STOKE DAMEREL

Aspire Achieve Thrive

# Spring Term
# (Half Term 3 and 4)

# Drama

## Year 11

**Name: _____**

**Tutor: _____**

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

# Year 11 Homework Timetable

| | | | | |
|---|---|---|---|---|
| **Monday** | Ebacc<br>Option D<br>Task 1 | Option C<br>Task 1 | Option A<br>Task 1 | |
| **Tuesday** | English<br>Task 1 | Tassomai<br>Daily Goal 1 | Option B<br>Task 1 | |
| **Wednesday** | Sparx | Science<br>Task 1 | Option C<br>Task 2 | |
| **Thursday** | Ebacc<br>Option D<br>Task 2 | Tassomai<br>Daily Goal 2 | Option B<br>Task 2 | |
| **Friday** | Sparx | Science<br>Task 2 | English<br>Task 2 | Option A<br>Task 2 |

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

**Tassomai - 2 Daily Goals per week**

**Sparx - 4 tasks of Sparx per week**

## Drama Half Term 3 - Homework Plan

| Week / Date | Knowledge | Exam Coursework Document |
|---|---|---|
| **Week 1**<br><br>2nd January 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development |
| **Week 2**<br><br>9th January 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development |
| **Week 3**<br><br>16th January 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development |
| **Week 4**<br><br>23rd January 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development |
| **Week 5**<br><br>30th January 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development |
| **Week 6**<br><br>6th February 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development |

## Drama Half Term 4 - Homework Plan

| Week / Date | Knowledge | Exam Coursework Document |
|---|---|---|
| **Week 7**<br><br>20th February 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development |
| **Week 8**<br><br>27th February 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development |
| **Week 9**<br><br>6th March 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development |
| **Week 10**<br><br>13th March 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development |
| **Week 11**<br><br>20th March 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Evaluation Coursework Document - describing the strengths and areas of improvement for your rehearsal process |
| **Week 12**<br><br>27th March 2023 | **Researching the examination brief** (write up your findings in Google Classroom or on the document below) | Evaluation Coursework Document - describing the strengths and areas of improvement of your final examination performance |

Drama Year 11 Half Term 3 Knowledge Organiser

## Weeks 1 and 4
## Planning a Devised Play

**Mindmap ideas based around the theme :** Focus on ideas for plot, characters and creative dramatic techniques.
Potential techniques to use:
One actor plays **multiple characters** (suggestion only two or three).
**Breaking the fourth wall to directly address your audience** and used in modern filmed productions such as *Deadpool* and *Fleabag*.
**Cross Cutting** - to move seamlessly between two scenes which occur at the same time.
**Physical theatre/ mime** to focus on physical storytelling, removing the need for spoken dialogue. A good way to show a period of time passing.
Spotlighting on a character. giving them a **monologue**.
**Thoughts in the head** which shows when a character is plagued by the voices of characters from the past which builds up the tension.
**Puppet and Puppet Master** is a symbolic way of showing how a person is controlled by others. Can be really intriguing for an audience.
**Dislocating the Action** - talking to the audience as if you are addressing another character.

Personal Aims: What you want to achieve and how you will develop your acting skills to accomplish these.
Must include:

- The style and genre (eg Naturalistic, tragedy)
- Techniques you will use (breaking 4th wall, emotion memory, etc)
- Links to ideas about the theme: Innovation
- Self reflection of strengths as an actor
- Audience intention - How should they react? What will they expect?

## Weeks 2 and 5
## Character communicated through Language

Venue Assessment - considering where you will be performing, any live platform you may choose to use for live streaming, and personal equipment needs - will you need specific props, lighting, set, music?

Rehearsal Plan - When and where will you rehearse? How will you structure your rehearsals? Who will attend the rehearsals? Will you have a dress rehearsal? Will you have a tech rehearsal? When and how will you get peer feedback during the rehearsal process?

The Target audience – What type of audience is your performance targeting? What size audience are you expecting? You should develop your performance with a specific target audience in mind, even if restrictions regarding social gathering prevent you from performing to your intended audience.

