

<p>Describing one character in the extract and linking to the rest of the play.</p> <p>3 examples from the extract 2 from the rest of the play.</p>	<p>Physical Skills:</p> <ul style="list-style-type: none"> • Body language • Gait • Eye contact • Facial expressions • Muscular tension • Stillness • Movement • Fluidity • Space • Status • Levels • Gesture • Posture 	<p>Vocal Skills:</p> <ul style="list-style-type: none"> • Vocal tone • Pitch • Pause • Pace • Projection/ volume • Accent • Emphasis • Clarity • Diction • Inflection • Intonation 														
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Knowledge Organiser

Blood Brothers by Willy Russell



Set from 1960 – 1980
In Liverpool, England



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.	

Context	
Willy Russell	<ol style="list-style-type: none"> Born into a working class family. He grew up near Liverpool. 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.
Liverpool	<ol style="list-style-type: none"> 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 soared. Some men turned to crime and gangs in order to support themselves and their families. There were also riots in 1980s.
Margaret Thatcher	<ol style="list-style-type: none"> Prime Minister in 1979. Reduced the power of the trade unions and closed down many factories etc leading to widespread unemployment.
Skelmersdale	<ol style="list-style-type: none"> 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. Working class families were rehoused here in the 1960s.
Class	<ol style="list-style-type: none"> Working class vs Middle class divide More opportunities for middle classes reflected in education, job prospects and wealth.
Education	<ol style="list-style-type: none"> The Education Act of 1944 led to 'secondary modern schools' and 'grammar schools.' 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%.

Key Themes
 Childhood Adolescence
 Superstition
 Violence
 Nature Vs Nurture
 Social Class

Characters	
1. Mrs Johnstone	Naive, 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, naive, 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

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

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

Section B Revision 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.

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.