



# Drama



## Year 9 Knowledge Organisers





## ACTING IN GENRES KNOWLEDGE ORGANISER

We will study 4 different genres this term

The genre of a performance refers to the type of story being told, and the style refers to how the work is presented on stage. A genre or style can help to give performers a framework to shape the devised work. In the initial stages of devising, it is important to explore a range of contrasting approaches. Popular theatrical genres and styles include (but are not limited to):

- Theatre in education (TIE)
- Physical theatre
- Epic theatre
- Political theatre
- Comedy
- Tragedy
- Melodrama
- Commedia dell'arte

### FARCE COMEDY

This term is usually applied to plays that use extremely unlikely plots, stereotypes and exaggerated situations, often with the audience knowing things that the characters do not and guessing that some calamity is approaching. The pace is fast, involving horseplay.

### TRAGEDY

This term is usually applied to plays that use end in a tragic way. For example a car crash at the end. A good example of a tragic play is Shakespeare's Romeo and Juliet where the two families dislike each other but Romeo and Juliet fall in love. All ends in tragedy though as they both end up dead at the end of the play.

### REALISM

This term is usually applied to plays that use are naturalistic the whole way through. Actors do not break the fourth wall and they speak in prose. The actors might study Stanislavsky to enable them to be as realistic as possible. The audience must believe what is happening on stage,

### SLAPSTICK COMEDY

This is a physical comedy characterised by broad humour, absurd situations and pratfalls. Fighting is often common in this genre but slow and comedic, not serious in any way. Acting is exaggerated and characters can be very stereotypical.



# THEATRE IN EDUCATION KNOWLEDGE ORGANISER

## CHARACTERISTICS OF THEATRE IN EDUCATION

- ★ Multi-roling - they are often performed in schools or community centres by a small company of actors playing more than one role.
- ★ Direct address.
- ★ Narration.
- ★ Audience participation - as they are primarily educational, the performers will often seek to engage the audience directly.

## KEYWORDS

### **Proxemics**

The use of the physical space between actors to show relationships between the characters

### **Flashback**

A scene from an earlier period of a characters life than that's shown in the plays main timeline

### **Moral**

A lesson that can be derived from a story or experience

### **Blocking**

The process of positioning the actors on stage and planning their movements to maintain good sightlines for the audience

### **Target Audience**

An group of age of audience that your performance is aimed at. E.g reception age kids / people in prison



## HISTORICAL DRAMA KNOWLEDGE ORGANISER

USING REAL HISTORICAL EVENTS TO  
CREATE DRAMA - Using real people  
and facts from History to create  
Drama.

### Sir Nicholas Winton (1909-2015)

A British humanitarian who established an organisation to **rescue children at risk from Nazi Germany**. Nicholas was born to German-Jewish parents who had emigrated to Britain.

He supervised the rescue of **669 children, most of them Jewish**, from Czechoslovakia on the eve of World War II. This operation was later known as the Czech Kindertransport (German for "children's transport").

### Alan Turing (1912-1954)

English mathematician, computer scientist, logician, cryptanalyst, philosopher and theoretical biologist. Born in London in 1912, he **studied at both Cambridge and Princeton universities**.

He was already working part-time for the **British Government's Code and Cypher School** before the Second World War broke out. In 1939, Turing took up a full-time role at Bletchley Park in Buckinghamshire - where top secret work was carried out to **decipher the military codes** used by Germany and its allies.

#### The Enigma Code

The main focus of Turing's work at Bletchley was in **cracking the 'Enigma' code**. The Enigma was a type of **enciphering machine used by the German armed forces to send messages securely**. Although Polish mathematicians had worked out how to read Enigma messages and had shared this information with the British, the Germans increased its security at the outbreak of war by **changing the cipher system daily**. This made the task of understanding the code even more difficult.

### The Land Girls (1939-1950)

They were nicknamed **Land Girls**. The Land Girls did a wide range of jobs, including **milking cows**, lambing, managing poultry, ploughing, gathering crops, digging ditches, catching rats and carrying out farm maintenance work. Some 6,000 women worked in the Timber Corps, chopping down trees and running sawmills. They came from a **wide variety of backgrounds**, with more than one third from London and other large cities. Some were **homesick**, and many farmers were initially **skeptical** about employing young women on their farms, but people soon came to realise how useful most of them were

### The Titanic (1912)

The RMS Titanic sank in the early morning hours of 15 April 1912 in the North Atlantic Ocean, four days into her maiden voyage from Southampton to New York City. The largest ocean liner in service at the time, *Titanic* had an estimated 2,224 people on board when she struck an iceberg at around 23:40 ( on Sunday, 14 April 1912. Her sinking two hours and forty minutes later at 02:20 on Monday, 15 April, resulted in the deaths of more than 1,500 people, making it one of the deadliest peacetime maritime disasters in history.



# BLOOD BROTHERS SCRIPT STUDY KNOWLEDGE ORGANISER



## CHARACTERS

|               |   |
|---------------|---|
| Mickey        | The twin Mrs Johnstone keeps. He's a friendly child but ends up unemployed and in trouble with the law. |
| Eddie         | The twin Mrs Lyons takes. He's well- educated and grows up to be a successful local councillor.         |
| Sammy         | Mickey's older brother. He's always n trouble as a child and ends up as a criminal.                     |
| Linda         | Mickey and Edward's friend. Both boys fall in love with her. She marries Mickey.                        |
| Mrs Johnstone | Mickey , Edward and Sammy's mother. She gives up Edward so he'll have a better life                     |
| Mrs Lyons     | A middle-class woman who longs for a child. She manipulates Mrs Johnstone into giving Edward to her.    |
| Mr Lyons      | A wealthy businessman who spends more time at work than with his family. He makes Mickey redundant.     |
| Narrator      | Helps to tell the story. He also plays several minor characters throughout the play                     |

## CONTEXT

Written by Willy Russell- William Russell (born 23rd August 1947) is an English dramatist, lyricist and composer. Amongst his most popular works are Educating Rita, Shirley Valentine and Blood Brothers. Russell is from Liverpool, and wrote his first play, Keep Your Eyes Down, in 1971 whilst he attended the city's St Katherine's College of Higher Education. Two of his plays, Shirley Valentine and Educating Rita, have become successful feature films.

Margaret Thatcher - Margaret Thatcher was a Conservative politician who was elected as Prime Minister of the United Kingdom in 1979, four years before Blood Brothers was first performed. Seeing British manufacturing as uncompetitive, she blamed trade unions as being too strong in calling strikes on weakened employers. So, she reduced unions' powers and sold off and closed uncompetitive companies.

Effect in the UK/ Liverpool - A short-term effect of companies being closed and sold off was that there was an economic downturn across the UK and unemployment soared. This particularly effected the more industrialised northern areas of the country, with Liverpool being a prime example. Liverpool's docks, a chief source of employment in the city, were allowed to fold, causing thousands of households to fall into poverty and unemployment. Crime levels increased, drug use skyrocketed, and housing deteriorated in poorer areas.