



Performing Arts
Year 9: Term 5 & 6
Staging a production: Blood Brothers
Essential Learning



Key Language

Cyclical Structure
Context
Themes
Semiotics
Proxemics
Theatre Design

If you don't know what any of these words mean your first task would be to find definitions for them all!



Look at BBC Bitesize for information: [Introduction and overview of Blood Brothers - Dramatisation - AQA - GCSE English Literature Revision - AQA - BBC Bitesize](#)

Fact Finding

What are the themes of Blood Brothers?

When and where is Blood Brothers set?

What is the plot of Blood Brothers in 5 key points?

Who wrote Blood Brothers and what other plays have they written?

[Willy Russell: Introduction](#)

[Blood Brothers Education Pack: Blood Brothers Education Pack](#)
 [\(drlqq8xn694xu.cloudfront.net\)](http://drlqq8xn694xu.cloudfront.net)

Tasks

1. Design a costume for Mrs Lyons and Mrs Johnstone to show they are characters from the 1960s. Make sure you create contrast because Mrs Johnstone is poor and Mrs Lyons' rich.
2. Write a monologue as if you are Mrs Johnstone and you have just given your new born baby up for adoption. How do you feel? What will you tell your other children?
3. Research residential areas in the 1950s in Liverpool. Design a split stage set that shows Mrs Johnstone's council house on one side and Mrs Lyons' posh detached home on the other. See box below for photos.

Watch and reflect

[Blood Brothers \[WEST END VERSION\] By Willy Russell \[FULL SHOW\] - YouTube](#)

There are lots of challenges for the actors in Blood Brothers.

A big challenge is that adult actors play children.

Describe ways you would change your voice, gestures and body language to play Mickey aged 7.

Playing the Narrator.

Research the function of a Narrator in a piece of theatre.

Watch how the actor in the above clip interacts with the audience and actors. List 3 things he does in the opening scenes.



[45 photos of life in 1950s Merseyside from the Odeon to the Mardi Gras - Liverpool Echo](#)



Storyboard:

This can be done once the play has been read. Storyboard the key moments in the story. Include a sketch in each box, names and locations. If you remember key lines these can be included too.



Performing Arts
Year 9: Term 4
Understanding a Play Text: Missing Dan Nolan
Essential Learning



Key Language

Documentary Theatre
Direct Address
Breaking the Fourth Wall
Multi-Role
Circle Thoughts
Non-Naturalistic

If you don't know what any of these words mean your first task would be to find definitions for them all!



Please read the news article about missing boy:

<http://news.bbc.co.uk/1/hi/england/1741024.stm>

Fact Finding

Who is Mark Wheeler and what does he write plays about?

Who is Dan Nolan? Why is he missing?

Find out about other plays that use the documentary/ verbatim theatre style.

Who are the main characters in Missing Dan Nolan? How do they relate to Dan?

[Watch: Wheelerplays Story: Ep. 33 - MISSING DAN NOLAN - Culminating in our performance @ Woking Drama Fest - Bing video](#)

Tasks

1. Make a timeline of the events leading up to Dan Nolan's disappearance. Include the names of key people and locations.
2. The play starts in Dan's house and then flips to the fishing trip on a pontoon. Can you design a set that has both these locations on.
3. Change the ending. The play is left open ended. No one knows where Dan has gone. Write a letter in role as Dan that explains to his parents a more concrete answer. Example below. You can choose what happened to Dan.

Writing a news report

Use the news report example at the top of this worksheet to help you.

This can be done by hand or on the computer.

Write a formal report as if it from the front page of a newspaper investigating the disappearance of Dan Nolan.

Use one of the following headlines:

'Remains found in search for Dan.'

'Much love son still missing.'

'Drunk and wreckless behaviour leads to teen disappearance.'

Include:

Quotes from family and friends
A description of the pontoon
Information about weather conditions
Last known sighting on Dan

Letter example:

Dear Mum and Dad,
I know you'll be worrying about me. You've found my head torch and wondering where I am. I wish there was some way of letting you know I am at peace. No one is to blame but I know you'll want answers. I was left packing up on my own. The boys went on ahead - I told them to. The grip had gone on my trainers and the pontoon was starting to ice over. I lost my balance and slipped in. I clung on to the edge but I just couldn't get a grip. The water was icy and it took my breath. I called out but no one came. It was the middle of the night so no one about. The Night Watchman must have gone home.
I miss you all but please eat my cake! I don't want it to go to waste.

