

KS4 GCSE Drama Knowledge Organiser

Page 2-3- Types of staging

Page 4 – Stage positions

Page 4 – Keywords

Page 5 – Devising Drama

Page 6 – Blood Brothers: Plot overview

Page 7: Blood Brothers :Key themes and style

Page 8 –Blood Brothers: Historical Context

Page 9 – Blood Brothers :Social Context

Page 10 – Blood Brothers :Cultural context

Page 11- 12 – Blood Brothers: Key scenes to remember

Page 13 – Words to describe an actors performance

Page 14 - 16 – Live theatre Review

Page 17-19 – Live theatre review: How to answer an acting question

Page 20 -21 - Live theatre review : How to answer a design/ technology question

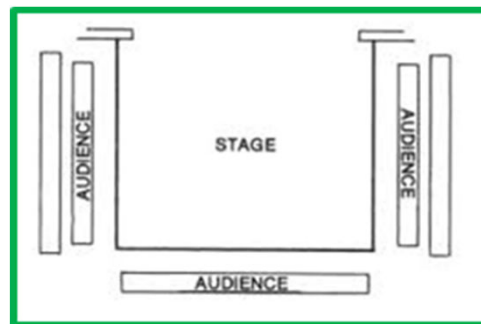
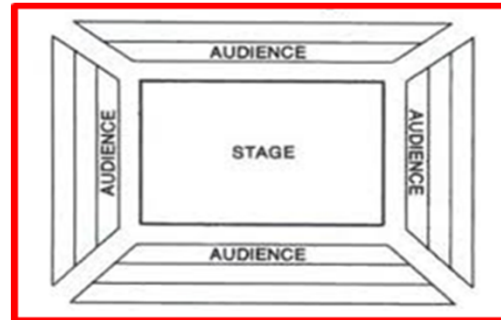
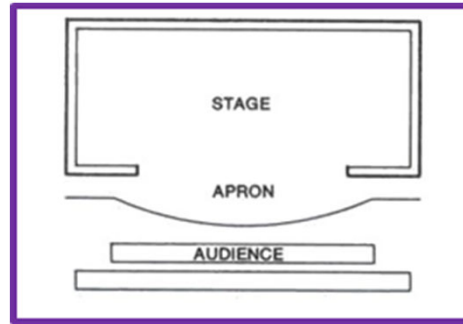
Page 22 – 24 – Live theatre review : Approaching the question

Page 25 -26 – Live theatre review : How to describe lighting

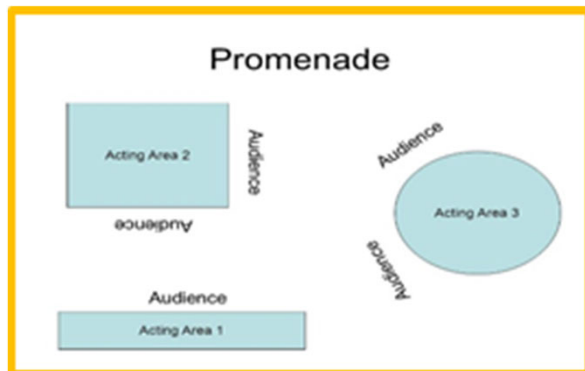
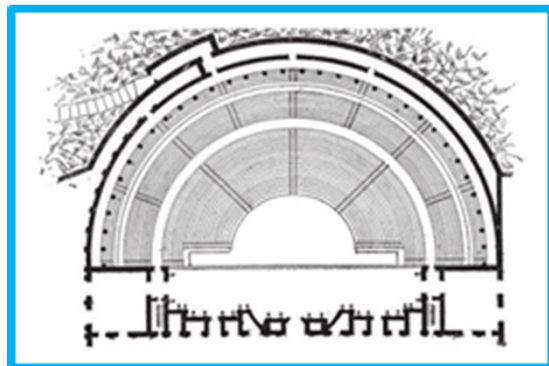
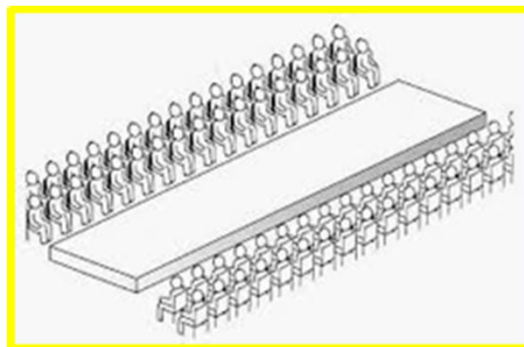
Page 27 – Live theatre review: How to describe sound

Y10 Types of Staging

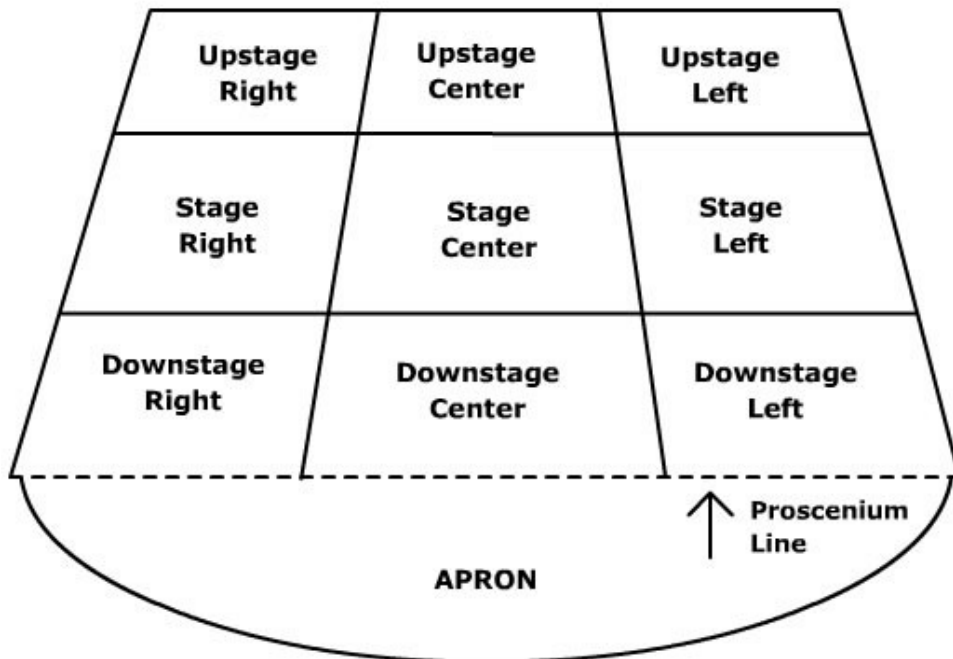
Keywords	Definition
Proscenium Arch	The original staging for Blood Brothers. The audience sits in front of the stage. The audience views the stage as though they were peeing through a picture frame or an invisible '4th wall'
Theatre in the Round	A style of performance where the acting space has audience all the way around it in a circle shape. Often a number of entrances. Directors <u>have to</u> think carefully about use of furniture and scenery as audience sightlines can easily be blocked
Thrust	<u>Rectangular in shape.</u> The audience directly faces the stage from all three sides



Keywords	Definition
Traverse	The acting areas is down the middle of the space. The audience sit facing the acting area from two sides
Amphitheatre	Also known as 'arena'. Large outdoor performance space. Audience in <u>semi circle</u> with tiered staging. Ancient Greek form of staging
Promenade	There is no formal stage. The actors and audience are put in the same space. The performance starts when an actor draws attention to himself. During the performance an actor will stimulate the audience to move around to different locations



STAGE POSITIONS



Keywords	
Cue	A trigger for an action to be carried out. A line to be said, a person to enter a light to come on etc.
Blackout	The act of turning off the stage lights
Practitioner	An influential person. A person who creates theories to go with drama
Abstract	Doesn't follow a linear story. More concerned with focusing on the emotions or mood or themes in a piece
Naturalistic	Where you try to create an illusion of reality onstage.
Ensemble	A group of actors who work fluidly together

Devising Drama : 30% of overall GCSE Grade

Sentence describing topic/purpose of graphic organiser

Approaching the stimulus

What were your initial ideas?
Thought shower them

What research did you do into the stimulus?

Annotate it!

Describe **two ideas** for a possible plot based on your research and initial ideas

Evaluate which idea you like the best and why

Devising and Rehearsing

How did you practically explore ideas?

