

# Year 10 Autumn Term 1 – Drama Knowledge Organiser

## **Expectations and content** - What is this unit about and why do we teach it?

### **Unit 1: Section C Live Theatre Production – Billy Elliot**

This unit of work introduces students to “Billy Elliot – the Musical”, which is studied for Section C of Component 1: Understanding Drama (the written exam). Students will initially research the social and historical context of the play, set in a working-class community in County Durham during the 1984-85 Miner’s strike, relating their knowledge and understanding to tasks associated with costume, set design and characterisation. As a class, we will watch the whole play whilst beginning to explore the key characters, their characteristics in more depth. Students will analyse the actor’s use of vocal and physical skills and evaluate their success in performance.

## **Drama skills**

Vocal skills (*the way an actor communicates using their voice*)

TRIPPPP

- Tone, rhythm, intonation, pitch, pace, pause, projection.

Physical skills (*the way an actor communicates using their body*)

BOMBS

- Body language, gesture, movement, blocking, spatial relationships.

FACE

- Facial expression, accent, configuration, eye contact.

## **If your child needs support**

### **Suggested activities to help:**

- Watch the live/filmed version of the play “Billy Elliot – The Musical.”
- Create a factfile for each character including key scenes and their involvement in the play.
- Create a diagram of the stage area and label the stage directions or entrances and exits of the characters in a scene.
- Complete home learning tasks set.
- Identify key quotations for each of the lead characters. Describe how they used their vocal and physical acting skills to deliver the line of dialogue.

## **Knowledge and understanding**

- Genre
- Sub-text
- Character motivation and interaction
- Dramatic climax
- Stage configuration and stage directions
- Design of set, props, costume, lighting and sound
- Performer’s vocal and physical interpretation of character
- The social, cultural and historical context in which the performance text studied is set.
- Analysis and evaluation of performance.

## **If your child needs extension**

### **Challenging activities to complete:**

- Create a role on the wall for each character.
- Write a monologue for a chosen character.
- Design a setting for the play or costumes for a chosen character.

### **Suggested further reading or research:**

- Research the social/historical context of the play “Billy Elliot” (County Durham, 1980s, Miner’s strike 1984-85)
- Scan the QR code to visit the BBC Bitesize revision page for “Reviewing Live Theatre.”