Scott

Scott Medical and Healthcare College

Summer Term

Term 3

Drama

Year 10

Name: _____

Tutor: _____

Care to Learn

Learn to Care

Year 10 Homework Timetable

Monday	English Task 1	Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Maths	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Option A Task 2	Sparx Science	Option B Task 2
Friday	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
History
Geography
Spanish

Option B
Geography
Health and Social Care
Psychology

Option C
Psychology
Sports Studies
Childcare
Drama

Half Term 5 (6 weeks) - Year 10

Week / Date	Knowledge	Exam Coursework Document
Week 1 15th April 2024	**Cornell Notes:** Devising, Stimulus, Narration and Cross-cutting	**Question 1** Explain the following techniques used to make theatre: Devising, Stimulus, Narration and Cross-cutting.
Week 2 22nd April 2024	**Cornell Notes:** Non-Verbal acting skills	**Question 2** Describe a range of non-verbal acting skills used to show character.
Week 3 29th April 2024	**Cornell Notes:** Semiotic elements	**Question 3** Identify which semiotic elements can be used to enhance a play.
Week 4 6th May 2024	**Cornell Notes:** Dialogue, Monologue, Duologue and Thought tracking	**Question 4** Identify the features of the following techniques and the benefits of each in performance.
Week 5 13th May 2024	**Cornell Notes:** Verbal acting skills	**Question 5** Describe a range of Verbal acting skills used to show character.
Week 6 20th May 2024	**Cornell Notes:** Semiotic elements	**Question 6** Describe a range of visual and aural semiotics and how they improve the experience for an audience.

Half Term 6 (7 weeks) - Year 10

Week / Date	Knowledge	Exam Coursework Document
Week 7 3rd June 2024	**Cornell Notes:** Background information on the play	Question 7 Show your understanding of the background of *Teechers.*
Week 8 10th June 2024	**Cornell Notes:** Give details on the characters: Salty, Gail and Hobby.	Question 8 Show understanding of the personalities of Salty, Gail and Hobby, with insights on how to act them.
Week 9 17th June 2024	**Cornell Notes:** When/ where is the play set and what is the context behind this.	Question 9 The context of *Teechers*- explore the similarities and differences between now and the era it is set in.
Week 10 24th June 2024	**Mock Exams Week** **Cornell Notes:** Plot of *Teechers.*	**Mock Exams Week** Question 10 Summarise the plot of John Godber's *Teechers*.
Week 11 1st July 2024	**Cornell Notes:** Give details on the characters: Mr Nixon, Mrs Parry and Oggy.	Question 11 Show understanding of the personalities of Mr Nixon, Mrs Parry and Oggy.
Week 12 8th July 2024	**Cornell Notes:** Key information on Hull Truck Theatre Company's original production of *Teechers.*	Question 12 Describe key features and background information of the original production of *Teechers* .
Week 13 15th July 2024	Evaluation Week	Completion of Coursework - Google Classroom