Describe key moments of success and difficulties

What problems occurred in rehearsals? How did you overcome them

How did you develop the plot/ your character?

Performance/ Evaluation

Describe strengths and weaknesses of the technical rehearsal

How did the final performance go? What feedback did the audience give?

How would you develop the piece in the future?

How did the final piece link back to the stimulus?

PORTFOLIO WORK

Event

Key information



Style: Musical Theatre



Genre: Comedy, tragedy, naturalistic / non-naturalistic (narrator)



Structure: Cyclical Written: 1980s



Set: 1950-80



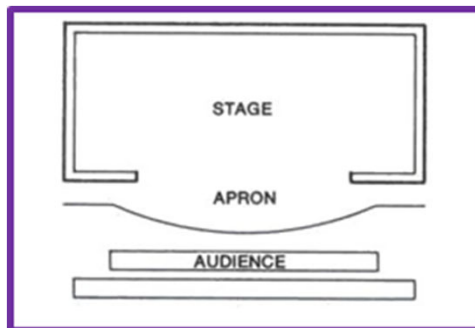
Theatrical setting: Liverpool



Playwright : Willy Russell

Appropriate staging: Proscenium Arch Theatre

The original staging for blood brothers, audience sits in front of the stage usually in rows. They look at the stage as though they were peeping through an imaginary '4th wall'



BLOOD BROTHERS

PLAYWRIGHT: Willy Russell

WRITTEN: 1981

SETTING: Liverpool

TIME PERIOD: 1960-1980

Main Characters

Mickey Johnstone – The twin that was kept lives in poverty

Edward Johnstone – The Twin that was given away, lives a rich and privileged life

Mrs Johnstone – The Twins mother, lives on her own with 7 children, husband walked out on her, poor.

Mrs Lyons – Takes Edward from Mrs Johnstone and pretends to be his mum. Rich family, doesn't work. Has lied to Mr Lyons and told her the baby is theirs

Mr Lyons – Owner of the factory, not at home much, rich

Linda – Lives on Mickey's street when they are kids, always likes Mickey and stands up for him. Marries Mickey but turns to Eddie in desperation as adults whilst she is married.

Sammie – Mickey's older brother. Always in trouble with the police from a young age. Gets Mickey involved in a burglary when they are older which is when Mickey is caught, arrested and sent to jail.

Narrator – An abstract character that comments on the characters and the events as they unfold. He is not seen by the other characters. As the play unfolds it seems as though Mrs Lyons can hear him in her head as she becomes more paranoid as the play develops. Some think that he represents death.

GENRE – Blood Brothers contains elements of more than one genre



Cyclical

Blood Brothers has a plot that starts with the ending then carries on in a linear order until it reaches the end again.



Tragedy

A Tragedy is a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character. It is often clear to the audience from the beginning that it will not end well. The tragedy in Blood Brothers is that both brothers die at the end un-necessarily



Comedy

A Comedy is a play that is intentionally funny either in its characters or its action. Early in the play the differences between Mickey and Eddie provide humour, but as they grow up it is these differences that divide them



Musical

A musical is a play in which music, lyrics and dance are used to express emotion and move on the storyline. Songs are used throughout Blood Brothers to help explore characters or tell a story. At the start Mrs J sings 'We went Dancing' and in that that one song explains her story and how her husband left her.

Key Themes



Social Class – This is explored through Mickey and Eddie and how Eddie has a lot more allowances and opportunities in the play because of who he is and who his parents are



Education – Edward goes to a boarding school, Mickey goes to a comp school. Mickey's class is overcrowded and the teacher has no interest. Eddie's education allows him to go to university and then get a good job.



Money – Mickey and Mrs Johnstone live without money their whole lives and struggle to make ends meet. Eddie and his family are never without money and the benefits it brings. As a result Eddie doesn't understand Mickey's frustrations and anxieties.



Nature V's Nurture - In the play the two main characters are twins and it looks at how even though they both started in the same place, how different their lives turned out because of the way they had been brought up 'nurture'



Fate/ Destiny/ Superstition – Throughout the play Mrs Johnstone makes comments about being superstitious 'shoes upon the table' and the musical questions whether these brothers were always destined to die, or whether it was because of 'class' and the society they were in.

The play is set between the 1960's and 1980's

Historical Context

The play was written in and influenced by the events of the 1980's

1960	'Youth culture' was becoming more evident in the 1960's. Teenagers who enjoyed music, fashion and culture were making themselves heard more and they were often associated with freedom and potential. Teenager's started to believe they had the power to change the future and started to be more involved in protesting the issues they believed in.
1970	During the 1970's Britain was in a recession and unemployment was becoming a major issue. Britain's traditional industries that had once dominated the work force in our towns and cities (such as coal mining and ship building) were struggling to keep up with competition from abroad.
	There was a strong class divide in Britain between the working and middle class. Many working class parents found it difficult to afford even basic things such as food, clothes and heating. The Middle class who worked in jobs like accountancy or teaching, were largely unaffected by the industrial decline which strengthened the divide between them and the lower classes.
1980	In 1979 Margaret Thatcher became Prime Minister. She made the decision that Britain's traditional industries should be shut down. This had a huge impact on working class communities where a huge amount of men were left unemployed and having to sign on to the dole. This led to an increase in depression and crime rates. One of Thatcher's central political beliefs was that success came to those who chose to work hard.
	Liverpool was previously a major port which led to it being highly effected by the industrial decline. In the early 1980's Liverpool had one of the highest unemployment rates in the country with some men turning to crime and gangs to support their families. There were also riots on the streets that were fuelled by the men's anger at the decisions being made in government.
1990	

Mickey, Edward and Linda's teenage years are represented in a very positive light with a montage of them enjoying themselves at the beach and the rifle range. The Narrator Emphasises how 'Care free' they are at the time

Mickey finds work in a factory to support his family and works hard there but is soon made redundant. He spends three months looking for work with no luck and is forced to sign on to the dole.

Edward sees Mickey at Christmas and meets a very different man. The loss of his job has left him angry and powerless. Edward talks about money as if it means nothing and Mickey show him the harsh reality of a working class life

In Blood Brothers, Russell contradicts Thatcher's view. He shows that money and influential connections are necessary to become successful. Mickey's failure, despite his good character and hard work, is the basis of the tragedy in the drama.

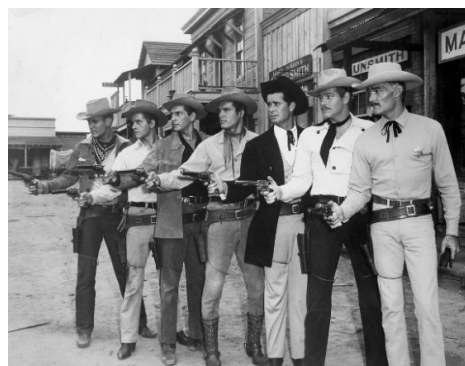
Mickey's unemployment prompts him to turn to crime. Once imprisoned for his crime he sinks further into depression.



Social Context	
Education	<p>Many <u>middle class</u> parents could afford to send their children to private school, this often led to university and a <u>well paid job</u>. In contrast for most <u>working class</u> children living in rough areas the schools were under funded and could not offer the same opportunities. When leaving <u>school</u> they needed to find a job to help support their families.</p> <p>Edward goes to university and walks straight into a high paying job on the council. Mickey gets a job in a factory and is made redundant</p>
Housing	<p>Council housing were the homes of most people in the 50's and 60's and most were terraced houses (<u>see image</u>) They were cramped and did not have an inside toilet, bathroom or central heating. Most were heated by coal fires. Their <u>inner city</u> locations meant there weren't gardens and children played on the street.</p> <p>Mrs Johnstone is used to living life on '<u>the never never</u>' we hear her talking about how she owes money to the catalogue man and when she can't pay them the items are taken away.</p>
New Towns	<p>To improve standards of living the government moved people away from the terraced houses into new council accommodation in the country. Mrs J's family is helped by their move but not as much as she hoped, it is already <u>to</u> late for her older children such as Sammie.</p>



