC ASSEMBLY	Weeks 2, 5 and 8 Building Blocks Exercises:	Weeks 3 and 6 -Repertoire 1: <i>The Curious Incident of the Dog in the Night-time</i>
<p>Theatre Practitioner: Frantic Assembly (1994-Now)</p> <ul style="list-style-type: none"> • A modern Physical Theatre company who produce scripted plays (Othello) and also devise their own (Pool No Water). • Created by Scott Graham, Steven Hoggett and Vicki Middleton. • Artistic Aims: To produce ‘thilling, energetic and uncompromising theatre, constantly attracting new audiences.’ Collaborating with a wide variety of artists. • Encourages non-naturalistic, or stylised approach to storytelling, where the actors use highly physical movement to tell their story. • Semiotics: Set design is often minimalistic and multi-purpose. High energy modern music is used. Costumes and props are realistic. • Audiences are directly addressed and engaged in the performances as the actors ‘break the fourth wall’. • Developed a devising based actor training system, using what they call building blocks which start with the physical movement, before developing the storyline or characters. • Choreography - A piece of movement made up of several parts, retained in a specific order. • Movement Memory - Remembering a string of material after plenty of rehearsal. • Contact Work - When actors make physical contact with each other. • Stamina - The ability to retain high energy levels 	<p>Push Hands - A movement exercise to enhance partnership and teamwork. Actors move together with joined hands. Hands are placed palm to palm, the person with their hands on top is ‘leader’ and should explore space and levels with their partner.</p> <p>Push / Pull - A sequence of movements/a string of material exploring the transference of <u>control</u>.</p> <p>Round/By/Through - A string of movement material with R-B-T at the centre of each movement choice. Round = Any move that involves passing closely around the body of partner By = Slotting in a move that is neat and efficient. Reducing the space between the partners to as small as possible. Through = Passing through the partner, usually confined to the upper body and arms.</p> <p>Chair Duets - Physical movement based on and around chairs – includes touches, action, reaction, embraces, rejections, etc all performed at speed.</p> <p>Body as Prop - Creating shapes and movements with your body to replicate objects.</p> <p>The Fives - Walking in unison, in beats of 5, in a grid sequence – Evident in Curious.</p> <p>Flying - Flying is being suspended through the air by the ensemble, who move you around the stage.</p>	<p>Playwright - Simon Stephens (original novel was written by Mark Haddon)</p> <p>Director - Marianne Elliott</p> <p>Year Created - 2012</p> <p>Genre - Crime Mystery, Family Drama, Bildungsroman</p> <p>Themes and Issues - Family Honesty and Trust Braving the Unknown Aspergers</p> <p>Lead Actors - Luke Treadaway, Paul Ritter, Nicola Walker and Niamh Cussack</p> <p>Stage - London</p> <p>Audience Position -In the round (although it was done on Proscenium Arch on tour)</p> <p>Performance Style - Physical theatre (Stylised)</p> <p>Practitioner - Frantic Assembly</p> <p>Costume - Naturalistic of the era</p> <p>Lighting - White and straws - depending on real time or flashback. Lighting from projections to illustrate Christopher’s mind.</p> <p>Set Design - Minimalistic and multi-functional. Symbolic use of the train</p>

<p>Weeks 9 and 12 NATURALISM and STANISLAVSKI</p>	<p>Weeks 10 and 13 Techniques</p>	<p>Weeks 11 and 14 Repertoire : Frankenstein</p>
<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 practise 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"> 1. Who am I? 2. Where am I? 3. When is it? 4. What do I want? 5. Why do I want it? 6. How will I get it? 7. 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.

WEEK 1: Research Logbook Notes (Homework task 1)

Date 2nd September 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 2: Research Logbook Notes (Homework task 1)

Date 9th September 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 3: Research Logbook Notes (Homework task 1)

Date 16th September 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

Week 4: Research Logbook Notes (Homework task 1)

Date 23rd September 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 5: Research Logbook Notes (Homework task 1)

Date 30th September 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 6: Research Logbook Notes (Homework task 1)

Date 7th October 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 7: Research Logbook Notes (Homework task 1)

Date 14th October 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 8: Research Logbook Notes (Homework task 1)

Date 21st October 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 9: Research Logbook Notes (Homework task 1)

Date 4th November 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 10: Research Logbook Notes (Homework task 1)

Date 11th November 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 11: Research Logbook Notes (Homework task 1)

Date 18th November 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 12: Research Logbook Notes (Homework task 1)

Date 25th November 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 13: Research Logbook Notes (Homework task 1)

Date 2nd December 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 14: Research Logbook Notes (Homework task 1)

Date 9th December 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

WEEK 15: Research Logbook Notes (Homework task 1)

Date: 16th December 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
2) Explain the practical development in lessons	
3) Assess how effective the performance outcomes were	
4) Key strengths in YOUR work	
5) Areas for further development	

Summary of 2 future targets:

Aspire
ACHIEVE
Thrive

Develop your character



Aspire | Achieve | Thrive