

Drama

Y9

John Godber 'Teachers'

Name

Class

Teacher

This booklet contains your homework tasks for this unit of work. In addition, material for class work can be found in the back of the booklet.

Your homework will be set and reviewed on



Monday

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Tuesday

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Wednesday

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Thursday

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Friday

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	Task	Pg	Done
1	Using your knowledge organiser (pg 11-12), revise all information regarding John Godber and key spellings.	1-2 11-12	
2	Design a costume for one of the narrator characters. (Salty, Gail, Hobby, Baz)	3-4	
3	For the character types listed, provide details of how you would use physicality to show the characters.	5-6	
4	Answer the questions about direct address .	7	
5	Answer the questions about giving and receiving feedback and learn your lines .	8-9	
6	Make notes on your performance.	10	
7	Finish your evaluation.	14-15	

Homework Task One: Key terminology

Examining the practice of John Godber and learning the spelling of key words.

For homework task one you must use your knowledge organiser (Pg 17-18) to revise information surrounding John Godber. In addition you should learn the spellings and definitions of the words below. You must be ready to answer questions about John Godber and spell these words for next week's homework check.

Stereotypical characters	A role based on one personality trait eg 'the geek' 'the bully'.
Characterisation	The act of changing your voice and body to represent a particular character.
Over exaggeration	Performing in a heightened or over the top way.
Physicality	The physical features of the body.
Godber-esque	The term used to describe John Godber's style of theatre.
Direct address	When an actor speaks directly to the audience.
Minimalistic set	Using basic set so that the audience focus is directed to the acting.
Colloquial language	Language that is used for casual conversation. It is an informal style of language.

Practise your spellings

Practice your spelling on this page. Write the word above the definition and the check you've spelt it correctly. If you get it wrong, try again.

.....
The act of changing your voice and body to
represent a particular character

.....
Performing in a heightened or over the top way

.....
Language that is used for casual conversation. It
is an informal style of language.

.....
When an actor speaks directly to the audience.

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A role based on one personality trait eg 'the geek'
'the bully'.

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The term used to describe John Godber's style of
theatre.

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The physical features of the body.

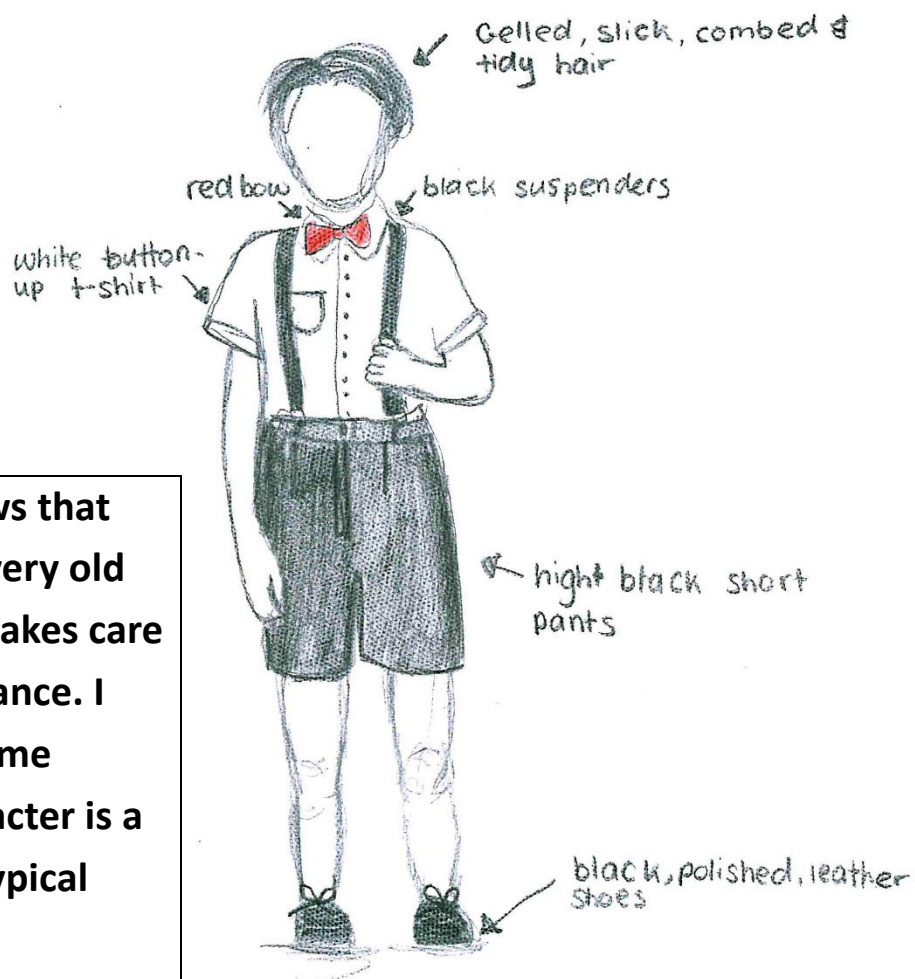
.....
Using basic set so that the audience focus is
directed to the acting.