Cultural Context	
Pop Culture	<p>After the 1950s society went through massive changes. As a result of young people gradually having more money, popular culture (music, TV and film) flourished, becoming accessible to a much wider public. Even the poorest in <u>society</u>, people would have had the chance to go to the cinema or to a club for dancing. Bands like The Beatles (who came from Liverpool) had huge fan bases and their music represented the feeling of being young and free.</p> <p>Mrs Johnstone's love of 'dancing' is a love of escape from her everyday life. She sings about going dancing with Mr Johnstone and how as she grows up and becomes a single mother of <u>seven</u> she misses it.</p>
Film and Television	<p>The rise of advertising and <u>colour</u> television meant that even children were exposed to things like films, television programs and celebrities in a way they hadn't been before. Young people often imitated characters from <u>film</u> and television.</p> <p>The <u>working class</u> boys <u>love of</u> playful but 'violent' games, playing at cowboys and gangsters is influenced by films.</p>
Marilyn Monroe	<p>Marilyn Monroe was a very famous Hollywood actress. Her image was well known even to people who did not watch her films. She was presented by the media as a kind of 'perfect' fantasy <u>woman</u> and she was shown to live a glamorous and carefree lifestyle. The reality was often very different. She needed anti-depressants and eventually died from an overdose of pills. Russell uses references to Monroe throughout the play. At each point he refers to a different aspect of her life and public image. Mrs Johnstone enjoys the glamour of Monroe's public image. Later in the play Mickey becomes hooked on anti-depressant 'nerve pills' and this is compared to Monroe's own depression</p>





Key moments to remember



Handing over the baby – Mrs Johnstone gives Mrs Lyons one of the babies early on in the play. ‘Shoes upon the table’ song is the pact that they make to do this



Brothers Meet – When Mickey and Eddie meet for the first time when they are 7, and they make a pact to be ‘Blood Brothers’, they stay in each others lives from this point until their deaths in one way or another



Bus Scene - When Sammie threatens the bus driver. This shows his violent side and has the knife in it which is a motif used throughout. This involvement with Sammie is what leads Mickey to going to jail later as a grown up.



School scenes – Both school scenes acted side by side show the different type of Education Mickey and Eddie are having. It highlights how privileged Eddie is.



Take a Letter Miss Jones – Shows the unemployment in the area and how Mr Lyon’s is oblivious to the impact on people

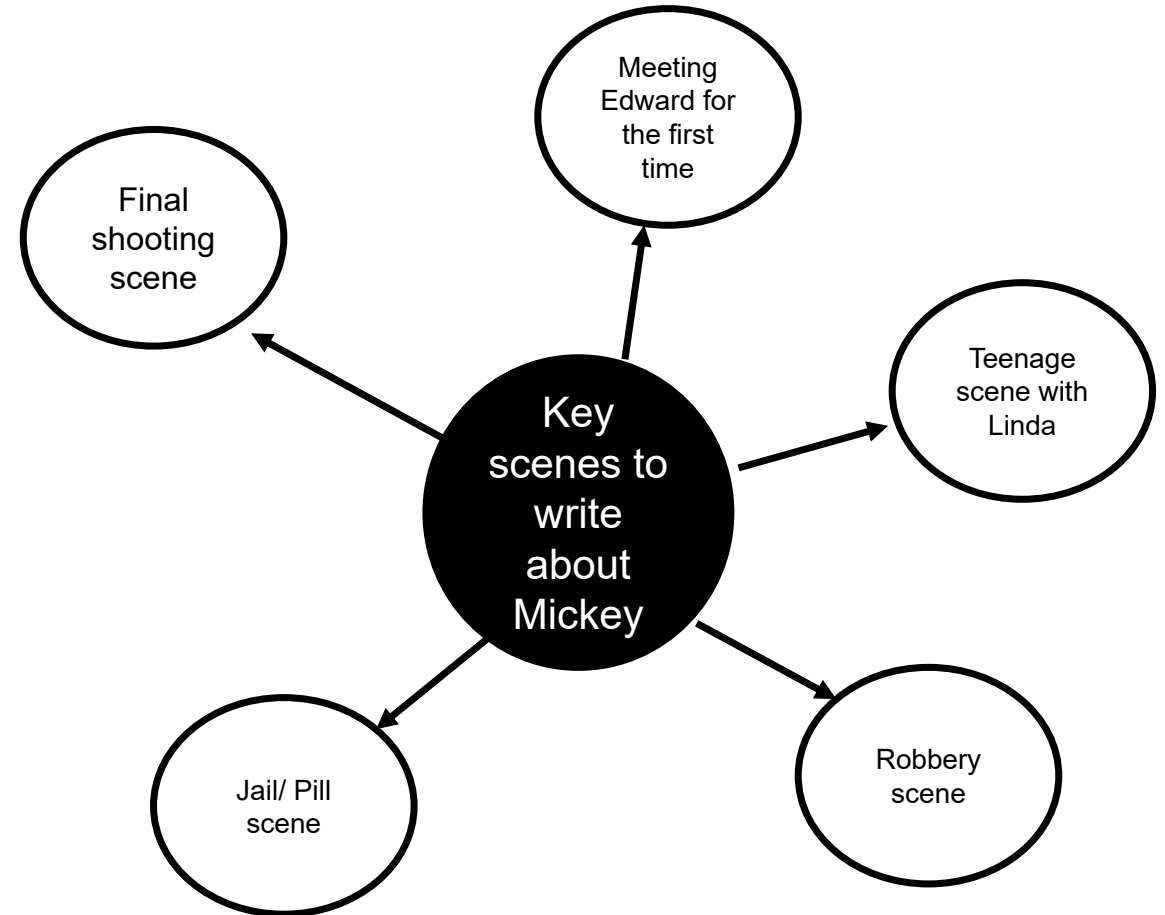


Pills scene – Mickey is out of jail and this scene shows the impact that jail has had on him, he’s a shadow of the boy we met at the start.



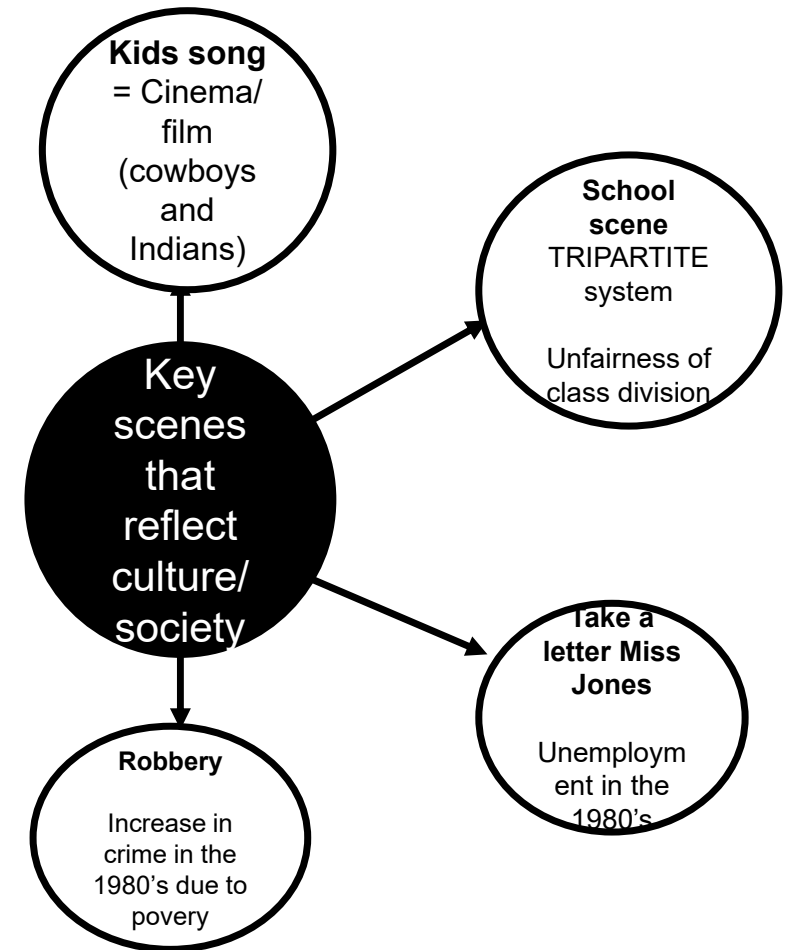
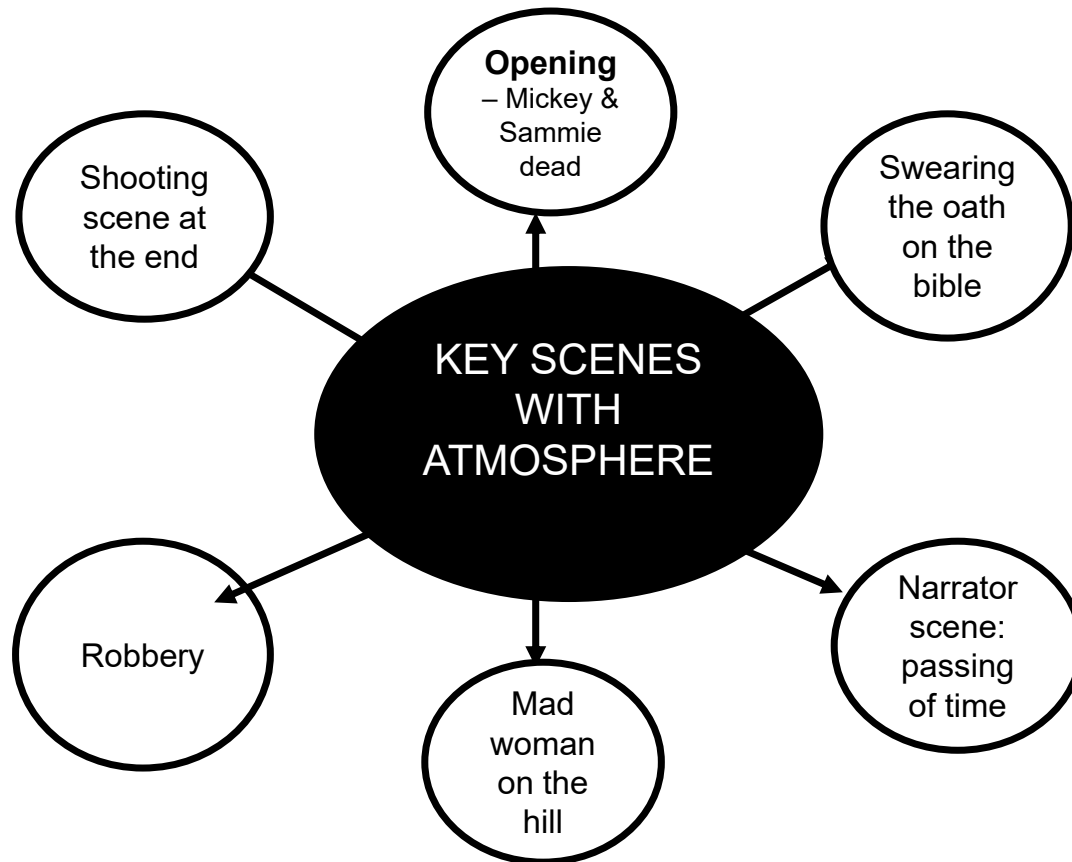
End scene – Both brothers are killed and end life as they started. Tragedy is it could have been different if Mickey could have been given a chance to succeed.

