

Drama Homework Booklet



NAME

FORM

TARGET GRADE

Year 8 - Autumn Term

Scornbury Manor

This booklet contains homework tasks for you to complete, to support your learning and progress in Drama.

The pieces of work will be checked fortnightly and must be completed by the dates given below, put these dates into your passport.

Failure to complete homework to the best of your ability, by the deadline, will result in a 1 hour detention.

Homework Task	Date to be completed:
1	25 / 09/ 2017
2	25 / 09/ 2017
3	09 / 10 / 2017



Drama Homework Booklet

Instructions for the use of your Homework Booklet

Materials you will need at home:

A Black or Blue ink pen

Additional Lined Paper if required, for providing longer answers, these should be stapled to the booklet to avoid work being separated.

These booklets need to be brought in for the Drama lesson which falls on, or during the week immediately following the deadline date.

No excuses will be tolerated for a lack of homework, or for forgetting to bring in the booklet, it is an essential part of your learning in Drama at the Jewellery Quarter Academy.

Guidance for Parents

Each of the activities should take an hour to complete and may require more space to complete than has been provided in this booklet.

Students should be working in a well lit environment and sitting comfortably at a table.

Some tasks are deliberately designed to be challenging and students should attempt all the questions, even those above their target grade.

It is recommended that work is produced on the day that the work is given so that the teacher's explanation is fresh in the student's mind.

Written tasks need to be produced using full sentences and students should read the descriptors in the marking boxes carefully. They contain detailed statements designed to help your child to succeed.

Thanks for your support.



Highlight the line for your target grade. The descriptors explain what you need to do in order to meet it. To help you, each activity has a marking sticker which adds detail about how you can do this

GRADING CRITERIA - DRAMA - YEAR 8

	AO1: IDEAS	AO2: SKILLS	AO3: KNOWLEDGE	AO4: ANALYSIS
GRADE 9	Develop enhanced and coherent ideas for performance outcomes that communicate meaning(s) effectively	Apply enhanced theatrical skills competently and coherently to realise artistic intentions	Demonstrate enhanced knowledge and understanding of developing and performing drama, using specialist terminology appropriately	Produce enhanced and coherent analysis and evaluation of drama seen and made
GRADE 8	Develop embedded and coherent ideas for performance outcomes that communicate meaning(s) effectively	Apply embedded theatrical skills competently and coherently to realise artistic intentions	Demonstrate embedded knowledge and understanding of developing and performing drama, using specialist terminology appropriately	Produce embedded and coherent analysis and evaluation of drama seen and made
GRADE 7	Develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively	Apply theatrical skills competently and coherently to realise artistic intentions	Demonstrate secure knowledge and understanding of developing and performing drama, using specialist terminology appropriately	Produce detailed and coherent analysis and evaluation of drama seen and made
GRADE 6	Develop engaged ideas for performance outcomes that communicate straightforward meaning(s)	Apply theatrical skills with engaging effect to realise some of the artistic intentions	Demonstrate an engaged awareness of developing and performing drama, with increasing consistent use of	Produce brief and coherent analysis and evaluation of drama seen and made
GRADE 5	Develop emerging ideas for performance outcomes that communicate straightforward meaning(s)	Apply theatrical skills with emerging effect to realise some of the artistic intentions	Demonstrate an emerging awareness of developing and performing drama, with some use of specialist terminology	Describe and comment on drama seen and made
GRADE 4	Develop some ideas for performance outcomes that communicate straightforward meaning(s)	Apply theatrical skills with limited effect to realise some of the artistic intentions	Demonstrate a basic awareness of developing and performing drama, with inconsistent use of specialist terminology	Describe and comment simply on drama seen and made
GRADE 3	Develop restricted ideas for performance outcomes that communicate straightforward meaning(s)	Apply theatrical skills with restricted effect to realise some of the artistic intentions	Demonstrate a restricted awareness of developing and performing drama, with inconsistent use of specialist terminology	Describe and comment vaguely on drama seen and made
GRADE 2	Use restricted ideas for performance outcomes that communicate some meaning(s)	Apply theatrical skills with restricted effect to realise some of the creative intentions	Demonstrate a restricted awareness of developing and performing drama, with limited use of specialist terminology	Describe drama seen and made
GRADE 1	Use restricted ideas for performance outcomes that communicate vague meaning(s)	Apply theatrical skills with restricted effect to realise few of the creative intentions	Demonstrate a restricted awareness of developing and performing drama, with no use of specialist terminology	Briefly describe drama seen and made

Drama Homework Task 1 - Scornbury Manor

Write your own definition of the words written below:

Atmosphere:

Tension:

Suspense:

Choose one of the words above, how would you create this effect in a Drama performance

What effect does Tension have on an audience?

