




WHAT I NEED TO KNOW

Section A – Multiple Choice (4)	Section 2 – BLOOD BROTHERS (44)	Section 3 – Live Theatre Production
<p>Roles: Playwright, Performer, Understudy, Lighting Designer, Sound Designer, Set Designer, Costume Designer, Puppet Designer, Technician, Director, Stage Manager, Theatre Manager.</p> <p><i>Knowledge and understanding should cover:</i></p> <ul style="list-style-type: none"> the activities each may undertake day-to-day their contribution to the whole production process <p>Stage positioning:</p> <ul style="list-style-type: none"> Upstage (left, right, centre) Downstage (left, right, centre) Centre stage (left, right) <p>Staging configuration:</p> <ul style="list-style-type: none"> Theatre in the round Proscenium arch Thrust stage Traverse End on staging Promenade <p><i>Students should have a general understanding of the Implications of the above stage configurations.</i></p>	<p>BLOOD BROTHERS KNOWLEDGE NEEDED:</p> <ul style="list-style-type: none"> <i>THE SOCIAL, CULTURAL AND HISTORICAL CONTEXT!</i> <i>Genre, Style, Structure</i> <i>Characters and their Motivation</i> <i>Pace, Climax, Mood, Atmospheres</i> <i>Language and Sub-Text used in text</i> <i>Relationships and use of space to communicate this</i> <i>Status of the role and social position/importance</i> <p>Theatre Design:</p> <ul style="list-style-type: none"> Scenery + Prop Design – <i>trucks, flats, fly ins, furniture, shape, size, colour, condition, texture, position, details</i> Costume Design – <i>hair, makeup, garments, footwear, accessories, colour, condition, material, fabric, cut, shape</i> Sound Design – <i>sound effects, underscore, volume, duration</i> Lighting Design – <i>lanterns, gels, intensity, direction, cue</i> <p>How to communicate role/meaning:</p> <p>Vocal - Pause, Pitch, Tone, Accent, Pace, Emphasis, Diction, Projection and Volume</p> <p>Physical - Facial Expression, Gesture, Movement, Posture, Walk, Stance, and Body Language</p> <p>Staging - Proxemics, Levels, Spatial Awareness</p> <p>Interaction - Eye Contact/Lack of, Staring, Glaring, Contact</p> <p><i>SOLID UNDERSTANDING OF PLOT AND KEY EVENTS – SO YOU CAN LINK ANSWERS TO THE WHOLE PLAY!</i></p> 	<div data-bbox="1601 271 2228 550">  </div> <p>You need a solid grasp of the play we saw. This should include – Plot, Character, Context and Relationships</p> <p>The ability to DESCRIBE, ANALYSE and EVALUATE how an actor communicated this to the audience. You must include –</p> <p>Vocal Skills <i>Pause, Pitch, Tone, Accent, Pace, Emphasis, Diction, Projection and Volume</i></p> <p>Physical/Movement Skills <i>Facial Expression, Gesture, Movement, Posture, Walk, Body Language</i></p> <p>Use of space (Interaction) <i>Proxemics, Levels, Spatial Awareness, Eye Contact, Staring, Glaring, Contact</i></p> <ul style="list-style-type: none"> Key Terminology Precise Detail Examples Reasons <div data-bbox="1915 1300 2240 1460">  </div>