For an 8 mark question on an actor’s performance – choose Mickey and key scenes below





KEY SCENES TO REMEMBER

These are the key scenes that you should use if there is a technical question or one about social class



WORDS TO DESCRIBE AN ACTOR'S PERFORMANCE

Keywords	VOICE 
Tone	The emotion in your voice
Pitch	How high/low your voice is
Pace	How fast/ slow your voice is
Pause	When you stop moving/ speaking
Volume	How loud/ quiet your voice is
Projection	When you speak clearly and can be heard by an audience

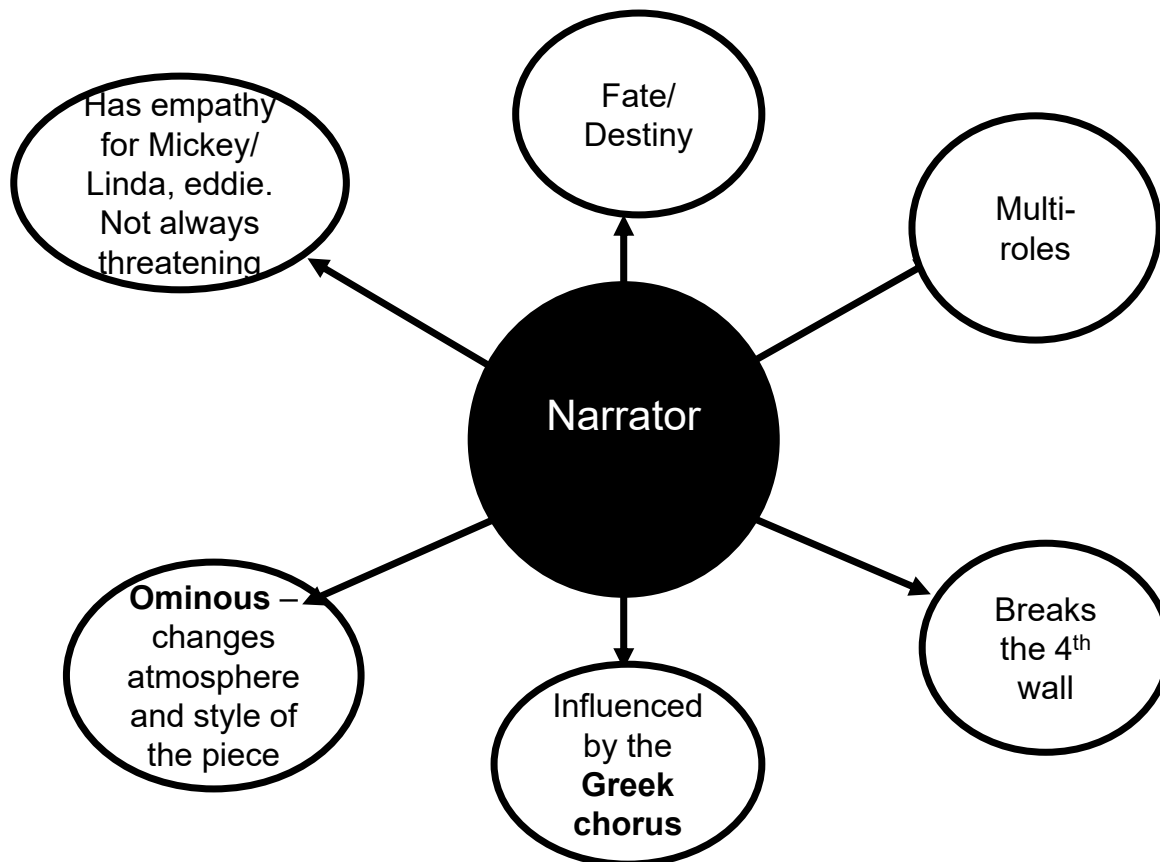
Keywords	MOVEMENT 
Posture	How you hold your body/your stance
Gestures	How you move any part of your body to show a mood, feeling or idea
Facial expressions	Using your face to show emotions, mood, feelings and responses
Eye contact	When you establish eye contact with another actor or the audience

SECTION B – LIVE THEATRE REVIEW

- 30 MARKS – 15% of the overall qualification
- 10 marks are given for your use and understanding of **Drama Terminology** and knowledge of how **meaning** is **communicated** within the play.
- 20 marks are given for your ability to **Analyse** and/or **Evaluate** the **impact** a **range of elements** of the play had on **you** as an audience member. You must be able to provide **evidence** using **specific moments** from the production.

