

**Year 9 & 10 (5 hours per fortnight)**

**Target:** to complete work on Component 1; students to be confident and be able to complete exam papers at the end and then be able to upskill to complete within particular time frames.

**Modification:** Year 9 were already working on Component 1 before the closure so this is streamlined but with Year 10 they should've been moving onto Component 2 (Devising) which is performance, therefore despite the students' having done a lot of theory in Autumn term, they will still need to have revisited this during trials and end of Year 10.

<p>Week 1 focus: Staging Using voice and body language.</p>	<ol style="list-style-type: none"> <li>Using the script and the video of the show on YouTube – How could you stage the opening of the performance text to engage the audience – complete ideas.</li> <li>Complete table listing three ways in which an actor could use their voice and body language to protract the character and justify – complete table</li> </ol>
<p>Week 2 focus: Directing a scene What -&gt; How -&gt; Why principle</p>	<ol style="list-style-type: none"> <li>If you were directing the scene where Mickey and Edward first meet, how would you direct the actors to show their change in relationships through proxemics? – Draw a diagram showing this</li> <li>using examples from the performance text, how stage directions can be used to support the actors in communicating their role to the audience – complete paragraph explaining</li> </ol>
<p>Week 3 focus: characters vocal and physical performance label stage diagrams for the production</p>	<ol style="list-style-type: none"> <li>It could be argued that the play revolves around Micky, Eddie and Linda growing up. For each character, bullet point how you could play the characters vocal and physical performance to show the different stages of their life. Focus on: the opening scenes, the classroom scene and the final scene. – complete for all characters – this can be done on word/PPT</li> <li>Imagine you are trying to describe how the professional production used the set to help tell the story. – draw and label stage plan</li> </ol>
<p>Week 4 focus: Staging a song Comedy, Tension/Suspense, Sadness</p>	<ol style="list-style-type: none"> <li>Take a letter, Miss Jones. How would you stage this using whole ensemble to achieve the aim of conveying the economic climate of Liverpool 1970s</li> <li>not these moments describe how this moment will be staged in order to bring out that theme. Focus on: spacing, proxemics, movement, vocal performance, pause/stillness, physical performance (body language, gesture, and facial expression). – Mind map these</li> </ol>
<p>Week 5 focus: Lighting the end of the play Costume designs</p>	<ol style="list-style-type: none"> <li>Describe how you could use lighting for dramatic effect at the very end of the play. Focus on: colour, type of light, brightness,</li> </ol>

	<p>the direction of the light, shadow, and lighting key aspects/characters.</p> <ol style="list-style-type: none"> <li>2. Complete three costume designs for any of the characters in the play. These can be simplistic drawings but make sure they are labelled with WHAT and WHY you have chosen those particular clothes for that character. It might be relevant to say at what point of the play your design is for.</li> </ol>
<p>Week 6 focus: Example exam questions PPT and video to support how to generate recipes for your answers to achieve full marks</p>	<ol style="list-style-type: none"> <li>1. Based on play texts where Mrs Johnstone makes the agreement with Mrs Lyons. Complete questions 1, 2, 3 and either 4 or 5 – time your answers</li> <li>2. Video explaining how to do these in a time constraint and what recipes to use to do this</li> </ol>
<p>Week 7 focus:</p>	<ol style="list-style-type: none"> <li>1. Read pages 93 from where Sammy enters to 94 when he exits. Answer the following questions based on this extract.</li> <li>2. Complete Questions 1, 2, 3 and either 4 or 5. This time, limit yourself strictly to 50 minutes even if you do not finish.</li> </ol>
<p>Additional tasks to complete to achieve end of Component 1:</p>	<p>You should complete your Notes on the play you are going to write about before attempting any of these questions.</p> <p>You should use your notes on your first attempt then try without. You should eventually limit yourself to 35-40 minutes to complete this question. All questions are worth 32 marks. You only need to answer one question in the exam although you will have a choice of three.</p>