Blood Brothers – Willy Russell

Characters		Themes		Context	
Mickey Johnstone	The lower-class twin. He is honest, sincere and goodhearted. He impregnates Linda, gets laid off, is arrested for Sammy's crime and ends up in prison and addicted to anti-depressants. His rage at Linda & Edward for having an affair drives the play's finale.	Education	Due to class, education is offered differently to the two boys- with Edward being in a private, boarding school and Mickey a comprehensive school where Mickey is poorly educated.	Marilyn Monroe	Famous and glamorous Hollywood movie star who Mrs J is compared to. Mickey is also compared to the actress as Mickey becomes addicted to antidepressants mirroring Monroe's own addiction struggles.
Edward Lyons	Is also good-natured but the higher-class twin. His sheltered upbringing makes him innocent but because of class he gets good opportunities e.g. university and a good job. His good-natured manner leads to the play's final scene.	Superstition	The audience is constantly reminded of this, as well as the superstition Mrs Lyons creates. The narrator also refers to other superstitions throughout the various songs in the play.	Margaret Thatcher	First female Prime Minister-responsible for lots of working class people (including miners) losing their jobs. During her time in power, unemployment rates were raised higher than ever before.
Mrs Johnstone	Biological mother of the twins and a horde of other children. Left by her husband she gets a job as a cleaner. She is the moral centre of the play; is tortured by guilt and regret.	Violence	The children play with toy guns and violent games out in the street. This foreshadows the violent path Mickey takes and the ultimate violent ending to the boys' lives.	Single Parents	Single mothers were looked down upon in this era. Society expected people to marry before they had children and thought badly of those who didn't. Women were expected to give up work and look after the children.
Mrs Lyons	Opposite of Mrs J whom she employs as a cleaner. She adopts Edward as her own child. Is haunted by the original act of a mother giving up her child. The guilt turns into suspicion and paranoia. She announces the affair and contributes to the murder of her adopted son.	Money	Mrs J can't afford to feed an extra two children and ends up getting her furnishings on the catalogue being taken away whilst pregnant. The children have broken toys which compares to Mrs L who can afford all of the luxuries when Edward is born.	Russell's Intentions	Russell was brought up in a working class family in Liverpool where his Dad had various jobs with one being a miner and was an alcoholic. Russell was interested in class as his mother aspired to be of a higher class. Russell feared he would end up like his father but felt saved by his in-laws who nurtured him, hence his interest of nature vs nurture.
Linda	Begins as a tomboyish young girl but both twins have a crush on her from an early stage. She only has eyes for Mickey as a teenager but later turns to Edward for comfort and support, which turns into an affair. Despite this, she loves both twins and is a sympathetic character.	Class	Mickey has less opportunities, poor education and an unsecure job- he is involved in drugs, depression and crime because of his poverty. Edward has all the opportunities: a good education, university and a good job. Both boys are also treated differently by society and authoritative figures.		
Narrator	All-knowing and always slightly menacing - takes many roles throughout the play. Narrator constantly reminds the audience of the terrible choice that began this chain of events. Frequent mentions of fate and superstition but the Narrator claims it was class, not fate.	Nature vs Nurture	Focuses on the idea of what will happen if a person's character is determined by their genetics or upbringing. In this case, it is their upbringing- Mickey wishes to have had Edward's life at the end of the play.		
Sammy	When they are younger, Mickey just wants to be like Sammy. Quickly becomes a juvenile delinquent; even attempting to rob a bus as a teenager - he ends up in prison with Mickey.	Fate	The idea that because of class, the boys' fate was always decided and instead it was fate, not superstition that caused their death.		
Mr Lyons	Married to Mrs Lyons – works away which is how Mrs Lyons can adopt Edward without him guessing. Grows increasingly concerned about his wife's mental health and wellbeing.	Friendship	There are close friendships between the boys as well as Linda which strengthens and suffers at different times, specifically as the boys get older as one gets everything he wants and the other does not due to their social classes.		

<u>Movement</u>	<u>Expression</u>	<u>Gesture</u>	<u>Interaction</u>	<u>Voice</u>	<u>Audience</u>
Gait – the way you walk. Posture – the position you hold your body when standing or sitting. Stance – the way you stand. Body language – how you express your emotions through your body.	Facial expression – showing your character's emotion by using your face. When describing, focus on the eyes, eyebrows and mouth.	A movement, using the hand, that expresses an idea or communicates meaning. When describing, describe in detail e.g. "I used a gesture where I outstretched my hand to show I wanted to ignore the other character"	Eye contact (or lack of). Proxemics – the distance between the characters that communicates their relationship/situation.	Pitch – how high or low your voice is. Pace – how quickly you speak. Volume – how loud you speak. Use of pause – pausing before a line of speech. Tone – showing your character's emotions through your voice.	What effect does this have on the audience? What do you want the audience to see/feel? How do you know your performance was successful? How did the audience react?