All my love
Dan x



Storyboard:

This can be done once the play has been read. Storyboard the key moments in the story. Include a sketch in each box, names and locations. If you remember key lines these can be included too.



Key Language

Blocking
Stage Combat
Ensemble/Chorus
Choreographer
Contact work
Repertoire

If you don't know what any of these words mean, your first task would be to find definitions for them all!



We will be watching this clip lots in lessons so here is the link:
[West Side Story - Prologue - Official Full Number - 50th Anniversary \(HD\) - YouTube](#)

Fact Finding

Who was the original choreographer for West Side Story?

Where was the original movie filmed?

How is the 2021 version different than the original 1961 film?

What are the name of the two rival gangs?

Why did Puerto Ricans come to New York?

Which of Shakespeare's plays is West Side Story like?

What happens at the end of the play?

Tasks

1. First of all, make sure you have researched the key language and written down a definition for all the terms.
2. Then answer the fact finding questions on West Side Story.
3. Next you need to view (following the YouTube links) and appreciate some dance that has been choreographed for West Side Story. Use the points below to guide you.
4. Then you are going to mind map your gang dance.
5. Storyboard three moments from your choreography.

Appreciating Dance Work

The following film clips show the opening scene from West Side Story as performed by theatre groups.

[WEST SIDE STORY PROLOGUE Stratford Playhouse - YouTube](#)

[WEST SIDE STORY: Prologue - YouTube](#)

View both short clips and write a review on one of the dance pieces. In writing an appreciation or review of the dance, you must address the following:

1. Describe three ways that the choreography or the dancers makes use of the stage.
2. Mention what you thought was a highlight (a memorable moment).
3. What skills were needed by the dancers, these could be physical skills or performance skills?

Mind Mapping your own Gang Choreography:

You now need to create a mind map of your own choreography, based on gangs falling out on the streets.

Location: (Describe where you imagine the choreography - city/specific location)

Characters (Describe the two characters who will be dancing)

Relationship (Do the characters know each other or are they strangers?)

Scenario (What is the storyline? Why are they there? What happens?)

Beginning (How does the dance start? What is the start position and the first moves? Can you describe the dance actions used?)

Ending (How does your dance end? Where are the dancers? What dance moves are used at the end?)

Choreography with Prop (describe a few ways that as a choreographer you would get the dancers to use props in their work)



Storyboard:

Draw three pictures of different moments within the choreography you have mind mapped in the previous task. This could be the beginning, a highlight moment, a moment using the bench/chair or the end.



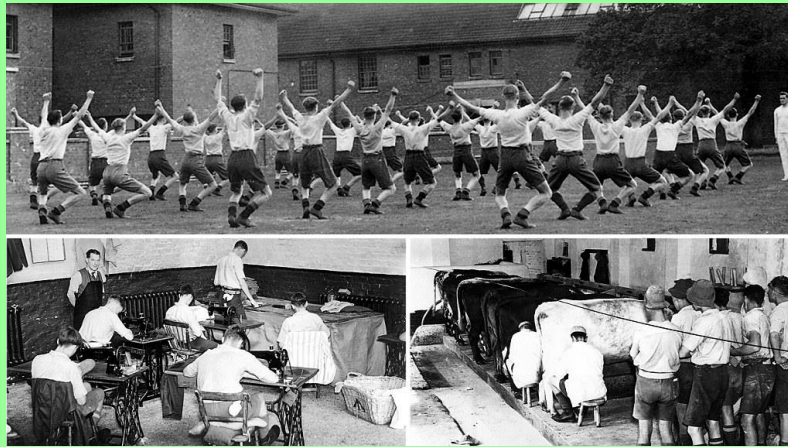
Performing Arts
Year 9: Term 2
Immersive Drama - Warden X
Essential Learning



Key Language

Atmosphere
Climax
Teacher in Role
Tension
Spontaneous improvisation
Hot-seating

If you don't know any of these words your first task would be to find definitions for them all!



Look at the following story on the BBC website to help understand what borstals were:
[BBC NEWS | UK | 'Borstal changed my life'](#)

Fact Finding

What was a borstal?

What was the age limit for borstals?

Why were children sent to live in borstals?

What were some of the activities/ routines that children in borstals used?