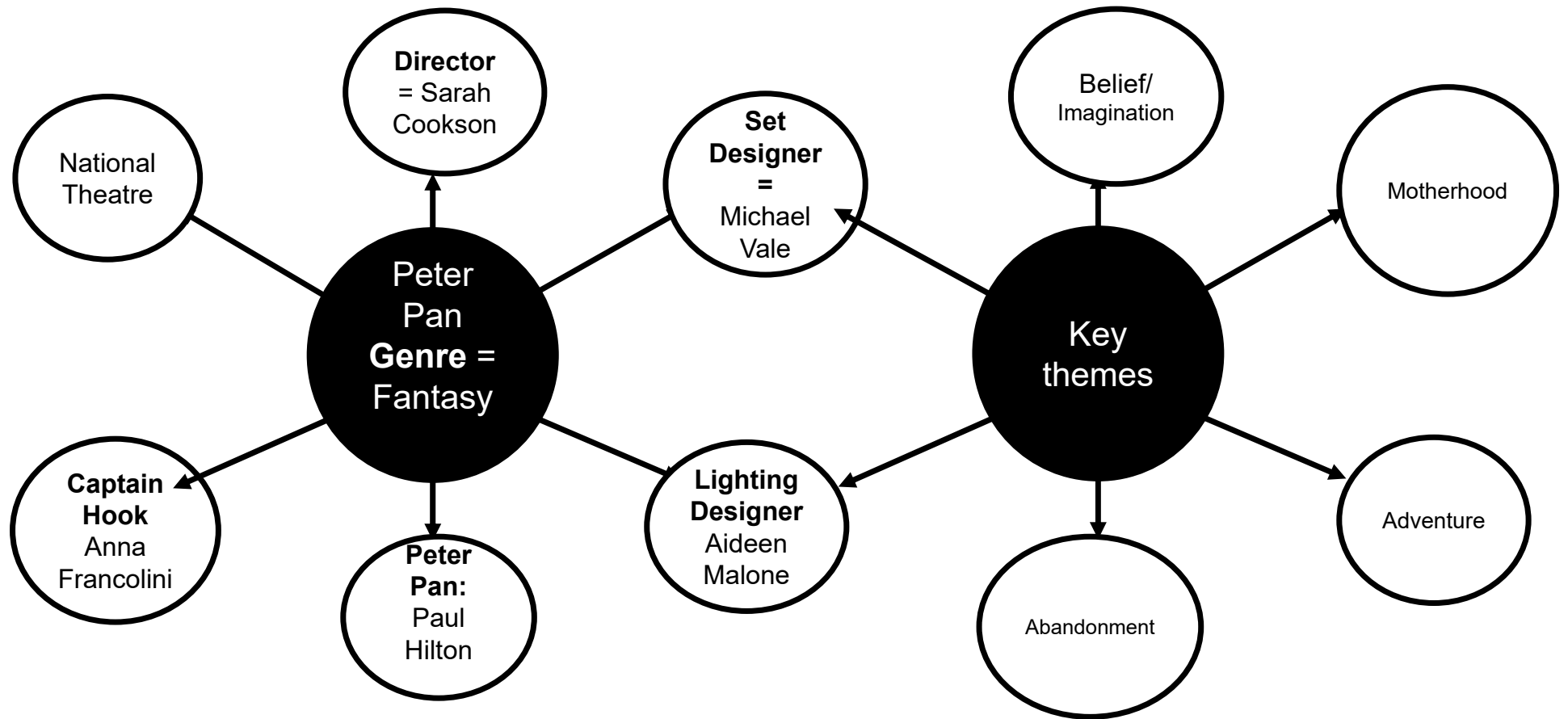
LIVE THEATRE REVIEW – PETER PAN

Key information for Peter Pan for section B (live theatre review) 30 Marks



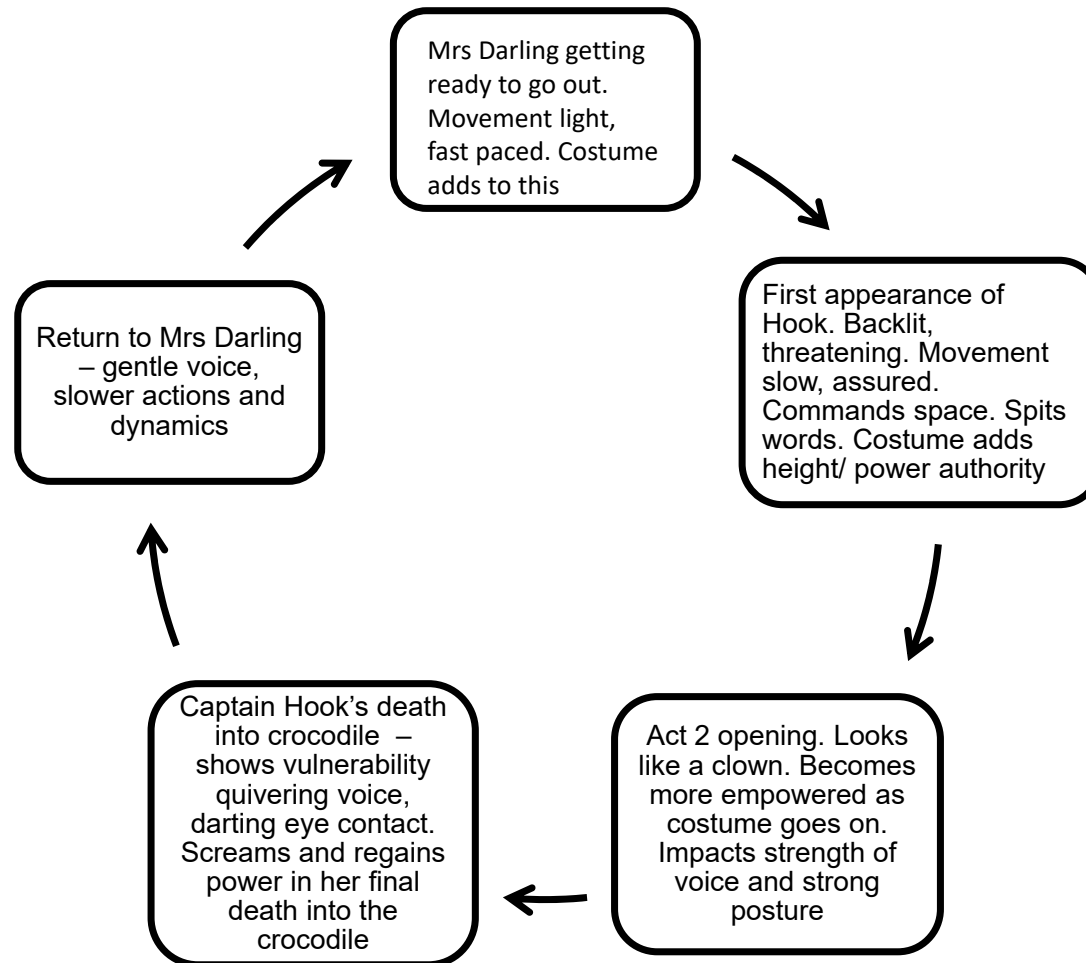
LIVE THEATRE REVIEW – PETER PAN

Key information for Peter Pan for section B (live theatre review) 30 Marks



ACTING QUESTION – Anna Francolini (Mrs Darling/ Captain Hook)

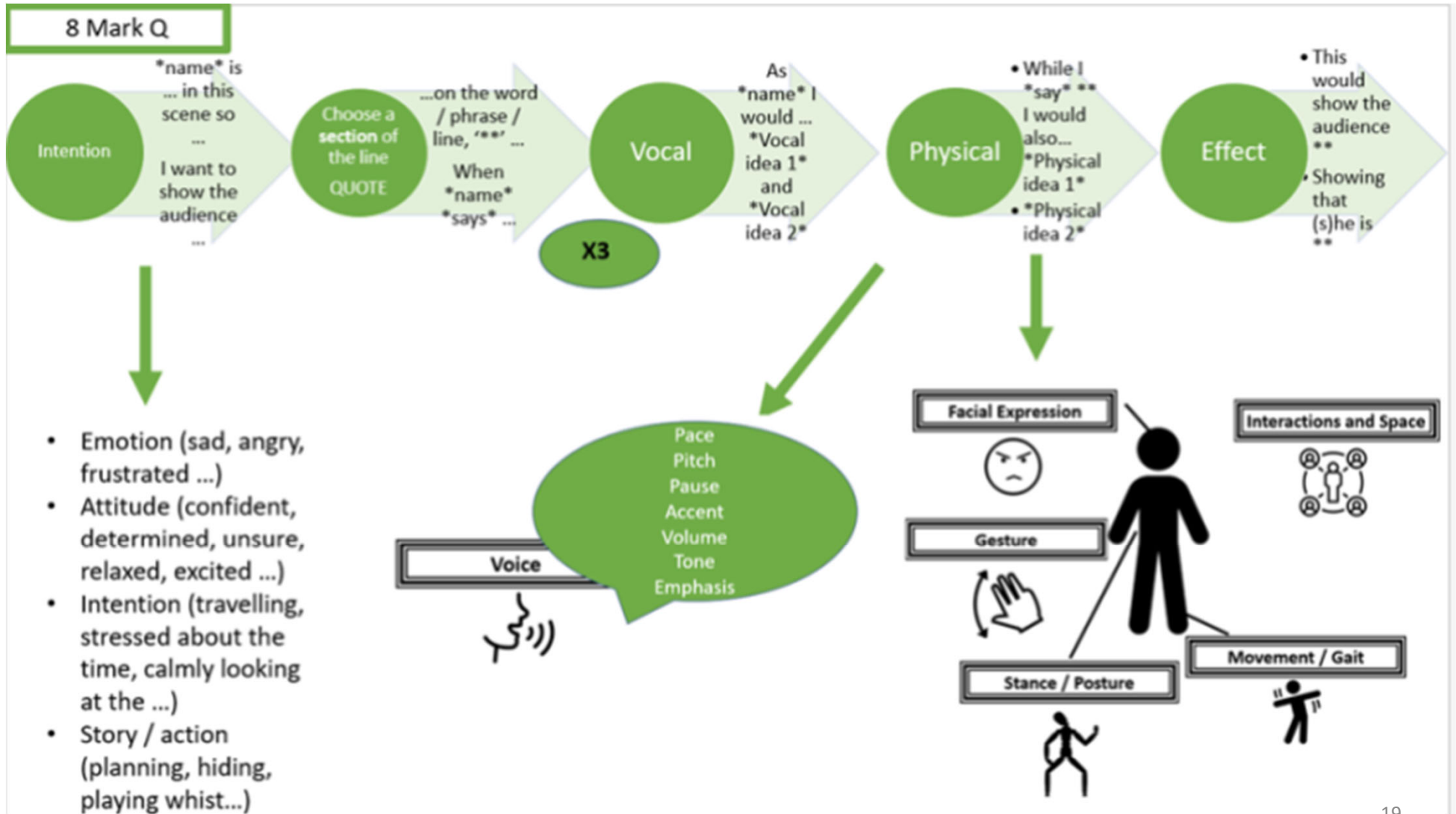
Key scenes to focus on:



