



**Spring Term  
Term 2**

**Drama**

**Year 11**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

*Care to Learn*

*Learn to Care*

## Year 11 Homework Timetable

<b>Monday</b>	English Task 1	Option A Task 1	Option C Task 1
<b>Tuesday</b>	Sparx Science	Option B Task 1	Sparx Maths
<b>Wednesday</b>	Sparx Maths	Science Task 1	Option C Task 2
<b>Thursday</b>	Option A Task 2	Sparx Catch Up	Option B Task 2
<b>Friday</b>	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
Geography
History
Spanish

Option B
Geography
Psychology
Health and Social Care

Option C
Childcare
Drama
Psychology
Sport

### Drama Half Term 3 - Homework Plan

<b>Week / Date</b>	<b>Knowledge</b>	<b>Exam Coursework Document</b>
<b>Week 1</b> 6th January 2025	<b>Researching the examination brief</b> (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
<b>Week 2</b> 13th January 2025	<b>Researching the examination brief</b> (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
<b>Week 3</b> 20th January 2025	<b>Researching the examination brief</b> (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
<b>Week 4</b> 27th January 2025	<b>Researching the examination brief</b> (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
<b>Week 5</b> 3rd February 2025	<b>Researching the examination brief</b> (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
<b>Week 6</b> 10th February 2025	<b>Researching the examination brief</b> (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 - Google Classroom	Exam Coursework Document
<b>Week 7</b> 24th February 2025	<b>Researching the examination brief</b> (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
<b>Week 8</b> 3rd March 2025	<b>Researching the examination brief</b> (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
<b>Week 9</b> 10th March 2025	<b>Researching the examination brief</b> (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
<b>Week 10</b> 17th March 2025	<b>Researching the examination brief</b> (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
<b>Week 11</b> 24th March 2025	<b>Researching the examination brief</b> (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
<b>Week 12</b> 31st March 2025	<b>Researching the examination brief</b> (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

Weeks 1 and 4 Planning a Devised Play	Weeks 2 and 5 Character communicated through Language	Weeks 3 and 6 Risk Assessment																				
<p><b>Mindmap ideas based around the theme :</b> Focus on ideas for plot, characters and creative dramatic techniques.</p> <p>Potential techniques to use: One actor plays <b>multiple characters</b> (suggestion only two or three).</p> <p><b>Breaking the fourth wall to directly address your audience</b> and used in modern filmed productions such as <i>Deadpool</i> and <i>Fleabag</i>.</p> <p><b>Cross Cutting</b> - to move seamlessly between two scenes which occur at the same time.</p> <p><b>Physical theatre/ mime</b> to focus on physical storytelling, removing the need for spoken dialogue. A good way to show a period of time passing.</p> <p>Spotlighting on a character. giving them a <b>monologue</b>.</p> <p><b>Thoughts in the head</b> which shows when a character is plagued by the voices of characters from the past which builds up the tension.</p> <p><b>Puppet and Puppet Master</b> is a symbolic way of showing how a person is controlled by others. Can be really intriguing for an audience.</p> <p><b>Dislocating the Action</b> - talking to the audience as if you are addressing another character.</p> <p>Personal Aims: What you want to achieve and how you will develop your acting skills to accomplish these. Must include:</p> <ul style="list-style-type: none"> <li>- The style and genre (eg Naturalistic, tragedy)</li> <li>- Techniques you will use (breaking 4th wall, emotion memory, etc)</li> <li>- Links to ideas about the theme: Innovation</li> <li>- Self reflection of strengths as an actor</li> <li>- Audience intention - How should they react? What will they expect?</li> </ul>	<p>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?</p> <p>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?</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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:</p> <table border="1" data-bbox="1391 448 2139 1337"> <thead> <tr> <th>Type of Hazard</th> <th>Details</th> <th>Action to reduce risk</th> </tr> </thead> <tbody> <tr> <td>Personal Well Being</td> <td>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.</td> <td>Warm up each rehearsal and have regular interval breaks.</td> </tr> <tr> <td>Well being of others</td> <td>Spacial awareness of others on stage and when physically interacting or passing objects could cause injury.</td> <td>Careful planning in rehearsal and slow approach to physical theatre.</td> </tr> <tr> <td>Trip Hazard</td> <td>Wires, props and set</td> <td>Plan where objects are.</td> </tr> <tr> <td>Poor Lighting</td> <td>Low light creates a risk of tripping or collision with the set.</td> <td>No complete blackouts with actors moving.</td> </tr> <tr> <td>Electricity</td> <td>Electrocution/fire from faulty wires</td> <td>Equipment has been PAT tested by NUB sound.</td> </tr> </tbody> </table>			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.
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<b>Weeks 7 and 10</b> <b>Drama terminology</b>	<b>Weeks 8 and 11</b> <b>Narrative Structures and Semiotics</b>	<b>Weeks 9 and 12</b> <b>Evaluation and Reflection</b>
<p><b>Dramatic tension</b> - building suspense for the audience by creating an ‘edge of your seat’ experience which hooks the audience.</p> <p><b>Climax</b> - The most tense moment in a performance.</p> <p><b>Performance Style</b> - which type of performance the play is styled using: naturalistic, non-naturalistic, physical theatre ...</p> <p><b>Genre</b> - type of play it is: comedy, tragedy, mystery, historical, documentary...</p> <p><b>Characterisation</b> - how you perform the personality of your character using your acting skills.</p> <p><b>Vocal skills</b> - relating to how you plan your use of voice to show character. Can include: accent, tone, clarity, diction, received pronunciation.</p> <p><b>Non-Verbal/ Physical skills</b> - Use of movement and the body to show character. Including: gait, posture, facial expressions, body language, proxemics and movement.</p> <p><b>Breaking the Fourth Wall</b> - when the actors directly address their audience to fully engage them or challenge them in the performance.</p>	<p>Plot Structure refers to how the story is shown.</p> <p><b>Chronological</b>: in the normal order of timeline events.</p> <p><b>Cyclical</b> - 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.</p> <p><b>Non-Linear</b> - when the main plot travels in chronological order, but it interspersed with flashbacks or possibly flashforwards.</p> <p>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.</p> <p>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)</p>	<p>After your performance you need to <b>evaluate</b> by identifying specific moments and must include:</p> <ul style="list-style-type: none"> <li>• What went well during the performance?</li> <li>• What didn't go so well? Why do you think this?</li> <li>• What feedback did you receive? Who from?</li> <li>• Do you agree with the feedback? If so, what do you agree with? If not, what do you disagree with?</li> <li>• How did your audience respond? Was this how you planned it?</li> <li>• If you performed via a live stream, what impact did this have on your performance?</li> <li>• 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.</li> <li>• What could be improved upon in the performance?</li> <li>• How well did the performance fit with the theme of ‘innovation’? How could this be improved upon?</li> </ul> <p>Personal Reflection:</p> <ul style="list-style-type: none"> <li>• What acting skills did you present in your performance and how effective were they?</li> <li>• If social distancing was not an issue - how else would you have developed this performance? What other ideas do you have?</li> <li>• 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)</li> </ul>

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## Evaluation and Reflection: Examination Brief

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