



## DRAMA TECHNIQUES:

Read about the different drama techniques below and create an informative leaflet that explains about the different drama techniques. Your leaflet should be informative, eye-catching and have a good layout/design:

### Tableau(x)

Freeze frame or still image of action. Good at start and ends of scenes or to 'Mark a Moment' – freeze at an important point or climax of scene.

### Thought Tracking

During a tableau one character will step out of the image and explain their thoughts at that moment in time.

### Conscience Alley

A channel with two rows of people is created. Each person in the rows takes it in turn (as the character walks past) to say a thought to the character as though the conscience is telling the character what to do. There may be good and bad advice.

### TIR

Teacher in Role: teacher acting as a character to give information or to lead a discussion with class also in role.

### Role on the Wall

Inside the gingerbread man, facts are written about the character being discussed. Around the outline, are perceptions of the character: our opinions of them / not what we are told to be true.

### Hot Seating

Actors answer questions in role about their character without preparation. This hot seating technique is used to help the audience, the actor and the rest of the cast develop their understanding of the character. It can be used as a rehearsal technique and within the drama itself.

Tick when completed:

## GLOSSARY OF TERMS:

Match up the terms with the correct definition:

|                      |  |
|----------------------|--|
| ASIDE                | A platform or performance space that juts out into the audience  |
| SET                  | An entertaining and funny play with a happy ending   |
| NATURALISM           | A scene performed with little or no rehearsal  |
| CHARACTER            | A signal to begin action or dialogue   |
| THEATRE-IN-THE-ROUND | A movement, usually of the arm, that helps to express an idea or feeling   |
| DUOLOGUE             | A scene for one actor who speaks his or her thoughts aloud, or directly to the audience or talks to an imaginary character |
| THRUST STAGE         | A short speech made to the audience not heard by other characters  |
| COMEDY               | The actual pieces of furniture, blocks & structures on the stage   |
| IMPROVISATION        | The imaginary person whom the actor pretends to be on stage  |
| REHEARSAL            | A scene for two actors   |
| MONOLOGUE            | The imaginary place and time that the stage area represents  |
| CUE                  | A style of writing, acting and production that aims to reproduce real life exactly on stage                                |
| GESTURE              | The process of practising the play until it is ready   |
| SETTING              | A form of staging where the audience surrounds the acting area   |

Tick when completed:

# KS3 Drama Home Learning

## BLOOD BROTHERS:



Create 2 character profiles one for Micky & one for Edward, describing the following:

- Appearance
- Key events in the play that link to Mickey
- Important quotes which tell us about Mickey and his character
- What other people think of Mickey
- Important themes that Mickey links to

### Liverpool:

Liverpool, because of its position on the River Mersey, was a prosperous seaport in the 19<sup>th</sup> century. It is a city of many contrasts. In the 20<sup>th</sup> 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.

### 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

## CONTEXT:

### Poverty:

There is a clear 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. High-rise blocks were built. **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.

### What is Blood Brothers About?

Blood Brothers is a play written by Willy Russell.

The play was set in the 1060's, is divided into 2 acts, with songs throughout.

The story revolves around twin boys, Mickey and Edward, who were separated at birth, one was raised in a wealthy family, the other in a poor family.

**Mickey:** When Mickey is aged seven, he is friendly, open and easily upset; when Mickey is a teenager, he is awkward, embarrassed and hides his feelings; after coming out of prison, Mickey is depressed and unable to communicate his feelings fully.

**Edward:** As a child, Edward is very friendly and eager to make friends; as a teenager, he is warm and fun-loving (although he doesn't understand Mickey's problems when he is in his late teens); as an adult, he appears in the play less but he is a successful, professional man.



### Blood Brothers Context Questions:

1. Where is the setting of Blood Brothers?
2. What were the unemployment figures in Liverpool during the 1980's?
3. Find 5 key facts about education during this time.
4. What type of houses did most working-class people live in?
5. Why were 'New' towns created?
6. What was the name of the 'New' town that was created?
7. Can you research further into the context of the play and write down key points?
8. Can you create an informative leaflet/poster display all of this knowledge?

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