Homework task two: Character analysis

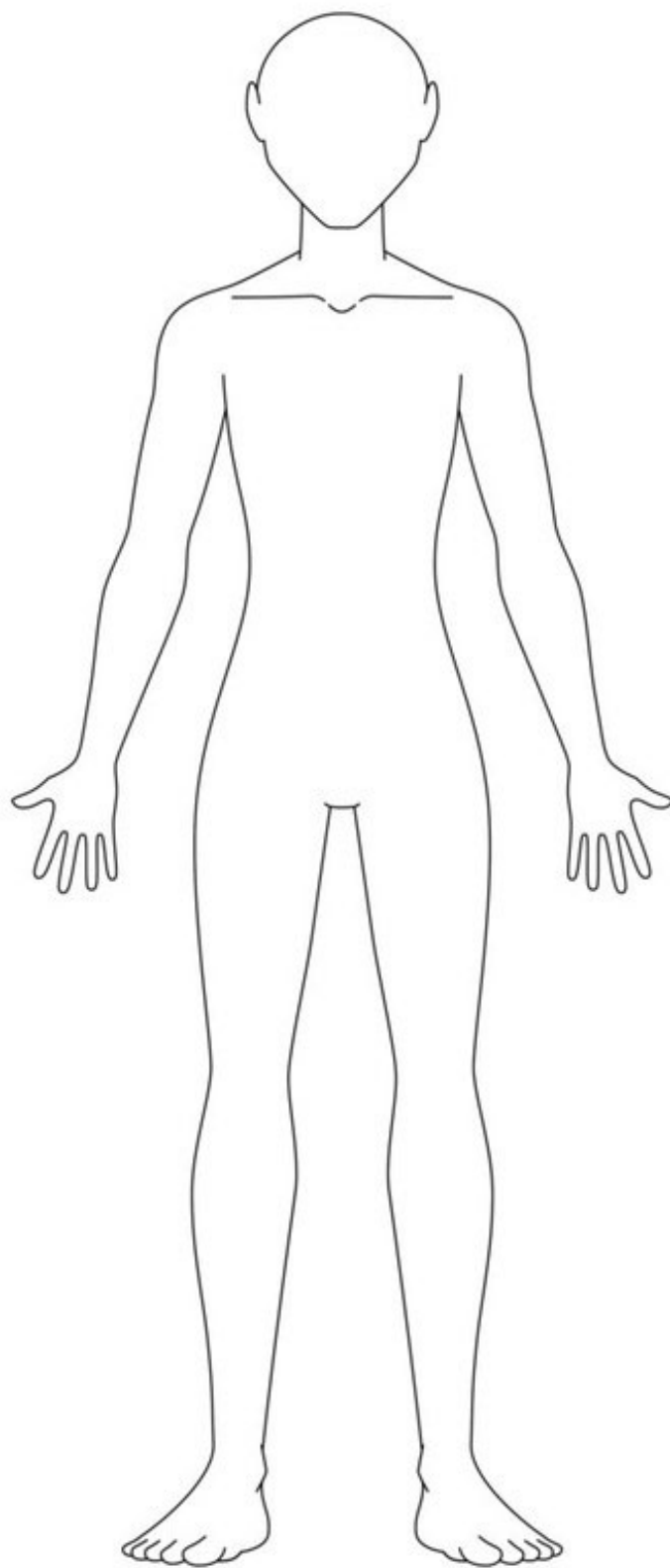
Complete the tasks below to show your understanding of your character in 'Teechers'.

