Year 10 Drama home learning. These tasks are to be completed during the half term from Easter to Spring bank

Work your way through the boxes in whatever order you want and attempt the challenge if you feel you can.

**Component One tasks**

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| Task 1  Create a poster about one of the following genres of theatre - Verbatim Theatre, Musical Theatre or Theatre in Education that could be displayed in the drama studio. Include images and descriptions of the key elements of each genre. | Task 2  Research the life of the playwright John Godber. Create a presentation about his life. | | Task 3  Write a paragraph that answers the following questions - ‘How do directors, actors and designers work together during the making of a performance? Why is it important for them to work together to successfully meet the performance’s intention? |
| Challenge  Include details about how his life has influenced his style of theatre and plays he has written. | |
| Task 4  Complete the 'Roles, Responsibilities and Skills Table' (template attached) for the following roles - Director and actor. | Task 5  Complete the 'Roles, Responsibilities and Skills Table' (template attached) for the following roles - Set and costume. | | Task 6  Complete the 'Roles, Responsibilities and Skills Table' (template attached) for the following roles - Lighting and sound designers. |
| Challenge  Complete the skills column, thinking about what skills each person needs to successfully complete their role in a theatre production. | Challenge  Complete the skills column, thinking about what skills each person needs to successfully complete their role in a theatre production. | | Challenge  Complete the skills column, thinking about what skills each person needs to successfully complete their role in a theatre production. |
| Task 7  Draw and label a picture of the stage during one scene of ‘Everybody’s Talking about Jamie’ that you think stood out. | | Task 8  Draw and label a picture of one of the costumes worn by a character in ‘Everybody’s Talking about Jamie’ that you think stood out. | |
| Challenge  Add notes to the drawing to explain what each part of the stage design communicated to the audience. | | Challenge  Add notes to the drawing to explain what each part of the costume design communicated to the audience. | |

Live theatre

Currently, The National Theatre are streaming live professional performances via Youtube each week. This is a fantastic opportunity for you to increase your experience of live theatre. Please try and watch at least one of the following performances while this facility is available. However, the more you watch, the merrier! (https://www.youtube.com/results?sp=mAEB&search\_query=national+theatre+at+home ).

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| Jane Eyre which is available to stream for free until 7pm on 16th April | Treasure Island which is available to stream for free from 7pm on 16th to 7pm on 23rd April | Twelfth Night which is available to stream for free from 7pm on 23rd to 7pm on 30th April |

Sir Andrew Lloyd Webber is also streaming a professional musical each week from 7pm on a Friday night via Youtube, but these are only available for 48 hours. Unfortunately, it is too late to watch Jesus Christ Superstar and Joseph and his amazing technicolour dream coat but look out for the new ones each week.

**Component Two tasks**

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| Task 1  Looking at Session 11 in your booklets (for those of you who do not have your booklets I will attach an electric copy in SMH). Re-read your script and try to work out which of the three original characters need to play the other characters on each page. Sometimes it might be more than one character. This will help you later when you need to decide on which scenes you want to perform. | Task 2  Looking at Session 13 in your booklets, complete the sections that askes you to describe the conflict between the different characters. You will be asked later to create a scene that shows this conflict. | Task 3  Looking at Session 14 in your booklets, describe the different teaching styles and classroom environments as asked and write 6 questions for either Mr Basford or Ms Whitham that can be used in a hot seating exercise later. |
| Task 4  Write a scene that highlights the conflict between two of the characters you explored in Task 2. Think about how you can create material that will allow the actors to dempnstrate Godber's particular style such as exaggeration, stereotypes and political comedy. | Task 5  Watch the following clip from Bouncers  https://www.youtube.com/watch?v=pX\_ivgJtzrM  6 mins 20 - 8 mins 30  Describe how the actors change their use of vocal and physical skills to show the clear differences between themselves as male characters morphing into stereotypical female characters. | Task 6  Watch the first 10 minutes of the following two productions of "Teechers" (although it would be beneficial for you to watch them both in full).  https://www.youtube.com/watch?v=B1z0wgzN\_tI  https://www.youtube.com/watch?v=03MU\_fjYSL4  Identify three ways in which they are similar and three ways in which they are different. |
| Challenge  Include stage directions which will ensure the actors perform the script as you intend and annotate it as though you were the actor detailing how you would use your physical, vocal and interpretive skills. | Challenge  Pick one of the actors to study. Give a detailed description of how they use their vocal, physical and interpretive skills on three separate occasions in order to successfully portray the female stereotype. | Challenge  Identify three ways that each of the productions clearly demonstrate the use of Godber's techniques and explain how/why they are successful. Remember to use subject specific language. |

**Assessment project**

I will email you over the next few weeks to let you know the groups you will be working in for your final performance. There is no expectation that you have to do anything until we come back together, however, if you would like to contact each other via school email to make plans, this would make things much easier for you upon our return. You might want to consider which scenes from the play you would like to perform. You will be required to perform a 10 minute piece (give or take) but this does not have to be continuous. You can take sections from anywhere you like to make this total time. Think about the scenes that will allow you to show off your skills, particularly your ability to multi-role. This will allow you to start learning your lines over the next few weeks or months while you have the extra spare time.

I will also be contacting you via SMH each week to ask for the most up to date version of the work you should have completed to date. Any questions. Please feel free to email me. Miss Armitage