



OCR GCSE Drama – Unit 4

Written Examination Preparation Workbook

Student Name..... Drama Group.....

Teacher.....



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(Tick when complete)

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Form, Style, Genre & Structure

What is the form of Blood Brothers?

What is the style of Blood Brothers?

What is the genre of Blood Brothers?

What is the structure of Blood Brothers?

Give examples from the piece to support the form, style, genre & structure:

	Evidence
Form	
Style	
Genre	
Structure	

Synopsis of the Story

The story 'Blood Brothers' tracks the lives of Mickey and Edward. The play is divided into, and has many songs. A speaks to the audience at the beginning and throughout the play, commenting on the action and setting the scene., who has been abandoned by her husband, already has five children and is expecting twins. She works as a for childless who offers, unofficially, to adopt one of the babies. Mrs Johnstone reluctantly agrees as she is concerned that she can't afford to bring up two more children and, due to Mrs Lyons, knows that the child will be afforded a good chance in life.

There is a that twins parted at birth will die when they discover the truth so both mothers do their best to keep the twins, Mickey and Edward, separated.

Edward goes to, while Mickey starts work in a After Linda, Mickey loses his job. He turns to But gets caught and goes to jail. After his release he becomes dependent on Linda turns to Edward, now a, for help. Edward gets Mickey a job – and a house.

Mrs Lyons tells Mickey that Edward is having an affair with Linda and Mickey goes after Edward armed with a, He finds him at a meeting but feels unable to shoot him. Mrs Johnstone bursts in and tells them the, Waving his gun around in frenzy it goes off. Mickey kills Edward and in turn is shot by the police.

Factory	Cleaner	Prophecy	Councillor	Mrs Lyons	University
Narrator	Marrying	Two acts	Twins	Truth	Crime
Accidentally	Mrs Johnstone	Wealth	Gun	Tranquilisers	Prophecy

Themes

Education

This theme links to the theme of 'social class' because Willy Russell wanted to make a comment on how having wealth brings opportunity. Fill in the table below to understand how the theme of education impacts the characters and their lives:

Mickey						
Edward						
Mrs Johnstone						
Mrs Lyons						

Private Education	A wife and a child	Lady of Leisure
No relationship	University	Manual Labourer
Redundant	Factory Worker	State Education
1 child and a husband	Middle class education	
Married	9 children and no spouse	Separated
Crime, drugs and depression	Counsellor	State Education

Social Class

The contrast between two different social classes forms the heart of the play. The leading characters can be seen to be social stereotypes, presented dramatically in order to emphasise certain important differences in social class. Russell does this to highlight injustice.

Choose 3 moments in Blood Brothers which highlight the effect of social class on the two families. **Explain** why these moments display the impact of social class.

1. _____

2. _____

3. _____

Nature vs Nurture

The 'nature versus nurture' debate is about how much a person's life is determined by their inherited genetics (their 'nature') and how much is determined by the environment they grow up in ('nurture'). The boys are identical twins and so the difference in the way their lives turn out must be a result of their different upbringings and social positions. Russell uses the idea of twins to persuade us that attitudes in society influence people's lives more than their individual efforts at wanting to do well.

Russell's play is deliberately objecting to a view that was popular in the UK at the time the play was written. Margaret Thatcher's right wing conservative government claimed that everyone who wanted to work hard could be successful; Russell clearly objects to this view.

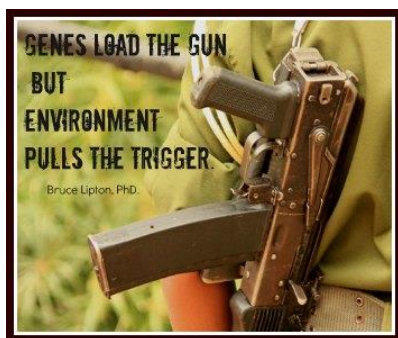
<u>Nature</u>	<u>Nurture</u>
<ul style="list-style-type: none"> • Genetics • Instincts • Appearance 	<ul style="list-style-type: none"> • Environment • Society's influence • Experiences

Human Development: Nature vs. Nurture

- **NATURE** = genes, biology, heredity
- **NURTURE** = environment and experiences
 - Also, known as **socialization** = the preparation of newcomers, such as infants, to become members of an existing group and to think, feel, and act in ways the group considers appropriate
- **NATURE VIA NURTURE** = complex interaction between one's inborn genetics and one's environment.
 - Example...
 - 2 year old boy prone to tantrums (nature)
 - Parents scream at son a lot (nurture)
 - Boy continues to scream back as taught (nature reinforced)
 - Nature can be quieted or amplified by nurture (i.e., VOLUME DIAL)
 - Children come with a **genetic flexibility** – some genetic make-ups are more or less sensitive to environment and thus some kids are more moldable than others.
 - **Goodness of Fit** = how well a child's temperament fits with his/her environment.
 - An effective match between child-rearing practices and child's temperament → favorable development and psychological adjustment.

