

# Year 10 – T2

## Dance

# Home Learning

# Booklet

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

Tutor Group: \_\_\_\_\_

Dance Teacher: \_\_\_\_\_

# HL1

## Character details Scene 1

Character's name	
Page/ scene in play	
Short description of scene	<hr/> <hr/> <hr/>
How is your character feeling <b>before</b> this scene takes place? <i>Use dialogue from the script as evidence.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How is your character feeling <b>during</b> this scene? <i>Use dialogue from the script as evidence.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How is your character feeling <b>after</b> this scene takes place? <i>Use dialogue from the script as evidence.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## HL2

### Character details Scene 1

Character's name	
Page/ scene in play	
Short description of scene	<hr/> <hr/> <hr/>
How is your character feeling <b>before</b> this scene takes place? <i>Use dialogue from the script as evidence.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How is your character feeling <b>during</b> this scene? <i>Use dialogue from the script as evidence.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How is your character feeling <b>after</b> this scene takes place? <i>Use dialogue from the script as evidence.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## HL3

### Exam practice question

#### Section 2 question 2:

*You are designing a set for this extract, describe your design ideas and make sure they fit in with the context of the story.*

MRS. LYONS: Hello Mrs. J. How are you?

*There is no reply*

Mrs. J.? Anything wrong?

MRS. JOHNSTONE: I had it all worked out.

MRS. L: what the matter?

MRS. J: We were just getting straight.

MRS. L: why don't you sit down.

MRS. J: With one more baby we could have managed. But not with two, the welfare have already been on to me. They say I'm incapable of controllin' the kids I've already got. They say I should put some of them into care. But I wont. I love the ones of every one of them. I'll even love these two when they come along. But like they say at the welfare, kids can't live on love alone.

MRS. LYONS: Twins? You're expecting twins?

*The narrator enters*

NARRATOR: How quickly an idea, planted, can take root and grow into a plan. The thought conceived in this very room grew as surely as a seed, in a mother's womb.

*The narrator exits*

MRS. LYONS: Give one of them to me.

MRS J: what?

MRS L: give one of them to me

MRS J: give one to you?

MRS L: yes ... yes

MRS J: but y' can't just...

MRS L: when are you due?

MRS J: erm, well about... oh, but Mrs...

MRS L: Quickly, quickly tell me... when are you due?

MRS J: July he said, the beginning of...

MRS L: July... and my husband doesn't get back until, the middle of July. He need never guess...

MRS J: Oh, it's mad...



## HL4

### Section 2 question 3:

*You are playing the role of Mrs Lyons in this extract, explain how you would present the following line using your theatrical skills "give one to me".*

MRS. LYONS: Hello Mrs. J. How are you?

*There is no reply*

Mrs. J.? Anything wrong?

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MRS. L: what the matter?

MRS. J: We were just getting straight.

MRS. L: why don't you sit down.

MRS. J: With one more baby we could have managed. But not with two, the welfare have already been on to me. They say I'm incapable of controllin' the kids I've already got. They say I should put some of them into care. But I wont. I love the ones of every one of them. I'll even love these two when they come along. But like they say at the welfare, kids can't live on love alone.

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*The narrator enters*

NARRATOR: How quickly an idea, planted, can take root and grow into a plan. The thought conceived in this very room grew as surely as a seed, in a mother's womb.

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MRS. LYONS: Give one of them to me.

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MRS L: when are you due?

MRS J: erm, well about... oh, but Mrs...

MRS L: Quickly, quickly tell me... when are you due?

MRS J: July he said, the beginning of...

MRS L: July... and my husband doesn't get back until, the middle of July. He need never guess...

MRS J: Oh, it's mad...







## HL6

### **Evaluation of your performance and your peers**

Topic:	Term:	Date:
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Complete the evaluation paragraphs based on the practical work you are doing in lessons. **Remember to use the 4-part evaluation sentence structure** that you use in lessons.

**Sentence starter**

**Technique/skill**

**Example**

**Explain**

Task 1 – Evaluation of another group’s performance WWW + EBI



## **Drama techniques used this term**

Role play- work in role (believability)  
Thought-tracking  
Freeze frames  
Marking the moment

## **Keywords**

Good narrative  
dialogue  
Staying in role  
Context

### **Theatrical skills:**

#### **Physicality**

Body language

Gait

Posture

Movement

Gesture

#### **Characterisation**

Facial expressions

Tone of voice

Accent

Dialect

#### **Proxemics**

Use of space

Use of levels

Facing the audience

### **Other:**

Lighting

Sound (soundscape or music)

Prop

Costume

#### **Styles**

Naturalistic

Abstract acting