



Cycle 2
DRAMA
Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	Bedrock Learning	Ebacc Option D	Option C	Modern Britain
Tuesday	English	Tassomai	Option B	Art Option A
Wednesday	Hegarty	Science	Modern Britain	Option C
Thursday	Ebacc Option D	Tassomai	Bedrock Learning	Option B
Friday	Hegarty	Science	English	

Tassomai - 2 Daily Goals per week

Hegarty - 4 tasks of Hegarty per week

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		

Drama Cycle 2 - Homework Plan

Week / Date	Homework task	Exam Question on Google Slides
Week 1 November 15th	Cornell Notes: Social Context of DNA	Google Classroom Slide: Describe the Social Context of the teenage gang in Dennis Kelly's play <i>DNA</i>
Week 2 November 22nd	Cornell Notes: The language of Lou, Mark and Jan in DNA	Google Classroom Slide: Discuss the use of language captured in <i>DNA</i> , with reference to Lou, Mark and Jan
Week 3 November 29th	Cornell Notes: The language of Leah and Phil in DNA	Google Classroom Slide: Describe the language devices used for the characters of Leah and Phil within <i>DNA</i>
Week 4 December 6th	Cornell Notes: The three location settings in <i>DNA</i>	Google Classroom Slide: Discuss the three settings of the scenes within Dennis Kelly's play <i>DNA</i>
Week 5 December 13th	Cornell Notes: Stage direction within <i>DNA</i> , giving examples	Google Classroom Slide: Explain how stage directions are used within <i>DNA</i>
Week 6 January 3rd	Cornell Notes: Communication of John Tate, Adam and Danny through language	Google Classroom Slide: Explain how Dennis Kelly uses language to communicate the characters of John Tate, Adam and Danny in the play
Week 7 and 8 January 10th & 17th	Revision: Cornell Notes / Line Learning	Revision Revise your lines ready for practical examination using Retrieval line learning technique
Week 9 January 24th	Plug the gaps	

DRAMA Year 10 DNA C2

DNA Social Context:	Settings:	Week 1 & 4
<p>DNA deals with a whole host of contemporary issues through its portrayal of a particularly disaffected and alienated teenage-orientated view of the 'modern' world. The characters are loosely drawn and not often given space to comment on anything other than their immediate world and the complications of the relationships through which it is structured. The scenes are full of confrontational situations, often framed around a character addressing another with no response and at times this creates scenes constructed of a series of monologues. This lack of communication builds powerful dramatic tension and often explodes into furious arguments between characters and within characters.</p> <p>DNA, as a drama, takes the negativity and nihilism of a group of teenagers to a wholly different level to that which has been seen in literature before, e.g. <i>Catcher in the Rye</i>. There is virtually no communication with the world outside the friendship group portrayed in the opening scenes. The world of the characters takes very little notice of the rest of society until faced with the consequences of an act of willful and 'mindless' aggression. The aftermath of this act brings the characters closer together and pulls them apart.</p> <p>When studying this play the reader should enjoy the power of the arguments and (hopefully) will be shocked by the immorality that underpins the choices made by some of the characters. This play has provoked intense discussion about right and wrong and our responsibility for each other.</p> <p>The play is set in an indeterminate place and time, though clearly contemporary in speech and reference. The spirit of place is less important than the intensity of the characters. The power struggles within the group of teenagers and the volatility of certain characters create plenty of dramatic tension. The core themes of self and group identity, bullying, cruelty and responsibility should allow all young people to develop opinions about the consequences faced by the characters in this play. The writer has named the characters but left performers able to change names to suit their own preference. The character-constructs and the moral choices that they make are more important than a name.</p>	<p>The Street: Jan and Mark's scenes in <i>The Street</i> introduce the audience to what has been happening to the characters and then prepare us for the action that is to come in the group scenes (Scene 3 in each act).</p> <p>The Field: Leah and Phil's scenes take place in a field. This could have a 'romantic' notion as the field is open and spacious and away from the distraction of the other characters.</p> <p>These scenes also have a notable structure created through Leah's monologues. Her speeches seemingly discuss irrelevant topics that are completely unrelated to the situation the groups are in. Deeper analysis will reveal that each speech could be metaphorical and applied to the group completely (the Bonobos and Chimps for example). It could be read that these speeches are used as a way to remove her/ distract her from the reality and the horror of the situation she finds herself in. Ultimately, she is trying to get Phil's attention. When she can't gain his attention through thoughtful words, she tries something more physical or shocking (strangling herself, showing her 'Jerry'). With no reaction from Phil, she then brings her monologue to a close by referring directly to the situation they are in ('Adam's parents were on TV...') which may gain a reaction of some sort from Phil.</p> <p>The Wood: The Wood is a suitable setting for the whole group scenes because of the connotations a wood has. They tend to be on the outskirts of a settlement and could be described as dark, mysterious, isolated etc. The discussions that the group have when they are in the woods are about things that should be kept hidden from normal society. The setting actually <i>allows</i> the events to take place without anyone finding out.</p> <p>In the scenes where the wider group gathers you should be carefully considering the physical dynamics of what is seen on stage – who stands where and what can this represent to the audience? The group scenes – (Act 1 Scene 3) John Tate's leadership threat, revelation of what has happened to Adam and Phil's plan; (Act 2 Scene 3) they've got DNA evidence; (Act 3 Scene 3) Adam returns.</p>	