EXPLAINING AN ACTOR'S PERFORMANCE IN MORE SPECIFIC DETAIL

 <p>Eyes – wide / squinted / wink ...</p> <p>Mouth – smile / frown / pressed together / curled lip ...</p> <p>Face – frow furrowed / cheeks sense / chin pushed into neck ...</p>	 <p>Line – quote what the actor said</p> <p>Tone – attitude / emotion ...</p> <p>Vocal qualities – volume / speed / pause / emphasis</p>	 <p>Feet – apart / together / one in front of the other / weight on the left ...</p> <p>Spine – straight / tense and pulled up / hunched / leaning forward ...</p> <p>Head – on one side / straight up / hunched into neck ...</p>
 <p>What – thumbs up / wave / indicate / point to ...</p> <p>To who / what – towards the audience / to actor x / towards the table ...</p> <p>Qualities – attitude / emotion / speed / tension ...</p>	 <p>What – stamping / striding / crawling / jumping ...</p> <p>Where – towards the audience or the table or actor x / UD, DS / from SL to SR ...</p> <p>Qualities – attitude / emotion / speed / tension ...</p>	 <p>What – speaking / arm around / fist bangs on ...</p> <p>To who / what – to the audience / to actor x / on the table ...</p> <p>Qualities – attitude / emotion / speed / tension ...</p>

