



Aspire Achieve Thrive

Autumn Term
Term 1
Drama
Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	Science Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Sparx Science	Option B Task 1	Modern Britain Task 1
Wednesday	English Task 1	Science Task 2	Option C Task 2
Thursday	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
Friday	Modern Britain Task 2	English Task 2	Sparx Maths

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Childcare
Triple Science
Travel and Tourism
Music
Sport
IT

Option C
Business Studies
Catering
Computer Science
Drama
Health & Social Care
Media Studies
Photography
Sport
Sociology

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

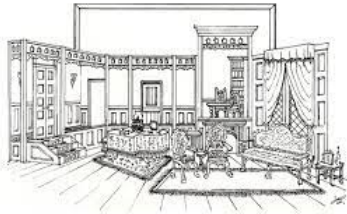


Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 9 4th November 2024	Online annotated log via Google Classroom	Google Classroom 9) What is the plot of <i>Blue Remembered Hills</i> ?
Week 10 11th November 2024	Online annotated log via Google Classroom	Google Classroom 10) Describe some effective techniques for line learning.
Week 11 18th November 2024	Online annotated log via Google Classroom	Google Classroom 11) Describe the male characters in <i>Blue Remembered Hills</i> .
Week 12 25th November 2024	Mock Exams Line learning	Mock Exams Google Classroom - 12) <i>Blue Remembered Hills</i> - Plot and background context
Week 13 2nd December 2024	Mock Exams Line learning	Mock Exams Google Classroom - 13) <i>Blue Remembered Hills</i> - Characters
Week 14 9th December 2024	Online annotated log via Google Classroom	Google Classroom 14) Explain the background context of <i>Blue Remembered Hills</i>
Week 15 16th December 2024	Online annotated log via Google Classroom	Google Classroom Complete any outstanding coursework sections

Knowledge Organiser

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

Year 11

Half Term 1

<p>Weeks 1, 4 and 7 Characters In Performance</p>	<p>Weeks 2, 5 and 8 Semiotics: Set Design and Costume</p>	<p>Weeks 3 and 6 Semiotics: Lighting</p>
<p>Non-Verbal how we act</p> <ul style="list-style-type: none"> ● 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) <p>Verbal how we sound</p> <ul style="list-style-type: none"> ● 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. 	<p>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.</p>  <p>A Doll's House</p> <p>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.</p> 	<p>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.</p>  <p>1) Spotlight - a lamp projecting a narrow, intense beam of light directly onto a place or person, especially a performer on stage.</p> <p>2) Backlit - illuminating a person from behind, creating a mysterious silhouette on stage.</p> <p>3) Floodlit - when the whole stage area is flooded with light and every area is illuminated.</p>

<p>Weeks 9 and 12 Blue Remembered Hills by Dennis Potter</p>	<p>Weeks 10 and 13 Techniques for Character building</p>	<p>Weeks 11 and 14 Characters:</p>
<p>PLOT: The action takes place during one summer's afternoon in <u>a wood, a field and a barn</u>. It follows seven children, all aged seven, as they play, squabble and fantasise, playing out their fears and hostilities. One character proves particularly vulnerable as the other's gang up to taunt him and the play ends in tragedy as he plays his own, dangerous game of pyromania in a barn.</p> <p>The play takes place in real time, with no flashbacks or other theatrical devices to alter time.</p> <p>Background Context: Written in 1979, this play is set in the West Country in 1943. The characters are all children - poor, working-class and rural children - but <u>adults play the parts</u>.</p> <p>Dennis Potter's decision to use adults to play the parts of children did not come from a desire for novelty or humour. <u>He did not want to complicate the audience's reactions with any sentiment or sympathy they might feel at the sight of real children</u>. He felt that real child actors would subtly censor their actions as children naturally do when under adult scrutiny. By using adults, the audience would be able to see and experience the actions and emotions directly.</p> <p>The children are seen inhibited by direct influence from grown-ups. It is a world of <u>seeming innocence</u>, but the innocence is shattered in a terrible climax.</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>Willie - smarter, excitable, loves aeroplanes always watching and thinking (acting with eyes and ears). A fairly laid-back character, but intelligent and devious. He enjoys imitating aeroplanes and so body language is very important when portraying this character: his gestures, posture and facial expression, especially the eyes.</p> <p>Peter - A strong, less intelligent character who acts aggressively – a bully. Again, body language would be imperative for the actor when portraying him, e.g. he might use his fists consistently. Bully, not very clever (scratch head, confused look), thinks with fists, always wants what the others have.</p> <p>Raymond - A sensitive and innocent character who stammers, and he's younger than the rest. He enjoys playing cowboys and using his plastic gun whilst imitating them, stutter, follower.</p> <p>John - A character who tries to be fair and protective / caring of his brother Raymond, and who challenges Peter at times. He's more diplomatic than the rest and tries to calm things down in order to avoid arguments. He has a more ethical attitude than the rest, intelligent, moral.</p> <p>Angela - A most 'girly' and confident character who can be selfish. She tries to get her own way all the time and uses her femininity to achieve this. She has to play "mummy" every time. Her doll is very important to her. Twirls hair, always gets her way.</p> <p>Audrey - A character who is reliant on others, and who tries hard to be Angela's friend. She's insecure and unpopular, but cruel and aggressive as well. unfortunate, boys don't like her, threatened by her tomboyish nature, strop, happily resorts to violence</p> <p>Donald - – A character on the group's fringes. He doesn't fit in. He's being abused by his mother. He's lonely and frustrated, unpopular with the boys, but the girls let him play with them. He scratches his body consistently but tries to hide his scars under his clothes. Loner, scared, isolated, introvert.</p>

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
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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:

Aspire
ACHIEVE
Thrive

Develop your character



Aspire | Achieve | Thrive