Drama Year 10 Half Term 5 Knowledge Organiser

Weeks 1 and 4 **Making Theatre: Techniques**	Weeks 2 and 5 **Acting: Characterisation Skills**	Weeks 3 and 6 **Semiotics**
Devising The process of creating drama performance based on research/ideas linked to a stimulus or brief. **Stimulus** Can be an image such as a picture/ photograph/ painting; a piece of writing such as a poem/ letter/ lyrics/ newspaper article; an artefact or piece of music which is used as a starting point to create drama. **Dialogue** The words spoken by a character. **Monologue** One character speaking aloud. **Duologue** Two characters speaking to each other in a scene. **Thoughts aloud/ Thought tracking** The characters share their private thoughts aloud within a scene, often for the benefit of deepening a character for the audience. **Narration** When a character recounts events within the plot **Cross Cutting** When two or more scenes are happening on stage in the same place or at the same time, the actors freeze one scene whilst the other is in action then this one freezes for the other to play out. Cutting across from one action to the other	**Non-Verbal** how we act **Body Language -** The way the actor uses their body to communicate meaning to an audience - such as the attitude or age of their character. **Gesture -** A movement of a specific part of the body to signal meaning. Usually the head, hands or shoulders (eg: wave, nod, shrug) **Movement -** The way an actor moves across a stage to indicate a character's age, attitude or status. **Facial Expression -** The movement of the face to communicate emotions and social interactions of a character (eg: smile, frown) **Gait -** A person's manner of walking. (eg: long stride, quick pace) **Verbal** how we sound **Diction** - Fully pronouncing words with accuracy (Ts and Ds) **Pitch** - The high or low sound of the voice (child - higher pitch) **Tone** - the sound of your voice which suggests mood and intention towards the listener (happy, sad, moody, uncertain) **Pace** - The speed at which a character speaks (quicker is more urge **Pause** - A dramatic pause for an effect. **Volume** - How loud or quiet someone is, indicates character (quiet might be sad or nervous, loud could be a sergeant) **Emphasis** - Stressing a word or phrase to make it stand out. **Accent** - Distinctive way to pronounce words which suggest the character's origins.	**Semiotics are an essential part of the visual and aural experiences of an audience member. They can give clues about the play, beyond the words of the script.** **Lighting -** Rigged lanterns above a stage can create mood and atmosphere in a play. The stag can be flooded with light or individual spotlights can illuminate individual zones. Floor light casts light in an upward direction and can make interesting shadows. Light behind a calico screen can create a silhouette. **Set design -** the layout of furniture on a stage to suggest a location. This can include flats, calico silhouette screen, table and chairs**.** **Props (stage properties) -** Moveable objects which can be used to set a scene or establish character - such as a handbag, doll, cup of coffee, walking stick. **Costume -** The clothing worn by an actor helps to present their character. Costumes can be specific to a moment in history, or they can be symbolic - such as wearing blacks with an individual item to represent a character, like a hat or coat. **Music/Sound Effects -** sound can be diegetic (acknowledged by a character on stage, such as birds tweeting or turning on a radio) and non-diegetic (not heard by a character, but there for a reason such as creating atmosphere).

Drama Year 10 Half Term 6 Knowledge Organiser

Weeks 7 and 10 **Background Information and plot**	**Weeks 8 and 11** **The Characters**	**Weeks 9 and 12** **Setting of scenes and original production**
Teechers is a play written by John Godber. Written in 1884 and published in 1885. John was born the son of a miner in Upton, West Yorkshire. He trained as a teacher of drama at Bretton Hall College. Whilst he was Head of Drama at Minsthorpe High School, the school he attended as a student, he won every major award at the National Student Drama Festival between 1981 and 1983 Plot: Join Gail, Hobby and Salty, three fifth form students who, through their end of term play, tell the hilarious story of an idealistic new teacher in his perilous first days inside a local comprehensive school. . In this play-within-a-play “The names and the faces have been changed...to protect the innocent” and Salty, Gail and Hobby will be playing the parts of all of the teachers, the students and caretakers themselves Godber: In TEECHERS I decided that I would return to a style of theatre which I had begun investigating when I was teaching at Minsthorpe, namely; story telling theatre and multi-role playing. This had two advantages, one was it was very cost effective, and secondly it allowed me to draw on a number of differing theatre styles which I had picked up during my years at Bretton Hall College training to be a Drama Specialist./ At the heart of TEECHERS is the very real assertion that the arts, and especially drama, should form an essential part of the school curriculum. It also attempts to demonstrate the effect that exposure to the arts has on young people.	**Main Characters** ● Lilian Hobson “Hobby” – The one in the trio fed up with her friends. ● Gail Saunders – The bossy and sassy within the trio. ● Ian Salt “Salty” – The fired soul, doesn't know what he'll do with his life after leaving school. Salty is a laid-back person with an attitude of a classic teenager with a common habit of over exaggerating. **Characters who are played by the above (multi-role)** ● Mr. Harrison – the drama teacher, socialist and idealistic, called Mr. Nixon in the play, to "Protect the names of the innocent", young and casual. ● Mrs. Hudson – the headmistress, called Mrs. Parry in the play, loud and large with a terrible dress sense. ● Bobby Moxon – (Oggy Moxon) Bully of the school who scares teachers and students alike. ● Ms. Whitham – Hopeless English teacher, eager to leave ● Mr. Basford – The deputy head and maths teacher. Hates children, typically nasty. ● Miss Jackie Prime – The sports teacher, young and bouncy. ● Doug – The caretaker. Grouchy and assertive. ● Mr. Dean – A teacher who thinks that all of the kids love him	*Teechers* was first performed by the Hull Truck Theatre Company. Hull Truck Theatre is a pioneering theatre with a unique Northern Voice, locally rooted, global in outlook, inspiring artists, audiences and communities to reach their greatest potential.John Godber was the artistic director of Hull Truck Theatre for 25 years (1984- 2009). The play was first performed in 1987 at the Edinburgh Festival starring Martin Barass as Salty, Gill Tompkins as Gail and Shirley Anne Selby as Hobby.. A large number of performances of the play have been staged since – both amateur and professional. The play is set in Whitehall highschool in the late 1980’s. The world in the late 1980s was very different to how we live now and yet there are some striking similarities: -Conservative leader Margaret Thatcher won her third term as Prime Minister. She had suggested in the run up to the 1987 election that state schools (like Whitewall High School from Teechers) may soon start charging pupils fees to attend. -Privatisation was rife as the Conservative government sold off public services such as British Gas, British Steel, British Telecom and British Airways to private investors to raise funds to try to help clear the huge national debt. -Unemployment in the UK rose from roughly 1 million people under the previous Labour government, to a high point of over 3.5 million unemployed under the Conservative government of the 1980s. Godber, an ex drama teacher, makes political comments through his work.