How can the technique Soundscape be used to build tension?

Which physical technique/s would help to create atmosphere in performance? Explain how and evaluate their effectiveness.

ASSESSMENT: TEACHER SELF PEER

Atmosphere and Tension



I can define the key terms used in the scheme of work (G3)			
I have identified how they can be included in a Drama performance (G4)			
I can explain the effect of Tension on an audience (G5)			
I can link Soundscape to building Tension (G6)			
I can select appropriate physical techniques used to build atmosphere (G7)			
I can explain how these techniques can be used to achieve atmosphere (G8)			
I can evaluate the effectiveness of at least two techniques (G9)			

Based on my feedback, in the following summary I am going to improve:

METACOGNITION

1. _____
2. _____

LITERACY

SP P EXP PL T ^ C //

This marking sticker will be used to assess your work and for you to identify areas for improvement, it will either be marked by you, your peers, or your teacher.

Reading the descriptors will help you to understand what you need to include in your answer.



Drama Homework Task 2 - Devised Performance Evaluation—Scornbury Manor

In your second Drama lesson you devised and performed a piece of Drama with your group, based on the story of Scornbury Manor.

Write a description of your devised Drama piece, including the ideas YOU came up with.

Was your performance effective in telling a story to an audience? Explain why you think this?

What did you change about yourself to play your character? (Think about voice and body language, try to give a specific example using terminology)



Drama Homework Task 2 - Devised Performance Evaluation - (continued)

How would you improve your own performance? Explain why any changes would help to engage the audience more.

ASSESSMENT: TEACHER SELF PEER

WWW: 	EBI:
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Devised Performance

(G3) I have described how my performance was effective in telling a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(G4) I have made comments to explain how it was effective in storytelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(G5) I made changes to my voice or to my body language to create a character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(G6) I have analysed my work and identified sensible areas for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(G7) I have evaluated why these areas of improvement would improve the piece	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(G8) I have included relevant and accurate terminology in my answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(G9) I have considered the impact of the performance on the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on my feedback, in the following summary I am going to improve:

METACOGNITION

LITERACY
SP P EXP PL T ^ C //

1. _____

2. _____

DIRT

In the space provided, redraft one answer you gave in the previous written activity to improve your grade.

Drama Homework Task 3 - Drama Techniques

In your lessons you have discussed and used a number of performance techniques, write a definition of each of the words below: (G3/4)

- ◆ **Curse** _____

- ◆ **Slow Motion** _____

- ◆ **Movement** _____

In the space below explain how one of these helped you to create your Scornbury performance? (G5)

If you were creating a scary movie scene, which technique/s would you use and why? Justify your answer.

(G6/7) Chosen Technique/s: _____

Billy and his group decided to use a range of tableaux to show a group of people hunting for a ghost. Evaluate the effectiveness of Billy's choice, would you have chosen to just use Tableaux, or a different technique? (G8/9)

ASSESSMENT: TEACHER SELF PEER



This marking sticker will be used to assess your work and for you to identify areas for improvement, it will either be marked by you, your peers, or your teacher.

Techniques in Drama

(G3) I can describe drama techniques vaguely			
(G4) I can describe the drama techniques in some detail			
(G5) I can explain why a chosen drama technique is used in performance			
(G6) I can choose an appropriate technique for a scary movie scene			
(G7) I can analyse and justify why I chose a this technique			
(G8) I can use terminology with accuracy to explain my answer			
(G9) I can evaluate the effectiveness of a chosen technique using drama terms			

Reading the descriptors will help you to understand what you need to include in your answer.

Based on my feedback, in the following summary I am going to improve:

METACOGNITION

1. _____
2. _____

LITERACY

SP P EXP PL T ^ C //



Learning Conversations - During your Drama lessons if you receive verbal feedback from your teacher write their comments down in the table below to help with your work in future.

DATE	LESSON TOPIC	TEACHER FEEDBACK AND COMMENTS