Year 10 Student Bulletin

Hello Year 10,

I hope you and your families are well and keeping safe in this challenging time.

Well done for this half term, I am particularly impressed with the dedication you have shown to Year 10 interventions. The attendance to these sessions and focus within them has been outstanding. Next half term we have some key dates to remember:

Wednesday 16th June – Year 10 Parents' Evening

Monday 21st June to Friday 2nd July Year 10 assessment window.

Take care and have a lovely break.

Ms Johnson

<u>New 77% Effective</u> <u>Malaria Vaccine Could Be A</u> <u>Game-Changer For The World</u>



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Student Quiz 1. ? 2. ? 3. ? 4. ? 5. ? 6. + + * 7. ? 8. ? ? 9. ? 10. ?

Guess the TV show/film from the emoji

Good news from around the globe!

Y10 top Achievement Point receivers this year so far- well done!

Heyden Sookaree Leah Smith Cosmina Balan Tayden Field Jaiden Allen Isabelle Milner Leah Sakizcioglu Helin Yadirgi Jake Mathews Eva-Maria Baican-Vist Eleanor How



Adult Swim: Viral Security Footage Shows Dog Pulling Struggling Pup Out Of Pool

Year 10 Silver Resilience Award winners this term



Isabelle Milner Leah Sakizcioglu Senel Salih Leah Smith Heyden Sookaree Lelde Voita Helin Yadirgi Ana Hall Alvarez Kailey Hampton Bruno Hascec Eleanor How Aimee Jordan Ciara Keilty Jake Mathews

Jaiden Allen Eva-Maria Baican-Vist Cosmina Balan Aiden Bassett Mario Cusano Sila Demir Tayden Field

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Target Oxbridge

Congratulations to our students that gained a place at Target Oxbridge! They had their first seminar with Cambridge students and Trinity College on 21th April, read about their experiences below.

Target Oxbridge Seminar

By Gabrielle, Imogen, Catrina, Desearea and Aya

On Wednesday 21st April 2021 at 16:30 we attended a Target Oxbridge seminar on Zoom. When we joined, they gave us a brief introduction on how they aimed to help students with African/Caribbean heritage increase their chances of getting into Oxbridge.

We heard from Naomi Kellman, Jon Datta and four Oxbridge students. We also had the opportunity to ask questions. The students talked about their life at Cambridge: the colleges, activities and classes. They discussed what subjects we should take for our A Level choices and how to research, critically engage and stretch ourselves.

This webinar at Trinity College explored how to better our chances in gaining a place at a Russell Group University. They also told us how to balance our social and work life whilst studying, which was invaluable. We are extremely excited to attend the next seminar where they will share what they are looking for in students applying to Cambridge, and how we can prepare from Year 10 onwards to make a strong application.

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A message from Miss Gibbins – Assistant Year Achievement Coordinator for Year 10

Hello Year 10,

What a fantastic half term this has been, watching you all work your absolute hardest has been such a pleasure. Your hard work and dedication when it comes to your interventions is inspiring and you all should be so proud of yourselves, please continue to strive to become the best you can be.

I hope you all have a well rested half term and come back with the same enthusiasm you have had this half term.

All the best Miss Gibbins



<u>Speakers for Schools</u> There are lots of virtual work experience opportunities available with Speaker for Schools, please check Class Charts.

Remember to apply!

Work Experience Highlights by Cosmina Balan

I started my work experience with Boundless Theatre on Monday 12th April and finished on the 16th April.

On the first day I was introduced to everyone and we started our project which was focused on climate change. It was different from the work I've done with other people in my school because I know my HT peers whereas in this project I met new peers, so I was a bit shy at first but we got along well quickly and they were really friendly with helping me when I was confused and needed support.

I feel like working with people that I have never met before improved my teamwork and debating skills as I can be shy at first. The work we completed was challenging at first but my team mates helped me as soon as I asked them for help and I'm very thankful for working with them.

I would recommend it to other people that are interested in the creative arts industry.

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We have had a positive half term with lots of events taking place, well done for the Year 10's contribution to this.









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Sultan Guzel - Drama

Btec Tech Award in Performing Arts Level1/Level 2



Brief Summary of Teechers:

Teechers is a play within a play written by John Godber in 1984 and was published to the public in 1985. Teechers is a Epic Theatre play with only three actor (one male and two female) multi-rolling various other characters. The play is about former students from a high school (called 'Whitewall High School' in their performance). The play is non-naturalistic (as they told us what they will perform in the beginning of the play) they used various Epic Theatre techniques such as multi-rolling, mime, exaggeration and narration. The three actors reperform their high school life as Gail, Hobby, and Salty in the performance. Mr Nixon, a new drama teacher, tries his best to make all children equal with the school they go to; such as all school to have the same facilities for students unlike the high school called St. Georges that is across the school. When the three characters Gail, Hobby and Salty find out that Mr Nixon is leaving they start acknowledging everything Mr Nixon has done for them, they try to persuade him to stay in their school however all their efforts do not work.