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 15 /4 /24 **Topic** Devising, Stimulus, Narration and Cross-cutting

WEEK 1

Questions	Notes

Summary

WEEK 1

Date: 15th April 2024

Explain the following techniques used to make theatre: Devising, Stimulus, Narration and Cross-cutting

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 22 / 4 /24 **Topic** Non-Verbal acting skills

WEEK 2

Questions	Notes

Summary

WEEK 2

Date 22nd April 2024

Describe a range of non-verbal acting skills used to show character.

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 29 / 4 /24 **Topic** Semiotic elements

WEEK 3

Questions	Notes

Summary

WEEK 3

Date: 29th April 2024

Identify which semiotic elements can be used to enhance a play.

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 6 / 5 /24 **Topic** Dialogue, Monologue, Duologue and Thought tracking

WEEK 4

Questions	Notes

Summary

WEEK 4

Date: 6th May 2024

Identify the features of the following techniques and the benefits of each in performance.

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 13 / 5 / 24 **Topic** Verbal acting skills

WEEK 5

Questions	Notes

Summary

WEEK 5

Date: 13th May 2024

Describe a range of verbal acting skills used to show character.

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 20 / 5 / 24 **Topic** Semiotic elements

WEEK 6

Questions	Notes

Summary

WEEK 6

Date: 20th May 2024

Describe a range of visual and aural semiotics and how they improve the experience for an audience.

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 3 / 6 / 24 **Topic** Background information on the play

WEEK 7

Questions	Notes

Summary

WEEK 7

Date: 3rd June 2024

Show your understanding of the background of *Teechers.*

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 10 / 6 / 24 **Topic** Give details on the characters: Salty. Gail and Hobby.

WEEK 8

Questions	Notes

Summary

Date: 10th June 2024

Show understanding of the personalities of Salty, Gail and Hobby with insights how to act them.

Answer:

WEEK 8: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 17 / 6 / 24 **Topic:** When/ where is the play set and what is the context behind this?

WEEK 9

Questions	Notes

Summary

Date: 17th June 2024

Describe the context of *Teechers*- explore the similarities and differences between now and the era it is set in.

Answer:

WEEK 9: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 24 / 6 / 24 **Topic** Plot of *Teechers*

WEEK 10

Questions	Notes

Summary

WEEK 10

Date: 24th June 2024

Summarise the plot of John Godber's Teechers.

Answer:

WEEK 10: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 1 / 7 / 24 **Topic** Give details on the characters: Mr Nixon, Mrs Parry and Oggy.

WEEK 11

Questions	Notes

Summary

WEEK 11

Date: 1st July 2024

Show understanding of the personalities of Mr Nixon, Mrs Parry and Oggy

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question:

Answer:

Date 8 / 7 / 24 **Topic** Key information on Hull Truck Theatre Company's original production.

WEEK 12

Questions	Notes

Summary

WEEK 12

Date: 8th July 2024

Describe the key features and background information of the original production of *Teechers .*

Answer:

WEEK 12: Exam Question review and improvement (Classwork)

Question:

Answer:

Revision Page

Revision Page

Revision Page

Revision Page