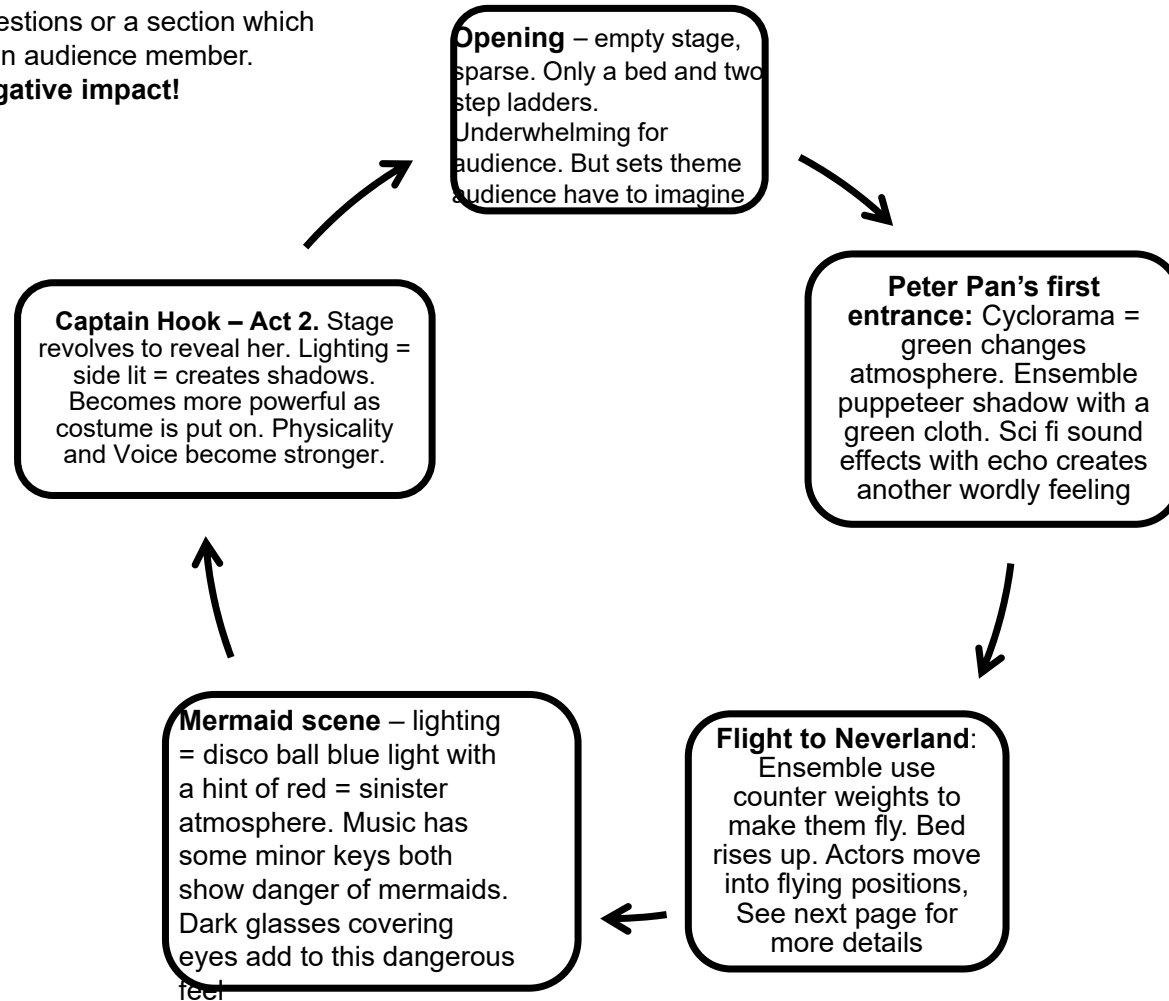
HOW TO DESCRIBE AN ACTOR'S PERFORMANCE IN A WRITTEN EXAM



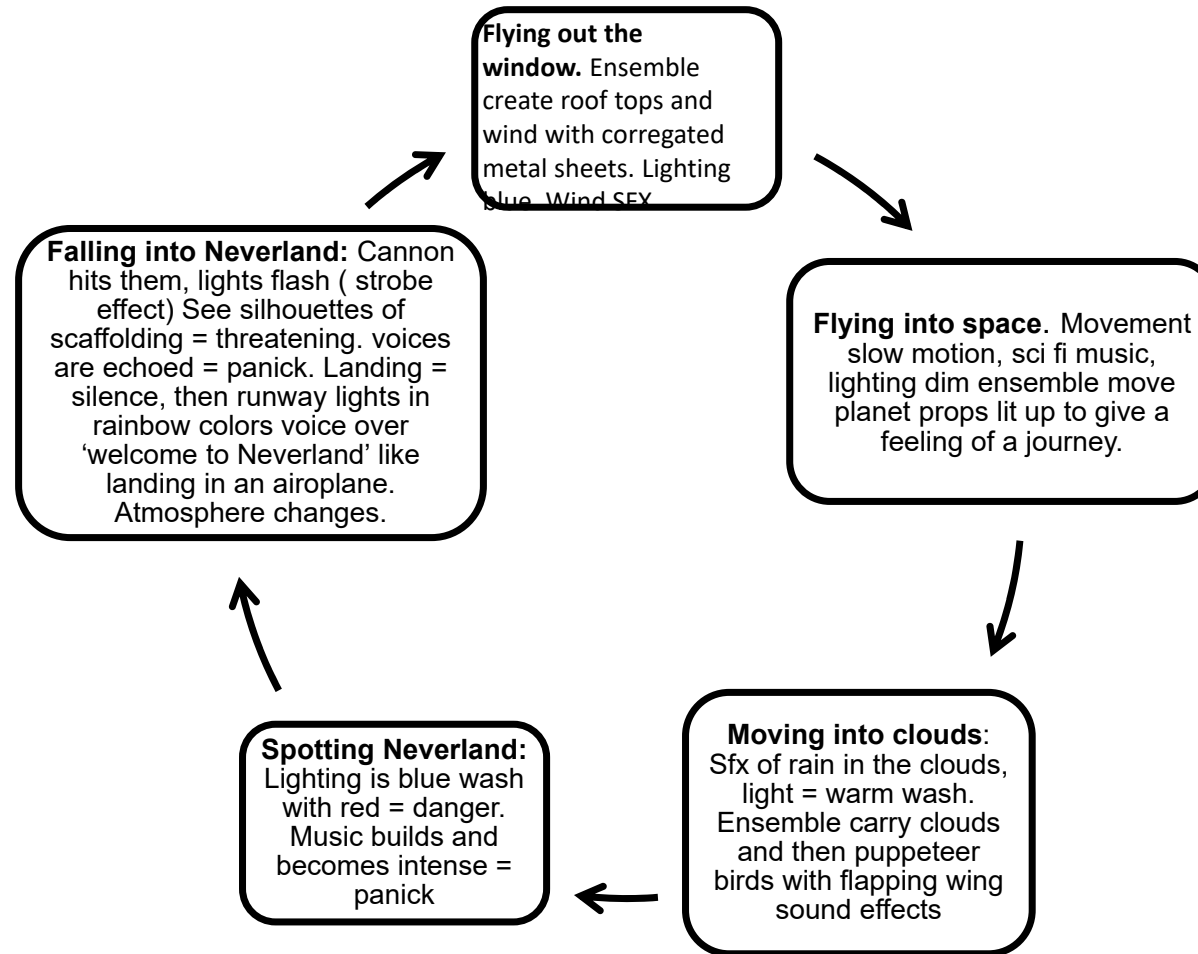
KEY SCENES WHICH USE TECHNOLOGY EFFECTIVELY/ HAVE AN IMPACT ON AUDIENCE

Use these scenes for design questions or a section which had a strong impact on you as an audience member.

Remember this could be a negative impact!

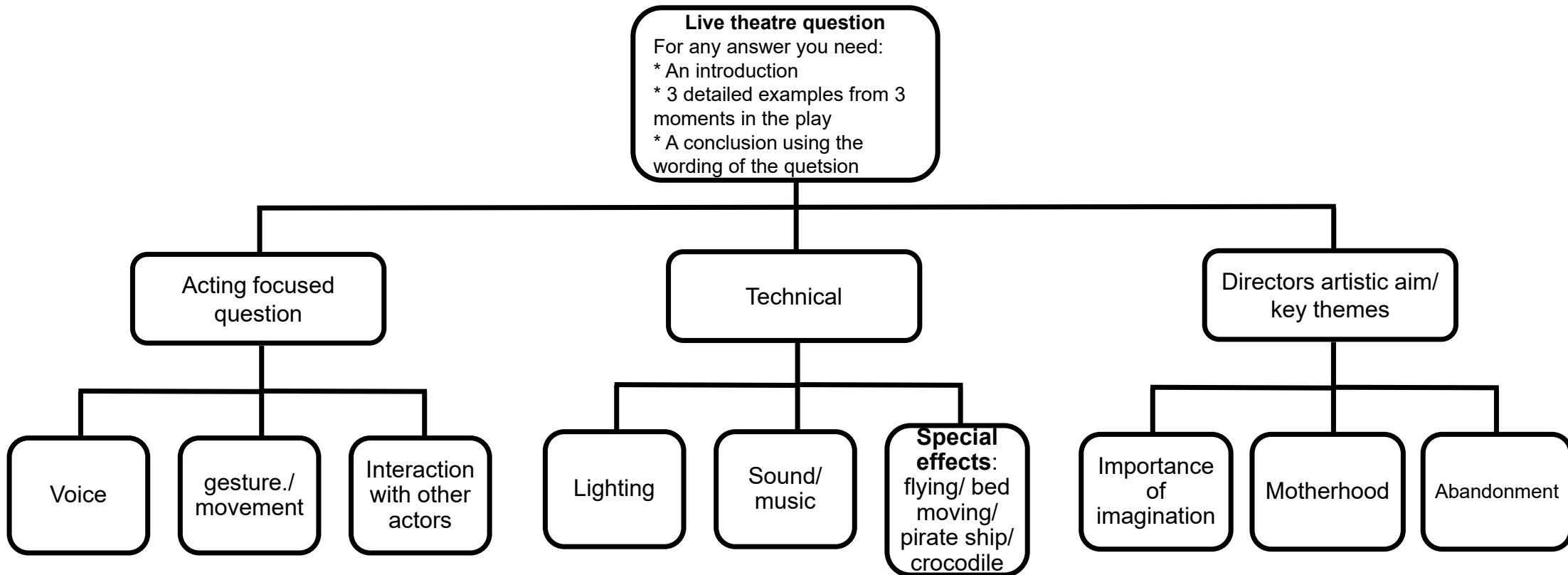


FLIGHT TO NEVERLAND – ORDER OF KEY MOMENTS



POSSIBLE QUESTIONS – LIVE THEATRE REVIEW SECTION B

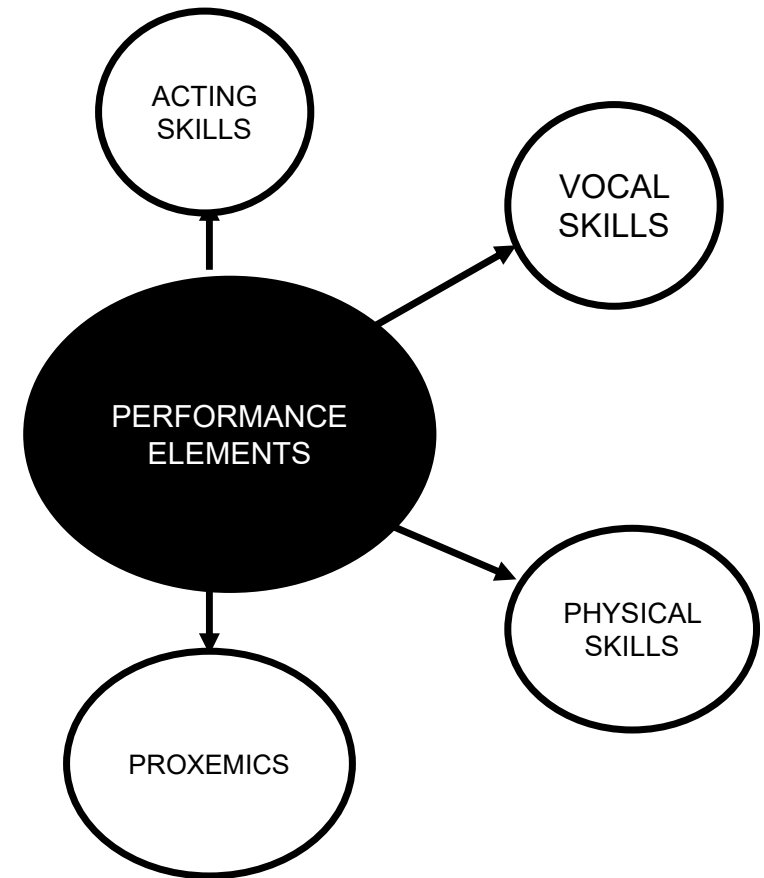
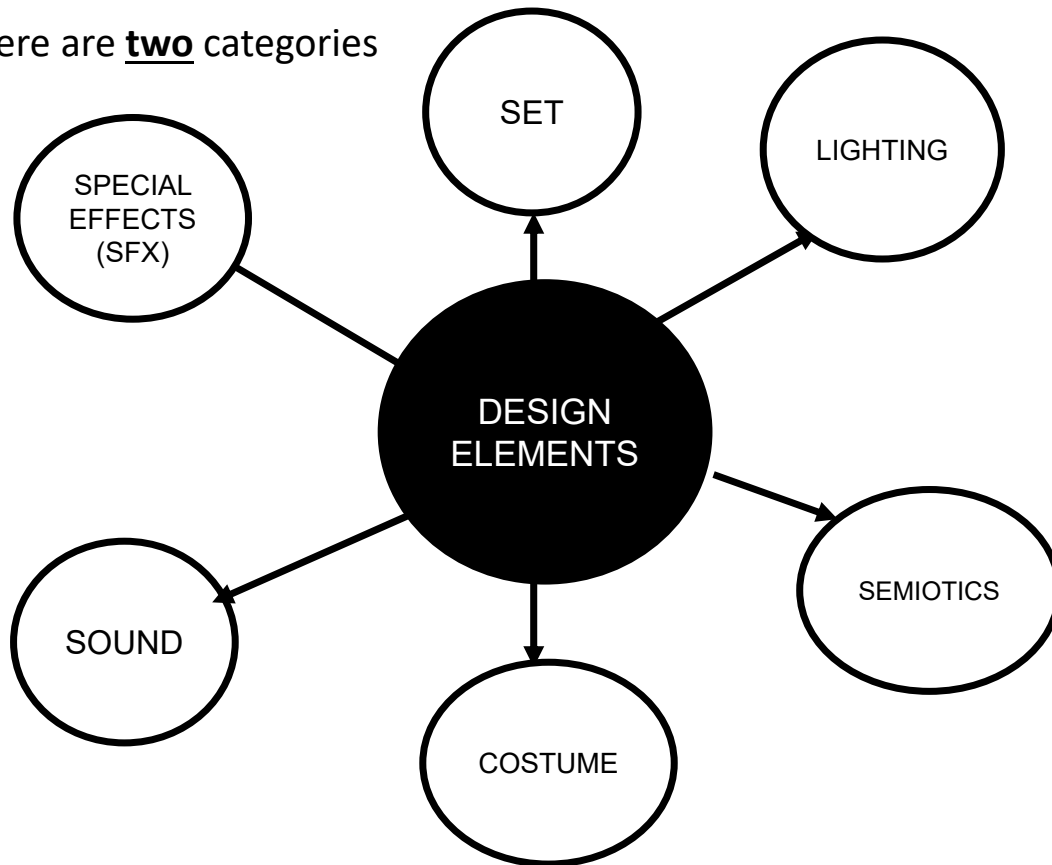
These are the main questions the exam could focus on.