Performance Style



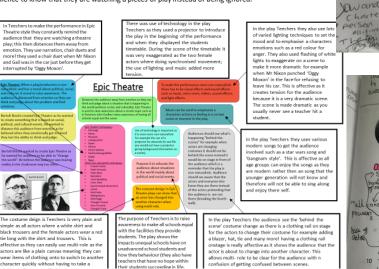
Teechers is an non-naturalist play which links with Bertolt Brecht's style of Epic Theatre. They play therefore include lots of Epic Theatre techniques such as narration, dance, multi-role, and more. The moral of Teechers is to make all schools equal and the same with the facilities they provide students. The play uses the 'v effect' of breaking the fourth fall (Epic Theatre technique called 'Verfremdungseffekt'). Plays that do not use Epic Theatre are blocked by an imaginary wall between the audience and characters whereas breaking the imaginary wall (forth wall) the audience feels part of the play and is included within the play instead of being blocked off.

In the play Teechers they break the fourth wall as they use direct address to make the audience feel part of the play. This is affective as they will engage more as they feel part of the play. Using direct address constantly reminds the audience that they are watching a presentation of life which distances them away from emotion. They use various techniques to show they are getting the audience involved with the play instead of pretending they are not there for example the actors entrance and exist the stage by sitting in between the audience to show they are watching a theatre play. This is affective as it allows the audience to know that they are watching a pieces of play instead of being ignored.

During the play the fourth wall is broken During the play the fourth wall is broken (Verfrendungsfeldt: technique) making the audience involved with the play therefore loss of infect address is used within the performance. Throughout the play, the actors stepped out of character and did some direct address through narration when tailing to the audience. This is affective as it allows the audience to fellike they are gard of the play which then draws them into the play. Feeling gas of somethiom makes vuo co-correta and For wrows them into the play. Feeling p fsomething makes you co-operate and cknowledge the play which then allows the moral of the play (raising awareness) to be seen and possibly solved.

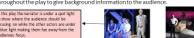
In the play Teechers they use flash back in the beginning of the performance to go back in time to when the three characters were in high school. They tell us that they will be performing their life as former high school students and they we will need to use our magniation (they tell us what they will be performing as it is a play within a play).

ey use levels to show who has a higher atues in certain scenes this is affective as ti ufience can then understand who has mor were then who for example when 'Oggy oxon' was reading his monologue about he ard' he was he stood on top of the table higher then the other characters this showed he higher power he had over the other characters including the teachers as everyone n the high school was scared of him.



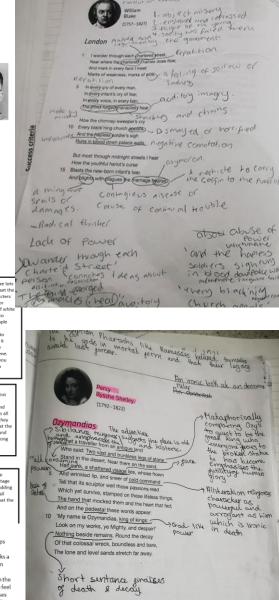
Narration

Narration is a technique used by actors on stage. Narration is when a actor steps Narration is a tecnnique use use use to yactors on stage. Marrations when a actor steps out of character and gives the audience some extra information about a scene while all the other actors are in freeze frame. A narrator is a actor that overlooks a scene and gives extra information on a scene while leveryone in the scene are in freeze frame. This is effective as writing lots of information on a placard to the audience can be confusing and time consuming whereas a narrator will explain the information directly to the audience. This element can also make the audience feel part of the play as the narrator is directly taking to the audience. This device uses part of the part as the matrix to backs the fourth will as the narrow to interference data to the 'v effect this is because it breaks the fourth will as the narrow to interference that to the audience. This also links with Bertolt Brecht's non-naturalistic approach to theatre, for example in the play receivers by holms Godber they use marration throughout the play to give background information to the audience.



Direct address

Direct address is a technique that is used when the actors talk directly to the audience and make them feel part of the play. Direct address breaks the fourth (imaginary wall) between the audience and the characters. Use of direct address also distances the audience from emotion and reminds them they are watching a play. There are various ways you can use direct address for example using prog. Increase are very solution ways you can use unrect address for example using narration, thought track, and many more other techniques I n the play Teechers they constantly use direct address through out the play to remind the audience they should not be emotionally connected to any characters on stage.



GCSE ENGLISH

A Wolf through a City During the

-1827)

This poem is curitten as a sonnet because he be the between that his legacy and love will last jordier. Also, that everyone will recognise and remember him forever.

Placards A placards is a extra piece of information about the play given to the audience. A placard can also be held by actors to give extra information to the audience this can also be projected on to a screen. Bertolt Brecht used placards to introduce a scene to the audience or to tell them when a scene without being told by a narrator. BertoltBrecht used placards to introduce a scene to the audience or to tell them when a scene without being told by a narrator. BertoltBrecht used this technique in his performances as it is similar to his style of non-naturalistic plays. An example would be within the play Teechers a placard was used in the beginning of the play to introduce their play. The placard was presented to the audience by a projector projecting the mame of the play onto the background. This is effective as it reminds the audience of what they will be watching. Another example would be within the play Teechers shey projected a students timetable ont to the screen while zooming in on a certain lesson the student hach. This is directive as it emphasies how dramati the scene apart from the dramatic music and lights. When I recreated a scene from Teechers I decided to hold a placard as I was miming but still being able to exaggerate the scene. This was very effective as I was miming but still being able to express my feeling to the audience along with me facial expressions

Bertolt Brecht Techniques:

Placards



In this picture a actor is directly talking to the audience.

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Year 10 Work

