



Autumn Term

Term 1

Drama

Year 11

Name: _____

Tutor: _____

Care to Learn

Learn to Care

Year 11 Homework Timetable

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

Option B
Geography
Psychology
Health and Social Care

Option C
Childcare
Drama
Psychology
Sport

Half Term 1 (8 weeks) - Year 11

Week / Date	Homework task 1 Online Logbook	Homework task 2 Exam Question
Week 1 2nd September 2024	Online annotated log via Google Classroom	Google Classroom 1) Explain how an actor uses non-verbal skills to become a character.
Week 2 9th September 2024	Online annotated log via Google Classroom	Google Classroom 2) How does the visual semiotic of set design help to create the world of a play?
Week 3 16th September 2024	Online annotated log via Google Classroom	Google Classroom 3) How does the visual semiotic lighting help to create the world of a play?
Week 4 23rd September 2024	Online annotated log via Google Classroom	Google Classroom 4) Explain how an actor uses verbal skills to become a character.
Week 5 30th September 2024	Online annotated log via Google Classroom	Google Classroom 5) How does the visual semiotic costume help to create the world of a play?
Week 6 7th October 2024	Online annotated log via Google Classroom	Google Classroom 6) Describe <u>three</u> different ways lighting can be used in the theatre.
Week 7 14th October 2024	Online annotated log via Google Classroom	Google Classroom 7) Which are the most useful verbal and non-verbal skills for a performer and why do you think this?
Week 8 21st October 2024	Online annotated log via Google Classroom	Google Classroom 8) Why are all semiotic elements important for a professional production?

Half Term 2 (7 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 9 4th November 2024	Online annotated log via Google Classroom	Google Classroom 9) What is the plot of <i>Teechers</i> ?
Week 10 11th November 2024	Online annotated log via Google Classroom	Google Classroom 10) Describe some effective techniques for line learning.
Week 11 18th November 2024	Online annotated log via Google Classroom	Google Classroom 11) Describe the characters in <i>Teechers</i> .
Week 12 25th November 2024	Mock Exams Line learning	Mock Exams Google Classroom - 12) What is the background context of <i>Teechers</i> ?
Week 13 2nd December 2024	Mock Exams Line learning	Mock Exams Google Classroom - 13) Describe how actor's could develop their character.
Week 14 9th December 2024	Online annotated log via Google Classroom	Google Classroom 14) Pick one character (you have played) and explain them in detail- referencing a particular scene they are in and how you embodied them.
Week 15 16th December 2024	Online annotated log via Google Classroom	Google Classroom Spend half an hour working on outstanding coursework- highlight in yellow the work you have completed.

Knowledge Organiser

BTEC Level 1 / 2 Tech Award in Performing Arts - Acting

Year 11

Half Term 1

Weeks 1, 4 and 7 Characters In Performance

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)

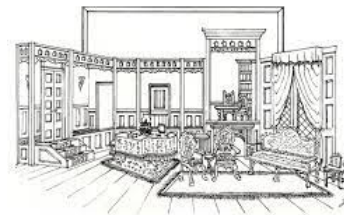
Verbal how we sound

- **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 (quite 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.

Weeks 2, 5 and 8 Semiotics: Set Design and Costume

Set Design -

Creating the right setting for your chosen play is essential. It will suggest a location to your audience and will provide the actors with somewhere to perform which is meaningful. A set can be literal, minimalistic or abstract.



A Doll's House

Costume -

Costumes are the clothes a character wears. They inform the audience of the age, class, wealth and era of a character. Costume can also be symbolic and suggest motives and colour can suggest meaning, for example green for envy.



Weeks 3 and 6 Semiotics: Lighting

Lighting -

A stage can be lit not only to show where the actors are for the audience to see them, but can be lit in different ways to add effect and atmosphere for the actors.



1



2



3

1) Spotlight - a lamp projecting a narrow, intense beam of light directly onto a place or person, especially a performer on stage.

2) Backlit - illuminating a person from behind, creating a mysterious silhouette on stage.

3) Floodlit - when the whole stage area is flooded with light and every area is illuminated.

Weeks 9 and 12 <i>Teachers by John Godber</i>	Weeks 10 and 13 Techniques for Character building	Weeks 11 and 14 Characters:
<p>PLOT: 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</p> <p>Background Context: Teachers is set in the 80’s however can be modernised and is still relevant to the modern education system. It 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. The play was first performed in 1987 at the Edinburgh Festival</p> <p>Godber wanted to comment on the political and education system of the 1980’s highlighting both problems within schools and the current economy/ society. With the threat of schools becoming privatised and quality state education at risk, Teachers makes a political statement through a comedic piece.</p>	<p>Line Learning Technique: Memorising the lines</p> <ul style="list-style-type: none"> ● Repetition ● Reading the line then closing your eyes to visualise the lines ● Speaking them aloud in various tones and volumes ● Attach an action to a moment in the line, such as a nod, look away, walking away ● Writing the lines out several times ● Make a poster for your room ● Rehearse over again until perfect <p>Restraint and control is vital in naturalistic acting. An actor must avoid unnecessary gestures and over-acting. Diction and pronunciation with the words spoken must be accurate. You need to use pitch, pace, pause and tone to sound meaningful - REAL.</p> <p>Steps to building a character:</p> <ol style="list-style-type: none"> 1. Who am I? 2. Where am I? 3. When is it? 4. What do I want? 5. Why do I want it? 6. How will I get it? 7. What do I need to overcome? 	<p>Main Characters</p> <ul style="list-style-type: none"> ● 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. <p>Characters who are played by the above (multi-role)</p> <ul style="list-style-type: none"> ● 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

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.

WEEK 1: Research Logbook Notes (Homework task 1)

Date 2nd September 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 9th September 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 16th September 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 23rd September 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 30th September 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 7th October 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 14th October 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 21st October 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 4th November 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 11th November 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 18th November 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 1)

Date 25th November 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 13: Research Logbook Notes (Homework task 1)

Date 2nd December 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 14: Research Logbook Notes (Homework task 1)

Date 9th December 2024	Topic: Online annotated log - via Google Classroom
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1) Description of the tasks	Logbook
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 15: Research Logbook Notes (Homework task 1)

Date: 16th December 2024

Topic: Online annotated log - via Google Classroom

1) Description of the tasks	Logbook
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: