DRAMA: COMPONENT 1 WRITTEN EXAM – Blood Brothers

WHAT YOU NEED TO KNOW	WHERE YOU CAN FIND THIS INFORMATION		REVISED ONCE	R	А	G	REVISED TWICE	R	Α	G	REVISED THREE	R	A	G
Key Drama Vocabulary and how to answer the questions:	Social, cultural and historical context dramatic work - AQA - GCSE Drama R Bitesize Preparing for the written exam - How exam questions - AQA - GCSE Drama Bitesize	Revision - AQA - BBC v to answer set text												
Question 6.1 Design element	The purpose of set design - Set designory Revision - AQA - BBC Bitesize Costume: Style, colour, texture, era, linked to character and extract.													
	Set Design: Location, Setting, Atmosp colours, textures, fashion, trends link	• • • • • • • • • • • • • • • • • • • •												
	Lighting: Types of lights used, colours style, location, era linked to extract.	·												
	Sound: Sound effects, music, atmosp representations, mood, era linked to	-												
Question 6.2 Quote from extract focusing on physical and vocal skills.	 Knowledge organiser <u>Perforr</u> <u>Drama Revision - AQA - BBC</u> Physical / vocal skills 	ming charactes - GCSE												
Question 6.3 Highlighted Section in extract provided focusing on performance space.	 Staging/ positioning/ levels Proxemics Interaction of characters Physical skills Use PEARL to structure answ when & Why. 	ver or Who, what												
Question 6.4	 Writing frame Hard copy Knowledge organizer with m practice paper 2 and top ban 													

Describing one character in	Physical Skills:	Vocal Skills:			
the extract and linking to the	 Body language 	 Vocal tone 			
rest of the play.	Gait	• Pitch			
	 Eye contact 	Pause			
3 examples from the extract 2	 Facial expressions 	• Pace			
from the rest of the play.	 Muscular tension 	Projection/			
	 Stillness 	volume			
	 Movement 	Accent			
	 Fluidity 	 Emphasis 			
	 Space 	Clarity			
	 Status 	 Diction 			
	 Levels 	 Inflection 			
	 Gesture 	Intonation			
	 Posture 				

Section C: Things I Know To Be True.

WHAT YOU NEED TO KNOW	WHERE YOU CAN FIND THIS INFORMATION	REVISED ONCE	R	G	REVISED TWICE	R	Α	G	REVISED THREE	R	A	G	REVISED FOUR	R	Α	G
Play & Key vocabulary	 Knowledge Organisers – performance skills Hard Copy Opportunity to re-watch the play on <i>Digital Theatre plus</i> using the same login: Username: student.broadwater Password: dt123 															
Writing frame	 Knowledge Organiser Hard Copy 															
Themes, Style and Genre	 Resource pack <u>Themes.pdf</u> Knowledge organiser Hard copy Structure strips Hard copy 															
Example quotes from Rosie Price	 'Rosie Price' quotes with annotations Hard Copy Mark scheme Hard Copy 															
Example quotes from Character 2	 Knowledge organiser Hard Copy 															
Structure and how to respond to question	 Past papers AQA GCSE Drama Assessment resources 'A Comedy about a Bank Robbery' Top band example TIKTBT Top band example 1 Hard Copy TIKTBT Top band example 2 Hard Copy 'A curious Incident of the Dog in the Night-time.' Top band response Hard Copy Response Checklist Hard Copy 															

Knowledge Organiser

Blood Brothers by Willy Russell

Born into a working class family. He grew up near Liverpool.

Willy Russell

Liverpool

Margaret

		Features of form
1.	A didactic play	A drama which intends to teach, especially with regard to morals.
2.	Tragedy	An event causing great suffering, destruction and distress.
3.	Parallels and contrasts	Parallels – similarities. Contrasts – differences.
4.	Narrator	A person who gives the spoken account of something. Omniscient to remind the audience about the ending of the play.
5.	Stage directions	An instruction in the text of the play indicating the movement, the position or tone of an actor, or the sound effects and lighting.
6.	Song	A single work of music that is typically intended to be sung by the human voice. It is through the songs that the characters reveal their true thoughts and feelings.
7.	Dialogue	A conversation between two or more people.
8.	Montage	A series of short sequences are edited into a sequence to condense space.
9.	Foreshadowing	A warning or indication of a future event.
10.	Symbols and motifs	A thing that represents or stands for something else. A motif is a dominant or recurring image of idea.
11.	Accent and dialect versus Standard English	Standard English is any form of the English Language that is accepted as a national norm. Accent is a distinctive way of pronouncing a language. Dialect is a particular form of language which is peculiar to a specific range or social group.