Researching - it is your responsibility to research the topic you choose to explore through your Drama. Find a theme or factual idea which you can add depth of meaning.

Scripting - Although you do not need to script the whole piece, it is important to script your own monologue. Develop the language, descriptions from your character and include stage directions.

## Weeks 3 and 6
## Risk Assessment

A risk assessment can be done to identify risks in the workplace and ways to reduce injury or damage to property. If performing in the Drama Studio potential risks:

| Type of Hazard | Details | Action to reduce risk |
|---|---|---|
| Personal Well Being | physical and vocal acting - risks of injury. If you don't warm up or are tired these risks are greater and you could hurt yourself. | Warm up each rehearsal and have regular interval breaks. |
| Well being of others | Spacial awareness of others on stage and when physically interacting or passing objects could cause injury. | Careful planning in rehearsal and slow approach to physical theatre. |
| Trip Hazard | Wires, props and set | Plan where objects are. |
| Poor Lighting | Low light creates a risk of tripping or collision with the set. | No complete blackouts with actors moving. |
| Electricity | Electrocution/fire from faulty wires | Equipment has been PAT tested by NUB sound. |

Drama Year 11 Half Term 4 Knowledge Organiser

| **Weeks 7 and 9**<br>**Drama terminology** | **Weeks 8 and 10**<br>**Narrative Structures and Semiotics** | **Weeks 11 and 12**<br>**Evaluation and Reflection** |
|---|---|---|
| **Dramatic tension** - building suspense for the audience by creating an 'edge of your seat' experience which hooks the audience.<br><br>**Climax** - The most tense moment in a performance.<br><br>**Performance Style** - which type of performance the play is styled using: naturalistic, non-naturalistic, physical theatre …<br><br>**Genre** - type of play it is: comedy, tragedy, mystery, historical, documentary…<br><br>**Characterisation** - how you perform the personality of your character using your acting skills.<br><br>**Vocal skills** - relating to how you plan your use of voice to show character. Can include: accent, tone, clarity, diction, received pronunciation.<br><br>**Non-Verbal/ Physical skills** - Use of movement and the body to show character. Including: gait, posture, facial expressions, body language, proxemics and movement.<br><br>**Breaking the Fourth Wall** - when the actors directly address their audience to fully engage them or challenge them in the performance. | Plot Structure refers to how the story is shown.<br>**Chronological**: in the normal order of timeline events.<br>**Cyclical** - if a story begins near the end and then moves to the beginning and cycles back around in the correct order, completing back where it began.<br>**Non-Linear** - when the main plot travels in chronological order, but it interspersed with flashbacks or possibly flashforwards.<br><br>SEMIOTICS - refers to the additional areas of a play which are not the script/dialogue. Together these elements add to the theatrical experience and make the performance more accurately related to its style. They include: Costume, Props, Set Design, Staging, Lighting, Sound effects, Music, Special effects such as dry ice.<br><br>Staging for the audience - this is of special consideration when devising your own performance. Options: End on, Thrust (on 3 sides), Traverse (on opposite sides facing towards each other, like a catwalk), In the round (all around the central stage) | After your performance you need to **evaluate** by identifying specific moments and must include:<br><br>• What went well during the performance?<br>• What didn't go so well? Why do you think this?<br>• What feedback did you receive? Who from?<br>• Do you agree with the feedback? If so, what do you agree with? If not, what do you disagree with?<br>• How did your audience respond? Was this how you planned it?<br>• If you performed via a live stream, what impact did this have on your performance?<br>• If you were to do the performance again, what would you do differently? Consider not just the performance itself but also the planning and rehearsal process.<br>• What could be improved upon in the performance?<br>• How well did the performance fit with the theme of 'innovation'? How could this be improved upon?<br>Personal Reflection:<br>● What acting skills did you present in your performance and how effective were they?<br>● If social distancing was not an issue - how else would you have developed this performance? What other ideas do you have?<br>● What will you take away from this experience? How have you personally grown? What transferable skills have you developed? (communication, responding to feedback, resilience, the ability to polish a presentation) |

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# Aspire ACHIEVE Thrive

Develop your character

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