Use this table to identify how Nature and Nurture impacted Mickey and Edward's lives.

	Nature	Nurture
Mickey		
Edward		



"I could have been him"

What does Mickey mean by this?

Fate, Destiny & Superstition

Fill in the names within this piece of research:

The theme of superstition and fate is one that the playwright—in the voice of the _____—brings up over and over again throughout the musical. Near the beginning of the play, the devious _____ tells _____ that if two long-lost twins ever learn that they are related, they will both die instantly—and at the end of the play, despite the improbability of _____’s made-up superstition, this is exactly what comes to pass. The _____ also spends many of his songs referencing various other superstitions, such as breaking a mirror or spilling salt on a table. Although he, an omniscient character, clearly knows that _____ has invented her superstition about twins, he is essentially saying that by making it up, she has made it real.

The threat of this false superstition is made to seem even more powerful by the contrasting mothers in the play: _____ and _____. Somewhat gullible, but also steadfast and loving, _____ believes the fake warning wholeheartedly, and many of her actions throughout the play are motivated by her fear of her children dying.

_____, meanwhile, knows that the superstition isn’t true, but eventually comes to partially believe it anyway. She has allowed a belief—one that she knowingly created to control another person—to control her *own* mind. This is ultimately proof of her instability and eventual insanity.

The end of the play, of course, brings about the deaths of both _____ and _____, seemingly confirming that the superstition was correct—and that from the moment of their separation, the twins were fated to die. Yet the play actually suggests a far more interesting question. Through their various actions—which were themselves motivated by fear and superstition—the mothers within the play actually cause their sons’ deaths. Russell is proposing, therefore, that we as humans essentially make our own fate by believing in fate—that through our fear of the future and our irrational beliefs, we make our worst nightmares come to pass.

Narrator

Mrs Johnstone

Mrs Lyons

Mickey

Edward

Each of the major characters are presented as being trapped and plagued by various kinds of misfortune and bad luck. Russell seems to be asking us to consider whether there really is such a thing as fate and destiny or whether life pans out because of natural rather than supernatural reasons, because of the way we live and are educated.

So although fate and superstition is a recurring idea, everything in the play leads to question whether these things really exist.

“So did y’hear the story of the Johnstone twins?
As like each other as two new pins,
Of one womb born, on the self same day,
How one was kept and one given away?
An’ did you never hear how the Johnstones died,
Never knowing that they shared one name,
Till the day they died...?”

Who said this quote?

Explain how it relates to the themes of fate, destiny & superstition.

“Oh God, Mrs. Lyons, never put new shoes on a table...You never know what’ll happen”

Who said this quote?

Explain how it relates to the themes of fate, destiny & superstition.

"In the name of Jesus, the thing was done,
Now there's no going back, for anyone.
It's too late now, for feeling torn
There's a pact been sealed, there's a deal been
born.

...

How swiftly those who've made a pact,
Can come to overlook the fact.
Or wish the reckoning to be delayed
But a debt is a debt, and must be paid."

Who said this quote?

Explain how it relates to the themes of fate, destiny & superstition.

"They say...they say that if either twin learns that
he once was a pair, that they shall both
immediately die. It means, Mrs. Johnstone, that
these brothers shall grow up, unaware of the
other's existence. They shall be raised apart and
never, ever told what was once the truth. You
won't tell anyone about this, Mrs. Johnstone,
because if you do, you will kill them."

Who said this quote?

Explain how it relates to the themes of fate, destiny & superstition.

“You’re always gonna know what was done
Even when you shut your eyes you still see
That you sold a son
And you can’t tell anyone.
But y’know the devil’s got your number,
Y’know he’s gonna find y’,
Y’know he’s right behind y’,
...
Yes, y’know the devil’s got your number
...
And he’s knocking at your door.”

Who said this quote?

Explain how it relates to the themes of fate, destiny & superstition.

“If we stay here I feel that something terrible will
happen, something bad.”

Who said this quote?

Explain how it relates to the themes of fate, destiny & superstition.

Growing Up

Age is referred to throughout the script following the lives of the main characters. Identify who said the quote and why?

“By the time that I was twenty-five,
I looked like forty-two”

“Cos me Mam says I’m only seven,
But I’m not, I’m nearly eight”

“Our Mickey’s just turned fourteen,
Y’know he’s at that age”

When Mickey was 18 seven different things happened to him which really impacted his future can you name them all?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

With grace for good behaviour
He got out before his time
The family and the neighbours told him
He was lookin' fine.
But he's feelin' fifteen years older
And his speech is rather slow
And his neighbours said
You'd think he was dead
Like marilyn monroe

How old was Mickey when he got out of prison?

What reasons do you have to justify your answer?

- 1.
- 2.
- 3.

Summer Sequence allows the piece to move swiftly through time and show how close the three friends are becoming. Annotate the following script with notes to show key points made.

