



Aspire Achieve Thrive

Spring Term
Term 2

Drama

Year 10

TASK 2 - LOGBOOK

Name: _____

Tutor: _____

Year 10 Homework Timetable

| | | | |
|------------------|-----------------------|-----------------------|-----------------|
| Monday | English Task 1 | Ebacc Option A Task 1 | Option C Task 1 |
| Tuesday | Option B Task 1 | Sparx Science | Science Task 1 |
| Wednesday | Sparx Maths | Option C Task 2 | Sparx Science |
| Thursday | Ebacc Option A Task 2 | Sparx Maths | Option B Task 2 |
| Friday | Sparx Science | 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 | |

Drama Half Term 3 - Homework Plan

| Half Term 3 (6 weeks) - Year 10 | | |
|--|--|--|
| Week / Date | Exam Coursework Document | Analysis - Google Classroom |
| Week 1 6th January 2025 | Google Classroom Describe the plot of your chosen play | Practical logbooks: via Google Classroom |
| Week 2 13th January 2025 | Google Classroom Analyse the core themes explored within the chosen play | Practical logbooks: via Google Classroom |
| Week 3 20th January 2025 | Google Classroom Explain how semiotics were used within the chosen play | Practical logbooks: via Google Classroom |
| Week 4 27th January 2025 | Google Classroom Explain the social, cultural and contextual influences of the chosen play | Practical logbooks: via Google Classroom |
| Week 5 3rd February 2025 | Google Classroom Identify, describe and explain the acting approach used for the play. | Practical logbooks: via Google Classroom |
| Week 6 10th February 2025 | Google Classroom How were set and sound used within the production? | Practical logbooks: via Google Classroom |

Drama Half Term 4 - Homework Plan

| Half Term 4 (6 weeks) - Year 10 | | |
|-------------------------------------|--|--|
| Week / Date | Exam Coursework Document | Analysis - Google Classroom |
| Week 7 24th February 2025 | Google Classroom Explain the role of a playwright , link to Nick Dear | Practical logbooks: via Google Classroom |
| Week 8 3rd March 2025 | Google Classroom Explain the role of an actor , link to the acting of performers within <i>Frankenstein</i> | Practical logbooks: via Google Classroom |
| Week 9 10th March 2025 | Google Classroom Explain the role of a director , link to Danny Boyle | Practical logbooks: via Google Classroom |
| Week 10 17th March 2025 | Google Classroom What essential skills does a playwright have? | Practical logbooks: via Google Classroom |
| Week 11 24th March 2025 | Google Classroom What essential skills does an actor have? | Practical logbooks: via Google Classroom |
| Week 12 31st March 2025 | Google Classroom What essential skills does a director have? | Practical logbooks: via Google Classroom |

| Frankenstein by Nick Dear | Lighting | Set and Sound |
|--|---|---|
| <p>Playwright – Nick Dear A play adapted from Mary Shelley’s best-selling novel. Director – Danny Boyle Theatre Company – The National Theatre Date seen – 2011 Location – Olivier stage, National Theatre Genre – Gothic Horror / Tragedy Performance Style – Naturalistic Semiotic Style - Naturalistic costumes with minimalistic and Symbolic set and lighting</p> <p>Plot: Nick Dear’s adaptation of Mary Shelley’s gothic novel retells the well-known story from the point of view of the Creature. The Creature is created by Victor Frankenstein, a troubled scientist who has grown frustrated by traditional scientific methods. His ego and dark ambition drive him to play with life itself and he succeeds in bringing the Creature to life. Childlike in his innocence but grotesque in form, the bewildered Creature is abandoned in a hostile world by his horror-struck maker. Due to his terrifying appearance, the Creature experiences cruelty, prejudice, and fear wherever he goes. He slowly learns the ways of the world and is educated by De Lacey, a blind man who provides the Creature with the kindness, empathy, and friendship he desperately craves. However, when De Lacey’s family turn on the Creature, his hope of finding a kinder place in the world is dashed. The Creature embarks on a violent killing spree, determined to track down Victor Frankenstein and force him to provide the Creature with the companion he desperately craves. Frankenstein’s abandonment of the Creature sets into motion a spiral of catastrophic events that destroy Frankenstein’s loved ones and, ultimately, bind him to the Creature forever.</p> | <p>Lighting</p> <ul style="list-style-type: none"> - The lighting is designed to reflect electricity, and the bright flashes of light present the metaphorical as well as literal light and darkness. The play is set during the advent of electricity and the Industrial Revolution so many of the lighting choices are also designed to reflect that. - This production uses stage lights with and without lenses, moving lights and follow spots, as well as a large mirrored ‘wedge’ with 3500 filament light bulbs suspended above the stage, again to reflect the advent and importance of electricity. These light bulbs can flash and pulse or chase sequences as well as giving out consistent light. - Some lights are shone directly at the audience, for example the front of the train, to create shock, intensity. - Pyrotechnics create sparks. - Crossfades allow transitions from one location to the other, for example the fields and the De Lacey cottage – a split stage effect. - Red lighting, flame and smoke for the De Lacey cottage fire. | <p>Set - Non-naturalistic.</p> <ul style="list-style-type: none"> - The Olivier stage has a drum revolve. The floor is grey, which enables a versatile creation of setting. There are a lot of different internal and external locations in this play and so the set design must allow for quick transitions and utilise minimal items of set to indicate location and period. - There is a train which emerges from the upstage centre (travelling across tracks in the stage floor). - Patches of grass are placed on parts of the stage, as well as bundles of corn. It creates an important contrast with the industrial nature of some of the other set elements. - The De Lacey house is flown in, a wooden structure with very thin gauze creating the wall. The lines of an old tree are drawn on the front wall of the house, and in front of the house is a wooden bench – very rustic and homemade. The De Lacey location is an agricultural one. -The Frankenstein house emerges from the drum revolve. It is situated centre stage, on the downstage half of the performance space. It includes a round table, period furniture and arched windows. Frankenstein was written by Mary Shelley in the Regency era and the architecture and costume reflect that period. Light comes from behind the window frames. |

