

Pupil Name.....

## Yr11 Homework Unit 2 'Face' (Due 15<sup>th</sup> Dec)

**Please make detailed notes on 3 of the 5 activities below.**

### ACTIVITY 1 – Teachers notes

**Resources: Act 1: The prologue**

**Instructions - Soundscape**

**Students in groups of approximately 5 create a soundscape to create the atmosphere of a school environment, chatting, bells, key words. "alright Miss!" When I make a sound suddenly something bad has happened, like a crash. Your soundscape must reflect the change, with sounds like an ambulance, heart monitors etc.**

**Experiment with a change of pace to show the crisis, create a contrast by ending in silence.**

**What skills do we need to make this effective?**

**Timing   Rhythm   Tempo   Climax**

Written Guidance for this Task

Describe the task

Key Words – Opening of the play. Hook. Dramatic Tension

Explain how you created a soundscape to explore this aspect of the text.

What skills did you use in your soundscape?

Key Words – Climax. Timing. Tempo. Rhythm. Contrast. Silence. Volume

What was the reason the playwright chose to start the play in this way?

### ACTIVITY 2 – Teachers Notes

**Resources: Act 1, scene 1**

**Instructions – Still Images / Juxtaposed from Hospital Scene**

**Read act 1, scene 1. What clues are we given in the text about what has happened to Martin?**

**Pick 3 clues and create still images to represent your ideas. Following the delivery of the line from the scene. Juxtapose the three 3 still images and scripted lines to reveal you understanding of the playwright's intention.**

Written Guidance for this Task

What clues did the playwright provide in this scene about what has happened to Martin?

How was the clue communicated in your still image?

Pupil Name.....

How did you juxtapose the still images of the clues you picked with the key lines?

Why didn't the playwright tell us what really happened to Martin in this scene?

### **ACTIVITY 3 – Teachers Notes**

#### **Extract: Opinions**

#### **Instruction – small role play**

**Read extracts from the text regarding opinions on Martin's facial disfigurement – from revulsion to understanding. In pairs pick two different sets of key words that you can remember and repeat from the quote you have been given. Think about how you will convey your reaction through voice and body language. Approach Martin to deliver your line.**

**How did you use movement, gesture and voice to convey your ideas?**

**These extracts are taken from different characters in the text; what do you understand from listening to these opinions?**

#### **Written Guidance for this Task**

How did you use words taken from these opinions to explore attitudes in the text?

Key Words: selecting key words/showing the feelings through voice/ body language/ gesture proxemics in relation to Martin's character.

How did the exercise help your understanding of the text?

Key words: different attitudes to disfigurement, understanding the characters feelings.

### **ACTIVITY 4 – Teachers Notes**

#### **Resources: Extract from scene 9**

#### **Instructions – use of Voice, Gesture, Marking the Moment**

**In groups of 4 explore the presentation of Act 1, scene 9. Two students will represent the characters in the scene. Two will read the voices of Present and Narrative Martin.**

**Find a technique to Mark the Moment that most represents Martin's realisation and despair. (For example - use a caption, still image, synchronised movement, change in volume)**

#### **Written Guidance for this Task**

Describe your response to the text

Key Words: Two pupils as voices, Two as Narrative Martin & Present Martin.

What skills did you use to present this scene?

Talk about gesture, eye contact, body language, voice, timing, how characters were positioned in relation to each other and the audience.

Pupil Name.....

Marking the Moment: What technique did you use to highlight the most important moment of the scene? Repetition, synchronised speech and or movement, thought tracking, movement? Activity 5

### **ACTIVITY 5 – Teachers Notes**

#### **Instructions for the Still Images**

**Create two contrasting still images - one of Martin, Mathew & Natalie before the accident. One of the three of them after the accident.**

**Use proxemics, facial expression, body language, levels to convey your ideas.**

#### **Written Guidance for this Task**

Describe and contrast the two still images talking about proxemics to communicate relationships/ eye-contact or lack of it/ gestures to communicate meaning/levels to communicate meaning/ body language to communicate attitude, mood, relationships.

### **ACTIVITY 6 – Teachers Notes**

**Resources: Act 1, scene 13, line 198 -230**

**Actor/Narrator, lighting, music, movement, still images, setting**

#### **Creating the car crash scene**

**As a whole group chorus, present key lines, as a rehearsal technique to improve focus, intensity and volume.**

**In groups of 5, explore the delivery of this scene – lines 198 – 200 – exploring possibilities of actor/narrator, lighting, music, movement and still images.**

#### **Written Guidance for this Task**

How did you incorporate the juxtaposition of Present Martin, narrating events to an officer with the action of the scene?

How did you include movement, music, still images and lighting to enhance the scene?

How did the activity enhance your understanding of the use of theatrical devices (lighting, music, sound effects) and other mediums like pace, timing and tension?