There's a few bob in your pocket
and you've got good friends,
and it seems that summer's never coming to an end
young, free and innocent, you haven't got a care,
apart from decidin' on the clothes you're gonna wear.
The street's turned into paradise,
the radio's singing dreams
you're innocent, immortal, you're just fifteen.
And who'd dare tell the lambs in spring
what fate the later seasons bring
who'd tell the girl in the middle of the pair
the price she'll have to pay for just being there.
But leave them alone, let them go and play
they care not for what's at the end of the day
for what is to come, for what might have been
life has no ending when you're sweet sixteen
and your friends are with you to talk away the night
or until mrs wang switches off the chippy light
then there's always the corner
and the street lamp's glare
an' another hour to spend, with your friends, with her,
to share your last cigarette and your secret dream
At the midnight hour...
... At seventeen
It's just another ferry boat, a trip to the beach
but everything's possible,
the world's within your reach
an' you don't even notice the broken bottles in the sand
the oil in the water and you can't understand
how living could be anything other than a dream
when you're young, free and innocent...
and just eighteen.
And only if the three of them could stay like that
forever,
and only if we could predict no changes in the weather
and only if we didn't live in life, as well as dreams
and only if we could stop and be forever,
just eighteen.

Part of this theme has to explore the friendship between Mickey and Edward.

In the play, the friendship between Eddie and Mickey is initially strong despite their different social backgrounds. Russell is saying that children can make friends easily and form strong relationships even if their parents don't approve. He is suggesting that human nature is blind to social conventions.

But in the adult world, unemployment and poverty hits Mickey and Edward seems to him to be from a different world. Russell seems to suggest that friendship is dependent upon shared experiences. Once the two characters go their separate ways, shaped and moulded by education, wealth and social status, tensions develop between them.

	Describe the twins friendship
When they first meet	(think about why they became friends in the first place)
At the end of Act One	(think about how the distance impacted them)
Aged 14 - 18	(think about the freedom age has given them)
Aged 18 and over	(think of how their opposing situations impacted their friendship)

Men and Women

All three lead female characters suffer at the hands of the men in their lives. Identify for each how their lives are impacted by male characters.

Mrs Johnson	
Linda	
Mrs Lyons	

As male characters there are expectations for them to be more active and macho. Identify for each character how the expectations for them vary from the women.

Mickey	
Edward	
Sammy	
Mr Lyons	

Money

Russell’s play has money and materialism as a theme. Mrs. Johnstone’s life in debt, buying things on the ‘never-never’, leads to problems. But Mrs Lyons’ wealthy existence fails to bring her contentment and happiness.

Money controls the relationship of Edward and Mickey too – once Edward returns from university as a wealthy man, Russell suggests that his friendship with the penniless Mickey can no longer be the same, as he cannot appreciate Mickey's reaction to being jobless. And nor can Mickey's pride allow him to accept financial help from Edward.

Identify three key moments when money impacts the characters within the play.

	Moment 1	Moment 2	Moment 3
Mrs Johnson			
Mickey			
Mrs Lyons			
Edward			

Below is a key speech. Write an analysis of the speech showing you understand what Mickey is saying.

“You. You’re a dickhead!

There are no parties arranged. There is no booze or music. Christmas? I’m sick to the teeth of Christmas an’ it isn’t even here yet. See, there’s little to celebrate, Eddie. Since you left I’ve been walking around all day, everyday, looking for a job.

....

It disappeared. Y’know something, I bleedin’ hated that job, standing there all day never doin’ nothin’ but putting cardboard boxes together. I used to get... used to get terrified that I’d have to do it for the rest of me life. But, after three months of nothin’, the same answer everywhere, nothin’, nothin’ down for y’, I’d crawl back to that job for half the pay and double the hours. Just... makin’ up boxes it was. But after bein’ fucked off from everywhere it seem like it was paradise.”

Violence

Violence has a presence in the working class characters' lives from a young age. When we first meet Mickey as a seven year old, he has a toy gun and he plays games involving imaginary guns with his friends and neighbours. The violence escalates as the play progresses, culminating in the tragic death of Mickey and Edward. Sammy, Mickey's older brother, is a key character linked to this theme and he is connected in some way to most of the violent acts in the play. Violence reflects a lack of control; when characters start to lose power in some way, they become more violent.

The working class children are linked to violence from a young age.

How does Russell show this?

Evidence:

Analysis

Sammy gets Mickey involved in an armed robbery.

How does Russell show this?

Evidence:

Analysis

Mrs Lyons becomes violent towards Mrs Johnson

How does Russell show this?

Evidence:

Analysis

Mickey accidentally shoots Edward.

How does Russell show this?

Evidence:

Analysis

Context

Read the following information about context and answer the questions below:

1. Where is the setting of Blood Brothers?

.....

2. What qualities are Liverpudlians known for?

.....

3. Which character typifies these qualities?

.....

4. What were the unemployment figures in Liverpool during the 1980's?

.....

5. At what time is Blood Brothers set?

.....