**DNA Language, Stage directions - Lou, Mark & Jan:
Week 2 & 5**

Because all of the characters in *DNA* are school-aged, language is natural and appropriate to how young people actually speak. This means that the effects created by language are sometimes subtle and allusive. Many of its effects depend on interaction, for instance, the way characters **interrupt** one another, **complete each other's sentences**, **speak when no one is listening**, or demonstrate that they themselves are **disengaged from the conversation** the rest of the group is holding. It is also useful to look at punctuation in the play, which shows where sentences trail off, are interrupted, or where two characters are weaving their own contributions together. Some characters say very little while some say a lot.

Stage directions: Help the actors know what to physically do on stage and how to speak their lines, but these do not appear much within the play. This is because Dennis Kelly wants the performers to make the play their own unique version. He does include many for Phil. There is one stage direction which is unusual for Phil, which happens when Leah has left him. It is unusual because it states what Phil is NOT doing. In the scenes set in the field he is always eating. Not eating shows the audience that something has changed for Phil

Lou, Mark and Jan often speak using one word, short phrases and simple sentences. Mark and Jan repeat each other's words sometimes to clarify their understanding of events. Throughout the scene where Jan and Mark tell the group about what has happened to Adam (20- 23), Kelly chooses to contrast the ideas that Adam is having a laugh with Jan and Mark and other language that shows how scared he is. Some of the language used is slang (pegging=throwing)

**DNA Language - Leah, Phil, John Tate, Adam & Danny:
Week 3 & 6**

Leah's speeches are **monologues** to Phil. She appears to be talking a lot about very little that makes sense. She often starts sentences and topics but does not finish them and this makes her seem **erratic**. Her speeches do not flow and are interrupted by continual use of **fillers** 'you know,' and **repeating words and phrases**. **Punctuation is limited** which shows that she is speaking continually and without pause (unless indicated by stage directions). She often asks **questions** (directed to Phil) which she then answers herself, possibly knowing she will not get an answer anyway.

Her speech is in direct contrast to **Phil's** speech (when he does speak), which is well structured and punctuated. He speaks in full sentences and his speeches have **clear direction**, unlike Leah's speeches that lack focus. **Repetition** uses repetition to imply that no one in the group has any choice over what happens next. He implies that if they accept the terrible situation they are actually in, rather than wishing for something impossible, they will understand exactly what needs to be done. 'PHIL: This is a bad situation. We didn't want this situation. But we've got this situation. It wasn't supposed to be like this. But it is like this.' The fact he is silent when the other characters are panicking or explaining their actions shows that he is carefully considering his responses before issuing the instructions to the group.

John Tate panics in the face of Adam's death and this is shown through the way that he tries to control the language the group are allowed to use. He attempts to ban the word 'dead'.

Adam's words contrast falling, darkness and rotting with the experience of "waking". "Waking" is difficult since the light is high and far away and Adam is surrounded by death and darkness, almost as if he had awakened in his own tomb. Using **metaphorical language**. As a result of his concussion his language is not structured into full sentences, but is disjointed and broken up to show this.

Danny is a comical character who is set on becoming a dentist. He uses **repetition** to make his concern known, adding comedy This is ironically challenged by the end of the play when we learn that he hates his dental work experience placement.

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 2

Questions	Notes

Summary

Date / /

Topic

WEEK 5

Questions	Notes

Summary

Date / /

Topic

WEEK 6

Questions	Notes

Summary