[Alternative methods of dealing with prisoners in the 20th century - Methods of punishment - WJEC - GCSE History Revision - WJEC - BBC Bitesize](#)

Lots of other good websites.

Tasks

1. Write a definition for all the words in the top left hand purple box.
2. Complete the fact finding task in the blue box to the right. There is lots of interesting information on borstals. Type into Google '1960s Borstals.'
3. Look at the tasks in the bottom left hand box - these don't need a computer as they are creative tasks. You could spend 30 minutes on each task suggestion.

Creative Tasks

- A) Write a character profile for a boy who finds himself dumped into a borstal in the 1960s.
- B) Design a borstal or young offenders prison. Draw a bird's eye map that shows the different cells, wings, rooms etc.
- C) Write in role as a boy on his first night in a borstal. It could be written as a letter home to his family or as a diary entry. You could tell the reader how you feel, information about what you have been made to do, eat, share a cell with etc.
- D) Design an appropriate costume for an inmate in a borstal. Use your earlier research to help you understand how the boys were treated and dressed.
- E) Write a scene where a new inmate has arrived and gets an intimidating greeting from some of the older residents. Remember to set your work out like a script.

Character Profile Idea:

Name: John Simpson

Age: 14

Family: No family to speak of. Has been living on the streets of Liverpool for 5 months.

Reason for being in the borstal: Concerns over safety on the street. Involvement in local gangs. Petty theft.

Possessions: 1 shilling, ladies leather gloves (stolen), a necklace (thought to belong to Grandmother), cigarettes

Cell Mate: To be roomed with a younger male as he is thought to be slow of mind

Ailments: Broken knuckles (punched police officer on arrest), slight bruise on cheek bone

Inmate programmes: Needs immediate education to learn how to read and write. Cannot spell name.



Borstal Clip to watch:

[A New Borstal \(1958\) - Bing video](#)



Performing Arts
Year 9: Term 1
Choreography with Props
Essential Learning



Key Language

Transitions
Body Posture
Spatial Awareness
Counter Balance
Counter Tension
Control
Contact Work
Action-reaction
Alignment

If you don't know what any of these words mean in terms of dance, your first task would be to find definitions for them all!



Website to look at for some of the Key Language:
[AQA | Subject specific vocabulary](#)

Fact Finding

When were DV8, the physical theatre company formed?

Who is the Artistic Director and Choreographer of DV8?

What is a piece of dance called if it is choreographed in a location other than a theatre?

Stomp use props for accompaniment and to dance with. View this clip:

https://youtu.be/CZS_TFAWfOEg

Name three other props used by Stomp in their choreography.

Tasks

1. First of all make sure you have researched the key language and written down a definition for all the terms.
2. Then answer the fact finding questions on Physical Theatre and dance with props.
3. Next you need to view (following the YouTube links) and appreciate some dance that has been choreographed using a chair and bench. Use the points below to guide you.
4. Then you are going to mind map your own chair/bench dance.
5. Storyboard three moments from your chair/bench choreography.

Appreciating Dance Work

The following film clips show different ways that props/set have been used to choreograph a dance.

Chair Dance

https://www.youtube.com/watch?v=5J_CguynGdy8

Bench Dance

<https://youtu.be/3d4OcY81nx0>

View both short clips and write a review on one of the dance pieces. In writing an appreciation or review of the dance you must address the following:

1. Describe three ways that the choreography or the dancers makes use of the chair/bench.
2. Mention what you thought was a highlight (a memorable moment).
3. What skills were needed by the dancers, these could be physical skills or performance skills?

Mind Mapping your own Chair/Bench Choreography:

You now need to create a mind map of your own choreography, based on using a chair or a bench as a prop. Your dance needs to have two characters and have a narrative (storyline). Use the headings below to guide your outline of the dance:

Location (Where is the dance and the chairs/bench set?)

Characters (Describe the two characters who will be dancing)

Relationship (Do the characters know each other or are they strangers?)

Scenario (What is the storyline? Why are they there? What happens?)

Beginning (How does the dance start? What is the start position and the first moves? Can you describe the dance actions used?)

Ending (How does your dance end? Where are the dancers? What dance moves are used at the end?)

Choreography with Prop (describe a few ways that as a choreographer you would get the dancers to use the chair/bench).



Storyboard:

Draw three pictures of different moments within the choreography you have mind mapped in the previous task. This could be the beginning, a highlight moment, a moment using the bench/chair or the end.