6. Why might Mrs Johnstone's neighbours disapprove of her?

.....

7. Find 5 key facts about education during this time.

.....

.....

.....

.....

.....

8. What was the name given to manual workers?

.....

9. What type of houses did most working class people live in?

.....

10. What were the conditions of the Council Houses like?

.....

.....

11. Why were 'New' towns created?

.....

12. What was the name of the 'New' town that was created?

.....

13. What effect did uprooting people have?

.....

14. What were the aims of the playwright?

.....

.....

.....

15. Which characters highlight this aim?

.....

Liverpool

Liverpool, because of its position on the River Mersey, was a prosperous seaport in the 19th century.

It is a city of many contrasts.

In the 20th century, because of the silting of the river, it was a place of financial depression, which led to unemployment and strikes.

There was a big gap between the rich and the poor.



The People of Liverpool

Liverpudlians are known for their warmth, hospitality and wit.

Liverpool is also famous for its football teams and impact on culture – the Mersey Beat (poetry), the Beatles (music) and playwrights, architects etc.

Mrs Johnstone's wit and warmth typify these qualities.

Unemployment

Unemployment reached 25% in the 1980s.

At the time the play is set, factories were closing down. At the start of act 2, Sammy is already on the dole, and the song 'Take a Letter Miss Jones' illustrates how this rising unemployment adversely affects Mickey's life and tempts him into crime.

Being out of work creates low self-esteem; particularly for traditional men who feel they need to support their family.

Views at the time

Blood Brothers is set in Liverpool, between the 1950s and the 1970s.

At the time, people strongly disapproved of sex before marriage and this is why Mrs Johnstone 'has to' marry quickly. Divorce was uncommon and this is another reason the neighbours might disapprove of her.

Education

Although the 1945 Education act had made grammar schools free, working class children had to pass the 11+ to gain entry to the grammar schools. The pass mark was kept deliberately high. Few children were allowed the privilege of a grammar school education, and even if they gained a place, there was no guarantee that they would leave with qualifications, as the school leaving age was 15.

Grammar Schools

Pupils at grammar schools studied academic subjects and took O levels. Some went on to take A levels, while others were under pressure from parents to leave school, get a job and bring money into the household.

There were far fewer university places then, so most would go into employment after school.

Secondary Modern Schools

Children who failed the 11+ would go to a secondary modern school to be prepared for life in the trades. Boys would study practical skills like bricklaying, alongside academic work, and girls would learn how to cook. Many of these schools were under-funded.

Qualifications

If pupils were not considered 'bright' they were not allowed to take CSEs. These qualifications were not worth as much as O Levels, taken at grammar school. (GCSEs are much more inclusive) So it was common for children to leave school without any qualifications at all. It was more difficult for them to get on in life.

Poverty

There is a clearly established link between poverty and under-achievement at school.

Edward is sent to a private, fee-paying boarding school and will take O levels, A levels and go on to university.

Mickey leaves school and goes into employment; things go wrong when he is made redundant, whereas Edward has a much more secure 'white collar' job. Manual workers were called 'blue collar' workers; they were more affected by closure of factories and the scarcity of work connected with the docks.



'New' Towns

To improve standards of living, the government moved people away from the terraced houses into new council accommodation in the countryside. 'New' towns were created like Skelmersdale, and existing places were developed, like Runcorn and Winsford. Some high rise blocks were built also.



Council Housing

Council houses were the homes of most working class people in the 1950s and 1960s. The terraced houses had a lot to recommend them, but they were also cramped and lacked inside toilets and bathrooms. They did not have central heating and were heated mostly by coal fires. Their inner city locations were often dirty and there was nowhere for children to play as they rarely had gardens.

Bright New Day

Mrs Johnstone's family is certainly helped by their move, although not as much as she had hoped.

In many ways, it is already too late for the older children, and the unemployment situation was often worse away from the city.

Also, many missed the people and the amenities that they had known before, and the support network that existed all but vanished. Uprooting people can cause stress and depression.



Willy Russell's Aim

One of the playwright's aims is to show us that there are disadvantages to being poor and working class. The failure to succeed in life is not because of a lack of ability, but a lack of opportunity. This can clearly be seen in Edward and Mickey. We must ask ourselves whether this is still true in the 21st century.

Motifs

Give as much detail about the significance of each motif AND identify 3 moments when the motif is used within the play

	Justify	3 Examples
Marilyn Monroe		1. 2. 3.
Guns		1. 2. 3.
Shoes on the Table		1. 2. 3.
Dancing		1. 2. 3.

Characters

Fill in the table below:

Leading Characters	Supporting Characters	Minor Characters

Mrs Johnstone	Policeman	Sammy	Mr Lyons
	Milkman	Mrs Lyons	Narrator
Linda	Judge	Mickey	Edward
	Teachers		

Leading Character Analysis

For each leading character use the following spaces to describe their personality, background and moments of impact on the story.

