

Year 9 Illegal Behaviour Home Learning Tasks

The following lessons draw on work which would be set in lessons and additional research or tasks which make drama accessible at home.

Each lesson should take an hour to complete. Extension work can be completed outside of this time but is optional.

Upload your work onto Google Classroom. You can either upload documents or take photos of handwritten work and upload these. The link to your Google class was sent to you on Milk.

Lesson 1

Task	Details	Resources to Support Learning
1. RECALL	<p>Write a definition for each of the following vocal elements that actors can use to convey emotions and characters:</p> <p>Pitch - Pace - Pause - Tone - Volume - Accent - Emphasis - Intonation</p>	<p>Visiting BBC Bitesize GCSE Drama, will help you find answers.</p> <p>As will Googling “vocal elements in acting” or the individual terms.</p>
2. RESEARCH	<p>Using the link provided, view the document and answer the following questions:</p> <ul style="list-style-type: none">- What are the 3 most common crimes committed by young people?- What percentage of these crimes are committed by men and women?- Which county in England has the highest rate of child crime?- How many children overall were cautioned or sentenced?	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/861640/youth-justice-stats-2018-19-infographic.pdf</p>
3. CREATE	<p>Hot seating. <i>A teenager has been brought into the policing station on suspicion of handling drugs for a friend.</i></p> <p>Write a scene where the officer is interrogating the teenager to find out who gave them the drugs and what for.</p> <p>How will you make the two characters sound different?</p> <p>How did the teenager get involved in all of this?</p> <p>What will be the final outcome of the scene?</p>	<p>Your scene should be a minimum of ONE SIDE OF A4.</p>

<p>Extension</p>	<p>Can you perform your script with the members of your family? Each member of the family could play a different role. Try to direct them in their use of voice and body language if you chose to act it out.</p> <p>Or</p> <p>Can you voice record you reading your script, changing your voice for each character to make them clear? Listen back to check there is a clear distinction between each character.</p>	<p>Watch back a recording of yourself. Are the characters performed with clear differences? Is their mood or attitude clear through your use of voice and body language?</p>
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Lesson 2

Task	Details	Resources to Support Learning
<p>1. RECALL</p>	<p>How many laws of driving do you know? Explain which rules you believe are most important and why.</p>	<p>https://www.gov.uk/browse/driving/highway-code-road-safety</p>
<p>2. RESEARCH</p>	<p>Too Much Punch for Judy is a play about teenage drink-driving. Watch the video provided and listen to the writer of the play discuss how he wrote it. Use the video to help you answer these questions:</p> <ul style="list-style-type: none"> - Can you write a definition for verbatim theatre? - What must a writer consider when using real people's stories? - What are the benefits to writing a play with a lack of stage directions? 	<p>https://youtu.be/vUG7HtEscvg</p>
<p>3. CREATE</p>	<p>Write a monologue of a drink driver standing in court, apologising for the accident they caused. Consider the following as you write:</p> <ul style="list-style-type: none"> - Who in the room are they talking to? This will affect the tone/language used. - What happened in the accident they caused? - What emotions do they now feel and how will they express them? - What are the consequences for their action? 	<p>Your monologue should be a MINIMUM 1 SIDE OF A4 and written in FIRST PERSON.</p>
<p>Extension</p>	<p>Perform your monologues. This could be on your own or to someone at home. You could film it to watch back if you prefer. When performing think about how you can use these</p>	<p>Watch back a recording of yourself. Are the characters performed with clear differences? Is their mood or</p>

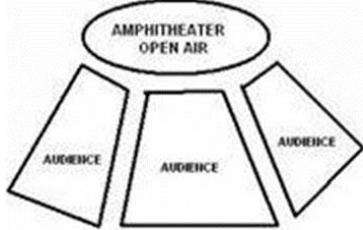
	<p>techniques to make your character clear to the audience;</p> <ul style="list-style-type: none"> • Voice – accent , tone, pitch • Body language – confident (open body language, arms by your side, standing up straight), worried (closed body language, arms crossed, body leant forward) 	attitude clear through your use of voice and body language?
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Lesson 3