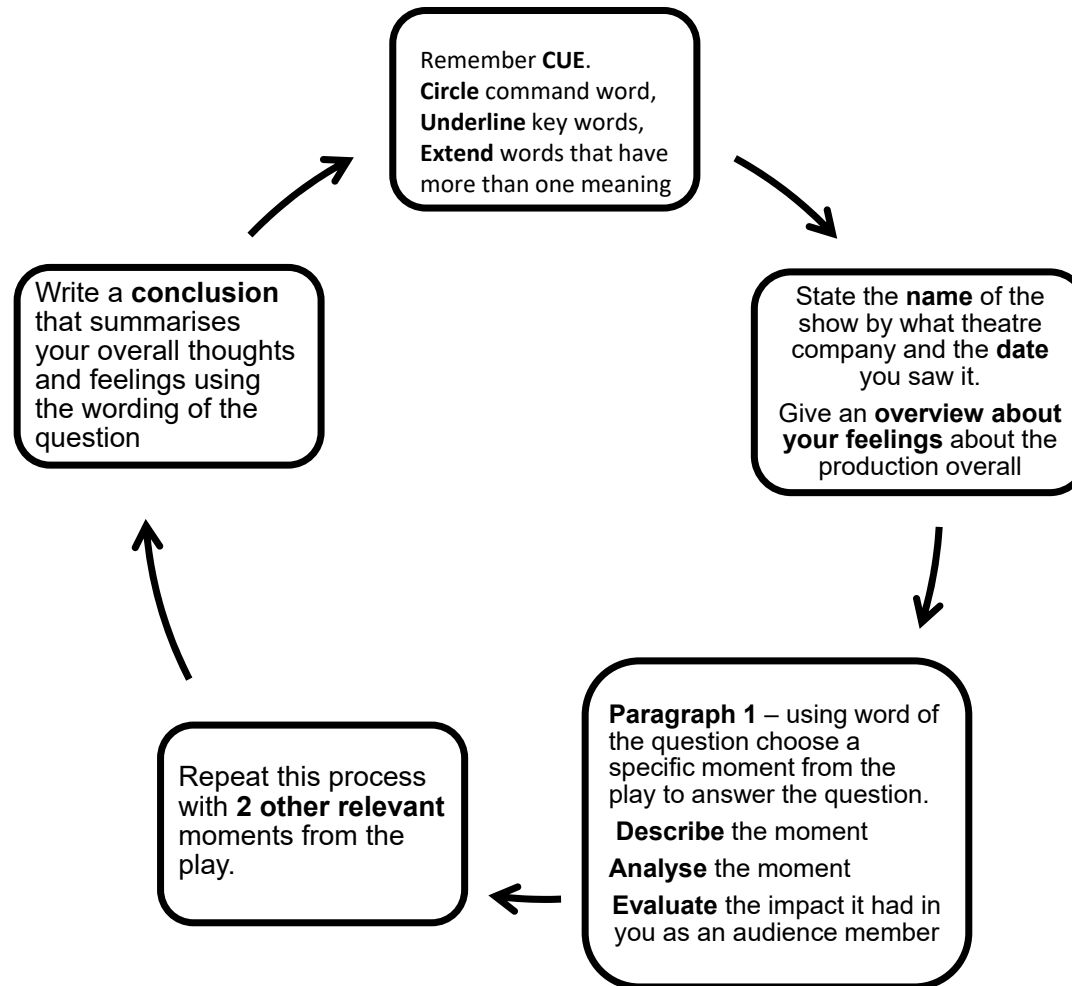
PRODUCTION ELEMENTS

A question could ask about production elements it is important you know what they are.

There are two categories



HOW TO APPROACH THE LIVE THEATRE QUESTION:



Lighting - Lighting must show: *Location/ Atmosphere/Mood/ Time /Symbolism*

Backlight

Where the actors are lit from the behind. Can be used to create shadows or obscure the audience's view



Up-light

Where the lighting is angled upwards to create tension or suspense. This can create large shadows behind them



Side light

Where a scene is lit from the side. Can indicate another location or give a feeling of mystery and distort a characters face

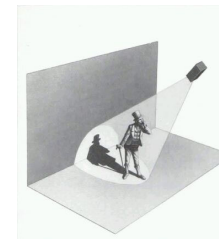


Front lighting

Where the performers are lit from above, provides a clear and natural effect

Down lighting

Where the performers are lit from above and in the front



Lighting continued

Key Words	
Cyclorama	A plain sloth extending around and above the stage. Use it to project onto, to create shadows, to light in different colours and to create a sense of location or atmosphere
Strobe	An effect when the lights flash really quickly. Can be used to create panic scenes or scenes in slow motion.
Blackout	When all of the lights on stage are turned off. This happens usually to end a scene and allow time for a set change/ scene change.
Theatrical Haze	A 'smoke' effect that helps creates and evoke certain moods and atmosphere. The Haze only works effectively with the lighting as the lights show it up.
Gauze	A thin curtain that can either be lit from the front or behind to make it transparent. Effective for dream like sequences.

Describe the lighting using technical vocabulary

Analyse how it impacted the scene (developed mood/ atmosphere/ informed the audience of location)

Evaluate the impact it had on you as an audience member in that moment

Sound

Key Words	
Sound effects	Sound effects are the artificial reproduction of sounds that help to create realism on stage e.g the sound of a window smashing
Diegetic sound	A sound that a character can hear in the world of a play. For example when a character turns on the radio the voices or sounds from it are heard by the character and the audience
Non Diegetic Sound	A sound that exists outside the world of the play. The audience can hear the sound but the character cannot e.g. narration or underscore.
Underscore	Underscoring is the use of music underneath dialogue to help create an atmosphere or to convey a theme
Panning	This is when sound can be played from speakers at different sides of the stage at different volume levels. E.g. This could create the feeling of being surrounded

Describe the sound using technical vocabulary

Analyse how it impacted the scene (developed mood/ atmosphere/ informed the audience of location)

Evaluate the impact it had on you as an audience member in that moment

Remember silence is also a type of sound! Silence creates poignant moments/ tension/ moments of sadness