Character 1: _____

Character 2: _____

Character 3: _____

Character 4: _____

Character 5: _____

Key Quote	When it is said	Why does the character say this?	What does this quote show about the character?	What impact might it have on the future of the play?
Example: <i>"You never put new shoes on the table"</i>	Mrs Johnstone says to Mrs Lyons	<ul style="list-style-type: none"> • Because Mrs J is worried that something bad is going to happen. • Because Mrs Lyons put new shoes on the table. 	<ul style="list-style-type: none"> • Mrs J is superstitious • Mrs J is a lower class character • Mrs Lyons is upper-class as she is able to purchase new shoes 	<ul style="list-style-type: none"> • It's foreshadowing that bad things are going to happen to both families. • It is also a motif that reoccurs within dialogue and lyrics
1. <i>"Well my mummy doesn't let me play down here actually"</i>	<i>Eddie says this to Mrs Johnstone after Mrs Lyons has told him he cannot play with Mickey.</i>	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
2. <i>"But y'know the devil's got your number."</i>	The narrator suggests the mothers will be cursed for their unnatural agreement.	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
3. <i>"Mouths to feed. You're expecting twins."</i>	Mrs Johnstone discovers she is having twins the scene immediately after the shoes are left on the table.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

		•	•	•
4. "They say that if either twin learns that he was once a pair, they will both immediately die."	Mrs Lyons creates a superstition that will prove to her haunt her... and ultimately come true!	• •	• •	• •
5. "There's a girl inside the woman, She's waiting to break free, She's washed a million dishes, she's always making tea."	The narrator describes Linda's life of drudgery shortly before she begins the affair with Edward.	• •	• •	• •
6. "This means we're blood brothers and	Mickey says to Edward when they make a pact to	•	•	•

<p>that we'll always have to stand by each other."</p>	<p>be blood brothers, before they know they are twins.</p>	<p>•</p>	<p>•</p>	<p>•</p>
<p>7. "You're great you are Mam."</p>	<p>Mickey's words when Mrs Johnstone agrees to let him and Linda live with her.</p>	<p>•</p> <p>•</p>	<p>•</p> <p>•</p>	<p>•</p> <p>•</p>
<p>8. "Leave me alone will y'? I can't cope."</p>	<p>Mickey's words to Linda when she asks him to stop taking the pills in prison.</p>	<p>•</p> <p>•</p>	<p>•</p> <p>•</p>	<p>•</p> <p>•</p>

<p>9. "You! Why couldn't you have given me away?"</p>	<p>Mickey says this to his mother at the end of the play when he finds out Edward is his twin brother.</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>
<p>10. "It's just a secret, everybody has secrets, don't you have secrets?"</p>	<p>Eddie says this to his mother when he is sent home from school for wearing Mrs Johnstone's locket.</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>
<p>11. "Why...why is a job so important?" "Look... come on... I've got money, plenty of it."</p>	<p>Eddie says this to Mickey when he loses his job at the factory.</p>	<p>• •</p>	<p>• •</p>	<p>• •</p>

Use of Drama Skills

List three vocal techniques and three physical skills you would bring to each character then justify your answers.

Mrs Johnson	
Voice 1:	Physical 1:
Justify	Justify
Voice 2:	Physical 2:
Justify	Justify
Voice 3:	Physical 3:
Justify	Justify

Mrs Lyons	
Voice 1:	Physical 1:
Justify	Justify
Voice 2:	Physical 2:
Justify	Justify
Voice 3:	Physical 3:
Justify	Justify

Mickey	
Voice 1:	Physical 1:
Justify	Justify

Voice 2:	Physical 2:
Justify	Justify
Voice 3:	Physical 3:
Justify	Justify

Edward	
Voice 1:	Physical 1:
Justify	Justify
Voice 2:	Physical 2:
Justify	Justify

Voice 3:	Physical 3:
Justify	Justify

Narrator	
Voice 1:	Physical 1:
Justify	Justify
Voice 2:	Physical 2:
Justify	Justify
Voice 3:	Physical 3:
Justify	Justify

Relationships & Proxemics

Choose four instances in the performance text you have studied when a change in relationship between characters moves the action forward. Explain your answer.

1

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.....

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2

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3

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4

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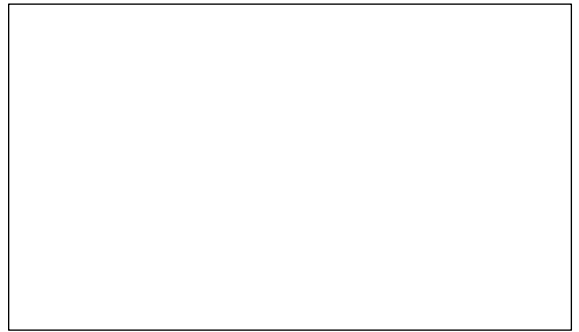
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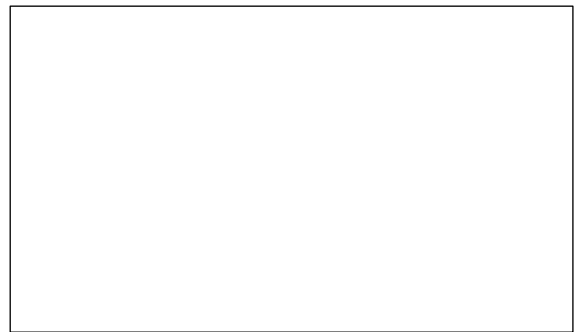
Proxemics

