



Aspire Achieve Thrive

**Spring Term**  
**Term 2**  
**Drama**  
**Year 11**

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

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

### Year 11 Homework Timetable

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

### Drama Half Term 3 (6 weeks) - Homework Plan

Week / Date	Knowledge	Exam Coursework Document
<p style="text-align: center;"><b>Week 1</b></p> <p style="text-align: center;">6th January 2025</p>	<p><b>Researching the examination brief</b> (write up your findings in Google Classroom or on the document below)</p>	<p>Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development</p>
<p style="text-align: center;"><b>Week 2</b></p> <p style="text-align: center;">13th January 2025</p>	<p><b>Researching the examination brief</b> (write up your findings in Google Classroom or on the document below)</p>	<p>Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development</p>
<p style="text-align: center;"><b>Week 3</b></p> <p style="text-align: center;">20th January 2025</p>	<p><b>Researching the examination brief</b> (write up your findings in Google Classroom or on the document below)</p>	<p>Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development</p>
<p style="text-align: center;"><b>Week 4</b></p> <p style="text-align: center;">27th January 2025</p>	<p><b>Researching the examination brief</b> (write up your findings in Google Classroom or on the document below)</p>	<p>Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development</p>
<p style="text-align: center;"><b>Week 5</b></p> <p style="text-align: center;">3rd February 2025</p>	<p><b>Researching the examination brief</b> (write up your findings in Google Classroom or on the document below)</p>	<p>Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development</p>
<p style="text-align: center;"><b>Week 6</b></p> <p style="text-align: center;">10th February 2025</p>	<p><b>Researching the examination brief</b> (write up your findings in Google Classroom or on the document below)</p>	<p>Production tasks posted in Google Classroom eg Research, Logbook, Script and Scenic development</p>

## Drama Half Term 4 (6 weeks) - 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 data-bbox="1391 448 1592 544">Type of Hazard</th> <th data-bbox="1592 448 1888 544">Details</th> <th data-bbox="1888 448 2139 544">Action to reduce risk</th> </tr> </thead> <tbody> <tr> <td data-bbox="1391 544 1592 767">Personal Well Being</td> <td data-bbox="1592 544 1888 767">physical and vocal acting - risks of injury. 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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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Aspire  
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Develop your character



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