



Highsted Knowledge Organiser

Subject Drama

Year 11 Term 5

What I need to know

- Revisit key knowledge in preparation for final GCSE exam
- Understand the requirements for each section of the exam
- Understand the social, political and historical context of Both Blood Brothers and the Live Theatre production
- Fluency of dramatic terminology

Key Vocabulary

Describe	To set out the characteristics of something.
Analyse	To look at the information provided and break it down to identify and interpret the main points being raised.
Evaluate	To make a judgement from the evidence available
Audience response	The reaction of the spectators to the performance
Atmosphere	The tone or feeling of the play

Student reference point

Resources for subject knowledge

Tables and colour coding for the marking criteria.

Learn the spellings and definitions of the Key Vocabulary in the front of your Drama Journal.

Use practice papers found on the AQA website to revise.

Use the exemplar Live Theatre full marked example below to upgrade your answer.

Colour code the following Example Answers

Evaluative language	effective, successfully, brilliantly,
Subject knowledge	Physical and vocal skills.
Justification	Quote, plot, characters, genre, style, social and historical context
Atmosphere/audience	Impact or desired audience effect. Own response.

Question:

You are performing the role of Edward. Describe how you would use your acting skills to interpret Edwards character in the extract and explain why your ideas are appropriate for this extract and the play as a whole. (20 Marks)

Extract: Act 1 page 27 – 28

As an actor I would interpret in this extract Edward to be presented as an upper class, ignorant, generous, childish boy.

During the extract, Edward is very generous towards Mickey as he wants to be friends with him. He responds to Mickey's request for another sweet saying 'yes, of course. Take as many as you want'. I would say this in a received pronunciation accent to show he is upper class and in a slightly high pitch voice to show he is a young boy. My posture would be upright to contrast with Mickey's poor posture to show Edwards has been exposed to tighter control and parenting. I would say 'yes' with a beaming smile across my face to show how happy he is to share as he has a lot of things for himself due to his class he is happy to give away some items, also it would show he is glad to connect with Mickey as that's what he is aiming for. On 'take' I would lean closer to Mickey shortening proxemics to show he is welcome to take some, and I would also push the sweets into Mickey's face with both hands to show his excitement and generosity. This would show to the audience that Edward is very generous to people around him as he is very lucky to have lots of things due to his family's high financial status. It would also show how much he wants to make friends with Mickey that will share his sweets with him as he wants Mickey to respect him.

Towards the end of the play in Act 2, I would interpret Edward to continue this generous behaviour towards Mickey even though he has grown up. Edward says to Mickey 'look, look money, lots of it, have some...' I would say this with a warm tone to show Mickey is welcome to take his money, my voice would be deeper to show Edward is now older. I would still use a received pronunciation accent to show his upper class, however I would say this line at a quick pace to show Edwards excitement that he has solved the problem. I would walk towards Mickey towards stage left with a fast gait to show how eager Edward is whilst holding an upright posture to present his upper class upbringing. My eyes would grow wide throughout the line to show Edwards delight in sharing his money with Mickey as he wants to help. On 'money' I would reach with my right hand into my trouser pocket and pull out my wallet to show Mickey the money and prove that he will give it to him right now. Through my interpretation the audience would continue to recognise Edward as a kind, generous character but they would see that his actions are patronising and naïve to Mickey as Edward is from the upper class and Mickey is from the working class, and it asserts Edwards superiority over Mickey as he is wealthier which unintentionally offends Mickey, revealing Russell's suggestion of the upper classes ignorance to the work class struggles.

In the extract, Willy Russell presents Edward as childish through the use of humour which I will convey as an actor. Edward says 'oh, that sounds like super fun', I would perform this with a high pitch voice with a received pronunciation accent. I would raise my volume towards the end of the line, and I would burst out laughing after the line. I will rock my body back and forth to show how much I'm laughing, and I would bend over and place both hands on my knees to show I'm tired from laughing so much. I would scrunch my eyes whilst laughing and have a wide smile to show Edward is having fun. The audience would find Edward quite immature as he found weeing on a sweet so funny which represents his childish nature whilst also highlighting Willy Russell's meaning of innocence of childhood before awareness and impact of social deprivation and external forces faces the boys in Act 2.

Willy Russell continues to present Edward as a childish character which would guide my interpretation even when he is older. In Act 2 when Edward is a teenager he says 'tits, tits, tits a lovely way' I would have a massive smile across my face. My accent would still be received pronunciation which would make the line more humorous as he is meant to be upper class and very sensible. On this line I would gesture towards my chest as if I have breasts which would further Edwards childish presentation. Every time I say 'tits' I would change the angle of my head and my facial expression, but my eyes would stay in contact with Mickey and Linda as he is trying to entertain him. My volume would be loud to show how he is having fun and being young. I would laugh loudly after my line to show how funny he finds himself and that he is letting loose with his friends. Willy Russell aimed to show how Mickey and Edward are usually having fun together regardless of their class or differences, he shows this through presenting them as childish at almost every age. The audience would be amused by Edward as he has been tightly parented but still acts so childish, this was an aim of the play to show no matter how you are brought up you can still bond and have fun with anyone. Russell shows later in the play that when class gets in the way they stop having fun as in the 1960s-1980s there was much poverty and Mickey shows the stress of not having money whereas Edward shows that he does not experience stress like this as he is privileged. This gets the audience to think about how class damages many things like friendship, and it will want them to aim for greater equality between classes to benefit society.

Question:

You are performing the role of Linda. Describe how you would use your vocal and physical skills to perform the line below and explain the effects you want to create:

'Leave him alone, willy' - 8 Marks

Linda is absolutely obsessed with Mickey at this point in the play and worships everything that he does. She loves that he is a bit of a 'bad boy' and gives cheek back to teachers too. I would want to show the audience that Linda both wants to be just like Mickey is (cool, and a rebel) and also that she is in love with him. I will use my physical and vocal skills to do this. When I say the line, I would stand up with force and push my chair backwards so it crashes on the ground. This will show that I am trying to be as cool as Mickey and a rebel to the teacher. I will then walk out from my place behind the desk and go and stand by Mickey and put my arm round his shoulder. This would show that I had solidarity with Mickey and that I loved him a lot too. The audience would be able to see this.

I would say the line as a shout, and in a loud volume and accusing tone to show the teacher what I thought of them hassling Mickey. I would say this line with my arms stretched out as I walked, as though I was ready for a fight and trying to 'take on' the teacher. As I finished saying the line, I would push my chin out to try and be threatening. I would want the audience to be surprised that Linda would act this way. They would know that she was obsessed with Mickey, but this line could also show that she is trying to be like him too, so that she can get him to like her back.

Learn Definitions

Challenge question

AQA website for past papers

See if you can accurately mark the above answers using the AQA mark scheme

Suggested reading

-AQA website- past papers and examples

-Blood Brothers by Willy Russell