Using the four stages below draw an example of how proxemics can be used in the production then explain how the proxemics communicate to the audience:









Moments of Impact

Here are four key moments which impact the audience. Describe the moments in as much detail as possible explaining how tension is built and why they can impact the audience.

Mrs Johnson giving Edward to Mrs Lyons.

Stage Directions

Stage directions help the director/actor understand what the playwright's intentions for a scene are. Use the script to find two examples of each – justify why the stage direction is needed.

Vocal qualities

Example One:
Example Two:

Physical movements/gestures

Example One:
Example Two:

Set/scene changes

Example One:
Example Two:

Technical requirements (LFX, SFX etc)

Example One:
Example Two:

Costumes

Compare and contrast the young Mickey and Eddie's costumes through labelling the picture below:



Now do the same for the older Mickey and Eddie – how have their costumes changed?



Compare and contrast Mrs Johnstone's and Mrs Lyons' costumes. Explain how the costumes communicate information about their characters to the audience

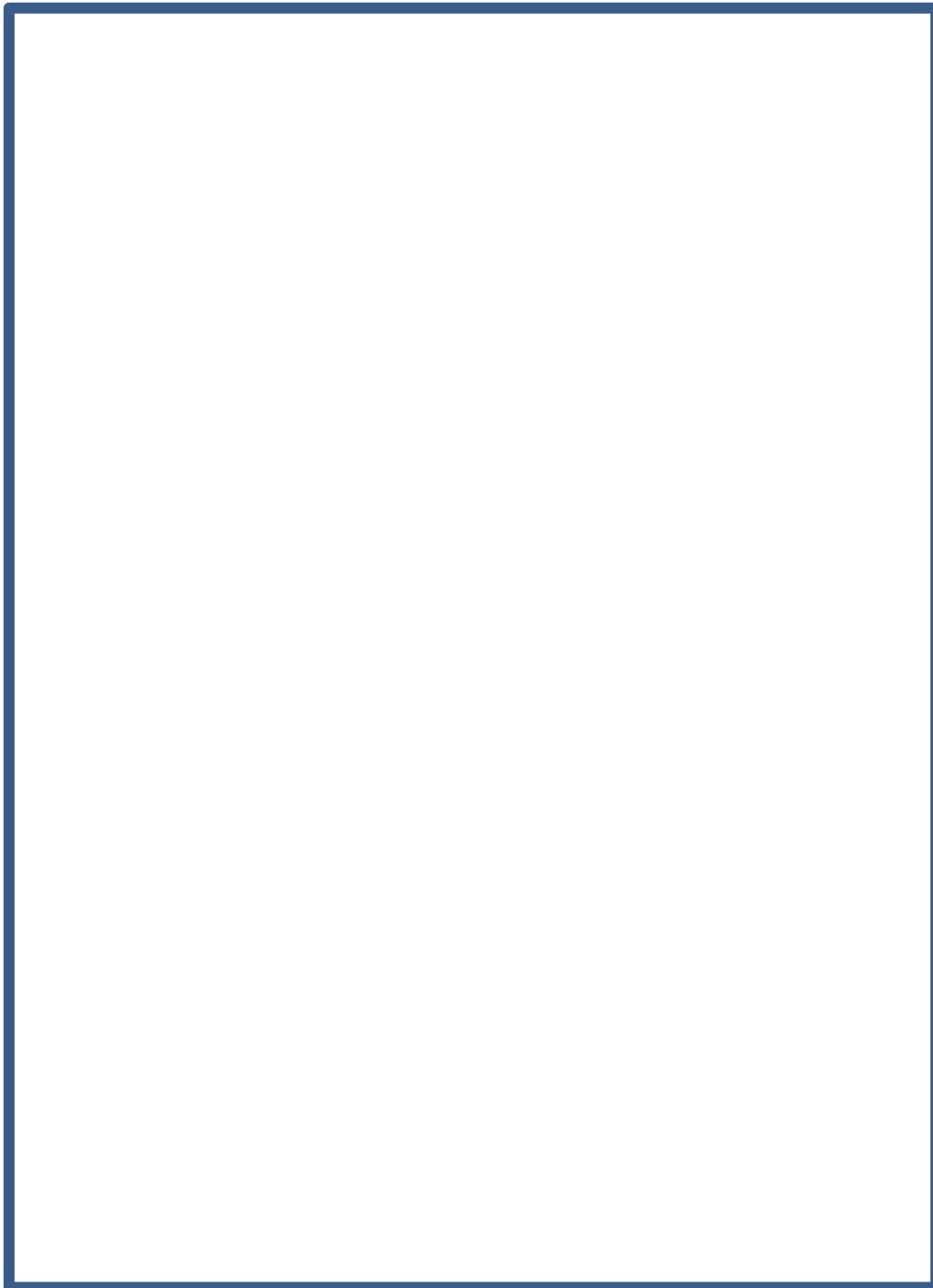


Why do you think the narrator's traditional costume is a black suit and tie?