Select a character: Salty, Gail or Hobby.

Using the template below, draw their features and costume. Costume can tell an audience a lot about a character. For example, a character who has an immaculate uniform, clean shoes and slicked back hair might indicate that they care a lot about school. When you have drawn your design, annotate around the picture with your justification for your design. To help you, there is an example below.



My design shows that this student is very old fashioned and takes care of their appearance. I think this costume shows my character is a bit of a stereotypical 'geek'.



Homework task three: Physicality

For the characters listed, provide details of how you would use your physicality to show the character. Ensure you are using a wide range of terminology, such as:

Posture, gait, facial expression, movement, mannerisms.

For example: School Bully

I would have a tall, tense posture by puffing out my chest. I would lift my chin high and create a threatening facial expression by tensing my jaw, clenching my teeth and narrowing my eyes. As I move, I will slowly look from side to side as if looking for prey. My arms will be stiff and slightly brought out in front of me. I will use a wide, aggressive gait and take long strides as I move around the stage.

Mrs Hudson – larger than life headteacher – loves opera:

Miss Jubb – pathetic teacher who can't control her class:

Mr Thorn – old PE teacher who can't be bothered with the job:

Homework task four: Direct Address

For homework task four, complete the tasks below to show your understanding of direct address.

1– Write a definition for the term 'direct address'

2– List the skills that you need when performing using direct address.

3– List three reasons for using direct address.

Homework task five: Giving feedback

For homework task five, answer the questions below to highlight your understanding of giving feedback.

1– What is meant by the term ‘constructive feedback?’

2– How can receiving feedback help us when rehearsing for a performance?

3– What is the benefit of using questions as a form of feedback?

6– Write down one piece of feedback that you were given today and explain how you acted on this feedback.

Homework task five: Learn your lines

Next lesson you will be assessed on your performance of your John Godber script, therefore you will need to ensure that you have **learnt your lines**.

Everyone learns lines differently.

Here are a few ways that you might find useful

- Rehearse at home with a family member or friend
- Record yourself speaking the lines and listen to them
- Write your lines out several times until they have been memorised
- Repeat, repeat, repeat. If you only spend five minutes looking at your lines, they won't sink in. You need to repeat this process several times so that the lines stick with you.
- Use a free app to help you.

Homework task seven: Assessment notes

Make notes about the following:

What went well in your performance (you and the group)?

What you would like to improve about your performance (you and the group)?

Another successful performance that you saw– note what made that performance stand out.

WHO

John Godber is one of the most performed playwrights in the English language. Born in 1956, he is the son of a mining family who went on to be a drama teacher at the school he went to as a child. He joined Hull Truck theatre Company in 1984 and has since won many prestigious awards for his productions. He has written 17 plays and has directed all of their first performances.

WHERE

Originally from Upton, a working class part of West Yorkshire, Godber has made his place of birth a focal point for his plays. One of his aims is to reflect the lives of the people around him and so his subject matter often surrounds the challenges that working class people face. He aims to appeal to a diverse audience, particularly working class people who traditionally don't go to the theatre.

WHEN

Godber wrote his first, and to date most successful play, 'Bouncers' in 1977 and continues to write and direct to the present day.

Godber sets his plays at the time of writing as he aims to reflect life as he sees it around him and to attract contemporary audiences.

INFLUENCES

Godber claims that much of his influence comes from the world around him, his own experiences and the people that he meets and so the majority of his plays are set in the North West and are based around working class characters. He was greatly influenced by his time as a drama teacher, this is evident in his play 'Teechers'.

He had felt like an outsider since he failed his 11+ exam and this is a theme which he often explores in his work.

Many conventions of Brecht can be seen in 'Teechers' – multi role-play, direct address, music, minimal set and props, changing characters on stage. These are designed to keep an active audience

CONVENTIONS

His general performance style is heightened through the use of stereotypes or 'stock' characters, although his language and dialogue is largely realistic and conversational. Direct address is used to engage the audience and involve them in the action of the play. Multi role-play is used in some of Godber's plays and so the actors need to use precise vocal and physical skills to portray distinctive characters that the audience can recognise. Music is used to add atmosphere to a particular moment or to enhance the meaning of a scene.