| Playwright - Role - Nick Dear | Actor - Role - Benedict Cumberbatch and Jonny Lee Miller | Director - Role - Danny Boyle |
|---|---|--|
| <p>A writer is a crucial part of a production, being the ones who directly influence the script and what is written in it. The writer needs to take the director's vision of a piece/performance and create a realistic, believable piece of writing that will resonate towards the audience. They need to take into account what the staging will be, so they can create stage directions that directly link in with the actual boundaries the actors will have, while keeping these directions reasonable and not out of the ordinary. Lines need to be grounded and not stupid, as bad writing can lead to a break in immersion for both the actor and the audience, so the writer needs to make sure that lines are realistic and not what the character wouldn't say, as both the writers and the directors are the ones who know the characters the most. They are skilled editors and have excellent understanding of grammar, spelling and punctuation as well as observing the accuracy of life around them. Skills:</p> <ul style="list-style-type: none"> ● Literacy - spelling, punctuation and grammar ● Setting and meeting deadlines - motivated. Able to work alone. ● Research ● Understanding of the medium and genre in which you are writing ● Observation - bringing the characters to life, using observations of how humans interact ● Creative - ability to engage with storytelling ● Oracy - sharing ideas with others | <p>An actor is a performer who is able to present themselves as another person, or character, by adapting and changing the way they might move or speak. This is a highly skilled job which requires training and practice, as well as observation and input from a director who will guide the actor to present their character in line with their vision in the production. They are responsible for interpreting their script, learning lines, attending all rehearsals and researching their character.</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Good communication skills - effective ability to voice your ideas and present them in role ● Time-management - punctuality, attendance to all rehearsals, rehearsing in own time ● Reliability and able to take criticism and advice - humble ● Determination to succeed, tenacity, resilient and enthusiastic ● Team player - able to work with everyone, be part of an ensemble ● Disciplined and good stamina to work for long hours ● Having rounded skills will make more employable - vocal, physical, musicality, dance | <p>A Director is a job in film, television or theatre where a person is responsible for a practical and creative development of a play, film or dramatisation. Their role is to ensure the final performance connects with the audience and all the production elements unite in order to realise their vision for the script. In order to be a good Director, you need to be able to work with a group of people and talk them through how your vision of a play is, and how it should be performed on stage. How should the set look? What is the position of the characters on stage? The actors are counting on you to be good at communicating your ideas across so that they can perform to their best capability. You should also be able to give feedback and criticism to the performers and should also be able to change and adapt things on the fly if they are not working. The director should always be present if possible, as it is their ideas that will overall shape the performance.</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Creative and confident to take creative risks, with a secure understanding of how to work in your medium - film, television or theatre. ● Good oracy and literacy skills - to share your ideas with your performers and production team with accuracy. ● Persuasive, with strong interpersonal skills, as you have to give people instructions which you will expect them to carry out. ● Problem solver and organised - overcoming issues isn't seen as a barrier. ● Technical knowledge of how to create an atmosphere through semiotic elements. |

WEEK 1: Research Logbook Notes (Homework task 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|--|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|--|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|--|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|--|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|--|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|--|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|--|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|--|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|---|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|--|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|--|---------|
| 1) Description of the tasks | |
| 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 2)

Topic: Online annotated log - via Google Classroom

| Questions | Logbook |
|---|---------|
| <p>1) Description of the tasks</p> <p>2) Explain the practical development in lessons</p> <p>3) Assess how effective the performance outcomes were</p> <p>4) Key strengths in YOUR work</p> <p>5) Areas for further development</p> | |
| | |

Summary of 2 future targets:

Aspire
ACHIEVE
Thrive

Develop your character



Aspire Achieve Thrive