Plot		Act 1- 7 years old	Act 2- 14 years old	Act 2- 18 years old	Act 2- the end
Act 1: before birth	The play starts with the narrator talking about a 'story about the Johnstone twins' and two men laid dead on the stage. We go back in time where we learn Mrs Johnstone's husband has just left her; she is very poor and already has 7 children. She starts a new job cleaning Mrs Lyons' house and finds out she's expecting twins. She strikes up a deal with Mrs L as she can't afford to keep both so Mrs L convinces Mrs J to give her one of the babies as her husband is currently away on business and she can't have a child of her own. The babies are born and Mrs J begrudgingly hands one of the babies over for Mrs L to later fire her. The narrator states that one day the devil will punish the two women.	Mickey and Eddie meet for the first time by chance at the park and become 'blood brothers' when they find out they share the same birthday. When Mrs J realise the two have met, she is horrified and sends Edward home. Mrs L reacts more violently and slaps Edward when he swears at her. She even contemplates uprooting her entire family in order to escape. Despite their mothers' disapproval, the boys continue to see each other and play lots of children's games with their friend, Linda. They play various pranks and end up getting caught by the police who threatens Mrs J but flatters Mr L. Mrs L decides they should move, before Edward leaves Mrs J gives him a locket with a picture of herself and Mickey. The Johnstones also find out they are being relocated.	Both boys have become interested in girls but feel awkward. Edward attends boarding school. Mickey and Linda have romantic feelings for each other but Mickey's lack of confidence is getting in the way. Sammy attempts to rob a bus by holding the driver at knife point. Mickey and Eddie both struggle at school- Mickey insults a teacher and Edward refuses to take off the locket. When Mrs L finds out, she's appalled but is more upset when she sees the content of the locket. The narrator returns to remind the audience that the devil will come. Mickey and Edward meet, by circumstance again- Mickey takes Edward back to his but they are not aware that Mrs L is following them. Once the boys leave the house, Mrs L attacks Mrs J with a knife and curses her, calling her a witch. The boys meet with Linda and spend the summer together- an idyllic sequence follows as the trio age from 14 to 18.	At 18 in the sequence, the narrator warns that soon, both their joy and childhood will end. Edward has developed feelings for Linda and is at university whilst Mickey works in a factory. Edward self-sacrifices his feelings and encourages Mickey to ask Linda to be his girlfriend and she accepts. In October, Mickey tells his mum that Linda is pregnant and the two will be getting married. Their wedding coincides with a huge economic downturn resulting in Mickey getting paid off. When Edward returns from Christmas, Mickey is downtrodden and claims 'blood brothers' is childish. Edward confesses his love to Linda but she tells him she is married and pregnant. A desperate Mickey participates in a burglary with Sammy that goes wrong resulting in Sammy killing a man. They are both sentenced to prison and Mickey becomes depressed and is prescribed antidepressants which he becomes addicted to, even after he's been released.	Mickey continues to take the pills despite Mrs J & Linda's pleas. Linda, desperate, asks Edward, now a city councilman, to find them an apartment and getting Mickey a job. Mickey is angry about this and a devastated Linda seeks comfort with Edward and begins an affair with him. The affair continues and Mickey stops taking his pills for Linda's sake. Mrs Lyons reveals Linda and Edward's affair to Mickey. Enraged, he takes Sammy's gun out of the floorboards and confronts Edward, with a distraught Mrs J and Linda trying to get him to stop. The narrator warns the devil has arrived. Mickey finds and confronts Edward at the town hall about the affair, as well as whether Mickey's daughter is actually his. Edward denies fathering Mickey's child. The police surround the area and Mrs J bursts in and tells the boys they are twins separated at birth. Mickey asks why he couldn't have been Edward and then accidentally pulls the trigger of the gun, shooting and immediately killing Edward, the police then shoot Mickey. The play ends with the boys led on the stage and the narrator wonders what really killed the twins: superstition or the class system?