Use the Costume Resource to create costumes for two contrasting characters of your choice. Draw a sketch in as much detail as possible and describe your ideas too.

Character One _____



**Character One - costume description.
(Justify your choices)**

Character Two _____



**Character Two - costume description.
(Justify your choices)**

Set Design

Types of Staging



Proscenium Arch

The original staging for Blood Brothers. The audience sits in front of the stage, usually in straight rows. The audience views the stage as if looking at the action through a picture frame (the forth wall)

Positives for Blood Brothers

-
-
-
-
-
-
-
-
-
-

Negatives for Blood Brothers

-
-
-
-
-
-
-
-
-
-

Thrust

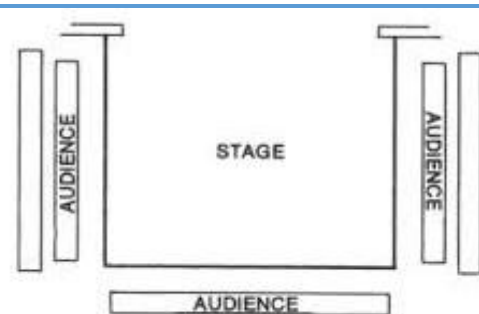
The stage is a rectangle and the audience directly face the stage from each of the three sides.

Positives for Blood Brothers

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Negatives for Blood Brothers

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Black Box

A Black Box Theatre is a simple, open space consisting of four walls, a floor, and a ceiling that are all painted black. It is a bare room with a movable seating area, a movable stage, and a flexible lighting system.

Positives for Blood Brothers

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Negatives for Blood Brothers

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Traverse

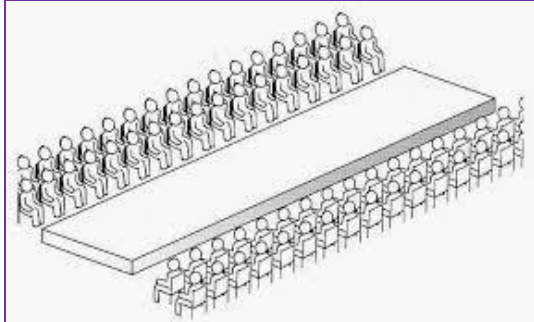
The acting area is down the middle of the space. The audience sits facing the acting area from two sides.

Positives for Blood Brothers

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Negatives for Blood Brothers

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Promenade

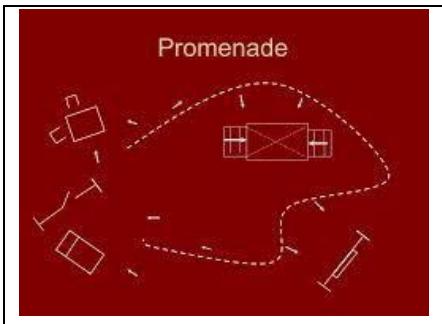
In promenade theatre there is no formal stage, both the audience and the actors are placed in the same space. The performance starts when one of the actors draws attention to himself or light is pointed in such manner that draws attention to a particular person. During the performance actors will stimulate the audience to move around.

Positives for Blood Brothers

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Negatives for Blood Brothers

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Site Specific

A piece of performance which has been designed to work only in a particular non-theatre space.

Positives for Blood Brothers

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Negatives for Blood Brothers

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State which performance space you would choose to stage Blood Brothers in and justify why it would suit the performance