AIMS

- Godber believes in theatre for the masses and so explores universal themes in his plays.
- He believes in the theatre as an instrument of social change for the better.
- He aims to use comedy to engage the audience but also to make them think. He described 'Teechers' as a comedy that was 'deadly serious' as it made audiences laugh but then question the fairness of the education system.

GLOSSARY OF TERMS

Stereotypical/stock characters– A role based on one personality trait eg 'the geek' 'the bully'.

Characterisation– The act of changing your voice and body to represent a particular character.

Over exaggeration– Performing in a heightened or over the top way.

Physicality– The physical features of the body.

Godber-esque– The term used to describe John Godber's style of theatre.

Direct address– When an actor speaks directly to the audience.

Minimalistic set– Using basic set so that the audience focus is directed to the acting.

Colloquial language– Language that is used for casual conversation. It is an informal style of language.

Narration- Giving the audience information about plot and characters

Breaking the fourth wall- Breaking the invisible barrier between actor and audience

Social commentary- Where a character comments on the state of society



Scan the QR code to be directed to the John Godber company website. Here you can develop your understanding of his work and his selection of plays.

'Teechers' - Assessment One mark scheme

Performance Skill Individual	There is no/little indication of character/s	There are moments when character is shown but this is not maintained throughout. An attempt to distinguish multiple character has been made but is not always successful	There is a good sense of character when performing. Appropriate use of vocal and physical skills for a range of characters. Characters are contrasting and entertaining.	Strong sense of character created when performing. Highly effective use of vocal and physical skill for a range of characters. Characters are thoroughly contrasting and entertaining.
Application of Practitioner	Limited application of practitioner's work. Features such as direct address and a fast pace are rarely evident and/or the application of practitioners work lacks effectiveness.	Reasonable application of practitioner's work. Features such as direct address and a fast pace are evident occasionally. The application of practitioners work is partially effective.	Good application of practitioner's work. Features such as direct address and a fast pace are evident frequently. The application of practitioners work is highly effective.	Excellent application of practitioner's work. Features such as direct address and a fast pace are evident throughout. The application of practitioners work is thoroughly effective.
Confidence and focus	Struggles to perform with confidence and self-discipline.	At times, confidence and self-discipline are evident.	Demonstrates a confident performance showing focus and discipline.	Performs with highly effective stage presence and excellent self-discipline.
Group Co-operation	Evidence that use of available rehearsal time is poor. The piece fails to run smoothly.	Some evidence that rehearsal time has been used with some moments running smoothly, this is not always maintained.	Students made good use of rehearsal time and have worked well together. Teamwork is evident in the performance. The performance is cohesive and runs smoothly.	Students made excellent use of rehearsal time, supporting one another fully. The group are completely cohesive and work as a unit in performance.

TEECHERS SCRIPTED EVALUATION

Make notes in this booklet to help you with your written evaluation.

Remember in your exercise book you need to write in full sentences that make sense without the questions being written out.

1) Describe the **personality** of your **narrator** character (Salty, Gail, Hobby, Baz).

2) Describe the way that you performed your narrator character **vocally** and **physically**. You should talk about your:

VOCAL SKILL		PHYSICAL SKILL	
VOLUME		POSTURE	
PITCH		FACIAL EXPRESSION	
PACE		GESTURE	
ACCENT		GAIT	

3) Describe the **personality** of a different character that you played.

4) Describe the way that you performed your other character **vocally** and **physically**. You should talk about your:

VOCAL SKILL		PHYSICAL SKILL	
VOLUME		POSTURE	
PITCH		FACIAL EXPRESSION	
PACE		GESTURE	
ACCENT		GAIT	

5) Give one example of a technique that you used to make your performance **Godberesque**.

6) What do you think this technique **added to your performance**?

7) Whose performance (group or individual) did you most admire **and why**?

8) What do you think was the best thing about your performance **and why**?

9) If you had another lesson to work on your performance what would you improve **and why**?

[illegible]