Set from 1960 – 1980 In Liverpool, England







Father had various jobs including mining and factory work. Annoyed at treatment of intelligent working class and associated stereotypes. Left school at 15 with just one O'level: a D in English Language. Went to evening classes and university to become a teacher. A major port and the centre for trade providing lots of jobs at the docks. During the Industrial decline, Liverpool became very vulnerable as the docks were shut and unemployment rates

Some men turned to crime and gangs in order to support themselves and their families. There were also riots in 1980s.

Thatcher 10. Reduced the power of the trade unions and closed down many factories etc leading to widespread unemployment.

Context

Skelmersdale	11.	In the 1960s the government began building New Towns. These were small, existing towns which were extended and
		redeveloped to provide more housing for nearby cities.
	12.	Working class families were rehoused here in the 1960s.

Class

13. Working class vs Middle class divide

14. More opportunities for middle classes reflected in education, job prospects and wealth.

Education

15. The Education Act of 1944 led to 'secondary modern schools' and 'grammar schools.'

16. Top 20% went to a grammar school with an academic curriculum. Secondary modern taught more practical subjects.

 7% of students were educated in private, fee-paying schools. The average boarding school fees in the 1960s would have been approximately 25%.

P.E.A.R.L

P: Point in play
E: Example
quote
A: Analysis PS/VS
R: Reflect the
effect on the
audience
L: Link to the
question



Key Themes

Childhood Adolescence
Superstition
Violence
Nature Vs Nurture
Social Class

		Characters
1.	Mrs Johnstone	Naïve, loving and maternal, caring, rash, strong, generous, good, selfless, uneducated, superstitious, lively, zesty, trapped, victim, helplessness,
2.	Mrs Lyons	Lonely, cold, wealthy, dependent, inconsiderate, pampered, self-centred, manipulative, over-protective, anxious, unreasonable, mad
3.	Mickey	Friendly, excitable, adventurous, sneaky, cast-off, wants to impress, shy, determined, bright, witty, hard-working, ambitious, trapped, victim
4.	Edward	Friendly, generous, naïve, restricted, impulsive, lacks compassion, condescending, sneaky
5.	Sammy	Aggressive, threatening, sarcastic, anti-social, criminal, hostile
6.	Linda	Kind, compassionate, feisty, humorous, strong- willed, supportive, protective, poor, untrustworthy, desperate

Performance Space:

- Stage positioning/ stage space/ levels
- Interaction with characters
- Proxemics

Blood Brothers Revision Notes:

Section A: Revise the roles and responsibilities using the KO.

Section B: Set text - DNA.

Revise the KO.

Q 6.1: Technical design

Sound Set Lighting Costume

Remember to establish an era of your choice to link with one of the above. Ensure you have described the technical design linking to the extract given in the exam paper.

- -Include a minimum of 4 detailed examples
- -Explain why.
- -Effect on the audience and what this reveals.
- -link to the extract.

Q6.2: Example quote focusing on one character

Focus on physical and vocal skills of that character and the reasons as to why you would perform the line in that way.

- -Use structure of P.E.A.R.L to support your response.
- P: Point in the extract what happens before the quote.
- E: Example –choose key words from the quote to focus on.
- A: analyse the physical and vocal skills you want to show.
- R: Reflect on the effect you want to have on the audience.
- L: Link back to the question.

Q6.3: Shaded extract focusing on performance space between the characters. Key words to include in response:

- -Staging
- -Positions on stage
- -Stage space/ proxemics
- -Interaction
- -Eye contact, physical skills.
- -Consider set and props around the stage space to interact with.
- -P.E.A.R.L.

Section A Revision Activities:

Using the Knowledge Organiser self-quiz.

- 1. Stage positions
- 2. Job roles
- 3. Types of staging

Activities:

Using the Knowledge organiser and script:

- 1. Find one quote from each character to annotate describing Ps & Vs.
- 2. Create 4 bullet points to analyse the setting of the 3 locations.
- 3. For each theme establish 3 trigger words linked to characters or scenes.

Section B Revision

Q6.4: One key character extract as a whole and the rest of the play.

Give 3 example quotes to analyse from the extract and 2 example quotes to analyse from the rest of the play focusing on the character in the question. Use the P.E.A.R.L structure for each paragraph ensuring you have always linked each paragraph to answering the question.

Minimum of 5 paragraphs.

Higher level answers will explore the thorough and complex juxtaposition of the different perspectives of the character-constructs, leading to a confident and convincing personal analysis, with close reference to the text and perhaps to dramatic structure and devices.

The specification states that answers should:

- 1) be relevant
- 2) be sufficiently detailed
- 3) be well structured Use P.E.A.R.L
- 4) use effective vocabulary.