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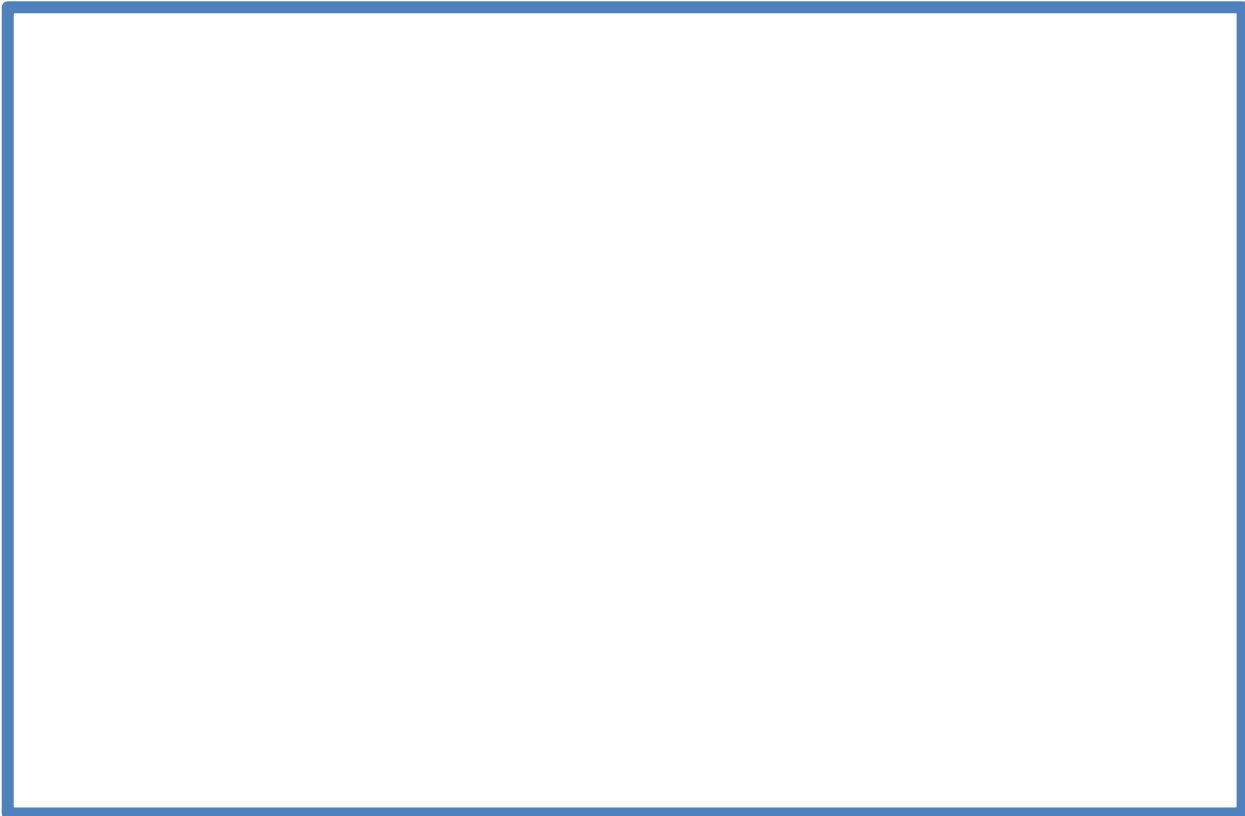
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Now design the set you would have. Use the space below to draw your set – then the space overleaf to describe it in as much detail as possible.



Describe your set design.

When designing a set you should think about how it will fit into the chosen performance space, the entrances/exits, using different levels, how to show the social, cultural and historical context and how the set will adapt to different scenes.

Lighting

Key Word	Definition
Gobo	A thin metal plate with specific shapes cut out to produce a design which can then be projected by a spotlight.
Backlit	Light coming from upstage, behind scenery or actors, to sculpt and separate them from the background.
Blackout	The act of turning off (or fading out) stage lighting.
Gel	The coloured 'filters' placed in front of theatre lights to colour the beam.
Flood	A lantern that produces a broad spread of light across the stage
Spotlight	A lantern projecting a narrow, intense beam of light directly on to a place or person
Cross fade	Bringing another lighting state up to completely replace the current lighting state.



Lighting design in theatre goes beyond simply making sure that the audience can see the stage (although this is very important!). Light can be used to establish the time or location of a performance, or to create and enhance mood and atmosphere.

For the two moments specified, describe what lighting you would use. Remember to use the correct drama terminology wherever possible

Opening Sequence

Mrs Lyons - Mad Woman

Sound

Each box describes a way sound is used in the play – in the space describe moments it was used.

Shock
Factor

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Live Band
Up Beat

Live Band
Tragic Moments

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Building
Tension

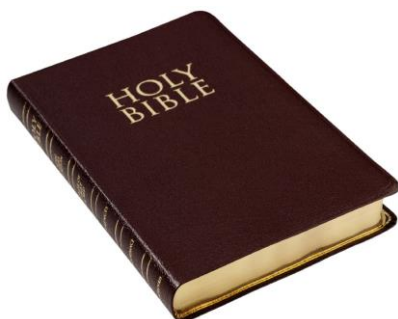
Props

Describe how each prop is symbolic in the play and what it communicates to the audience

Gun



Bible



Locket



Sweets



Pills



Practice Questions

- 1) Direct these 3 moments in the performance – in as much detail as possible! (Think staging, direction of specific lines, proxemics, semiotics, set, costume, props)
 - Mrs Johnson telling Mrs Lyons she is pregnant
 - Mickey and Eddie meeting for the first time
 - Summer Sequence

- 2) How is mood / atmosphere created within the play?

- 3) Describe how stage directions are used in the final scene.

- 4) Describe how the social and historical context of the play would affect your choices for set design

- 5) How would you use semiotics if you were directing Blood Brothers?

- 6) How would you use proxemics within the scene within the final scene?