Task	Details	Resources to Support Learning
1. RECALL	<p>Write definitions for the following theatre styles:</p> <ul style="list-style-type: none"> - Naturalism - Physical theatre - Realism - Surrealism 	Googling all of these terms will help you find the correct definitions.
2. EXPLORE	<p>DNA is a play about a group of teenagers that think they have committed a crime. Watch the videos provided and then write:</p> <ol style="list-style-type: none"> A summary of the plot A mind-map of the characters involved and their role in the play. 	<p>https://youtu.be/5KwujlgvJjw</p> <p>https://youtu.be/UuYIV8JJ0SA</p>
3. CREATE	<p>Write a script for the following scenario: <i>A group of teenagers have committed a crime and need to make a plan to keep them out of trouble.</i> You need to consider:</p> <ul style="list-style-type: none"> -What location does the scene take place in? -What time of day/night is it? - Who are the characters? -What are their relationships? Is someone in charge? Do they all get on? -What crime did they commit? -What will they do to avoid getting caught? -Do they all agree with the plan? 	<p>You must include at least THREE characters and write a MINIMUM one side A4.</p> <p>Consider using stage directions to tell the actors where to move around the stage.</p> <p>See the example script below.</p>
<u>Extension</u>	<p>Can you perform your script with the members of your family? Each member of the family could play a different role. Try to direct them in their use of voice and body language if you chose to act it out.</p> <p>Or</p>	<p>Do each of the characters sound different and defined?</p> <p>Does the scene have a clear structure that moves the story along?</p>

	Can you voice record you reading your script, changing your voice for each character to make them clear? Listen back to check there is a clear distinction between each character.	
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Lesson 4

Task	Details	Resources to Support Learning
1. RECALL	Find out what stage types are used in theatrical productions. Draw and label 4 birds-eye images of the stages	<p>If you Google “staging types” you will easily find examples of each shape. Here is a drawing example:</p> 
2. EXPLORE	<p>Use the website provided to answer the following questions:</p> <ul style="list-style-type: none"> - What are the 5 main areas of production design? - What is normally the first stage of the design process? - What is the purpose of lighting? - What are props? 	<p>https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/1</p> <p>Not all of the answers will be on the first page!</p>
3. CREATE	<p>Design a set for the scene you wrote in the last lesson. This is a birds-eye view of the stage and should include:</p> <ul style="list-style-type: none"> - The stage type of your choice, labelled with audience positions. - Any furniture on stage – labelled. - Where your characters will be. - What do the floor/walls look like? How will they create a clear location for the audience? - Make a note of the lighting in your scene. What part of the stage does it light? How bright? What colour? 	<p>These links provide examples of how DNA has been staged before:</p> <p>http://simondaw.com/dna-by-dennis-kelly-design-notes/</p> <p>https://www.bing.com/images/search?q=dna+stage+design&FORM=HDRSC2</p> <p>See below for an example of a set design plan.</p>
<u>Extension</u>	You could design a costume for one of your characters. What would the character from your scene wear? Think about how old they are, their social status. Whatever you choose,	<p>You must label your costume choices with the following information:</p> <ul style="list-style-type: none"> - materials e.g. denim, leather, cotton - condition

	<p>it needs to be appropriate for the character you have created.</p> <p>You could draw (to the best of your ability) your costume or you could make a collage from pictures of clothing items.</p>	<p>e.g. dirty, clean, old, shiny - colour - size e.g. fitted, too tight/big - brand e.g. Adidas, Superdry etc. - accessories e.g. watches, jewellery, bags, shoes.</p>
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Script example:

LOU: You.

JOHN TATE: Thank you, so are things really that bad?

LOU: Yes.

JOHN TATE: Richard? I mean are you really?

DANNY: I can't get mixed up in this. I'm gonna be a dentist.

LOU: This is different, John. This is

JOHN TATE: Alright, it's a little bit

LOU: This is really serious.

DANNY: Dentists don't get mixed up in things. I've got a plan. I've got a plan John, I've made plans, and this is not...

JOHN TATE: It's a bit serious, but let's not, I mean come on, let's not over play the, the, the

LOU: He's dead.

JOHN TATE: the gravity of... Well, yes, okay, fair enough, but

DANNY: This is not part of the plan. Dental college is part of the plan, A levels are part of the plan, dead people are not part of the plan, this is not Dental college.

LOU: He's dead, John.

JOHN TATE: Alright, I'm not denying, am I denying? no, I'm

LOU: He's dead.

JOHN TATE: Well, don't keep saying it.

DANNY: This is the opposite of Dental college.

LOU: But he is dead.

JOHN TATE: Well you just, you're saying it again, didn't I just -

Set design plan example:

