



# GCSE Drama Component 1 - Understanding Drama.

## Knowledge and Understanding

## Assessment

Written paper for 1 hour  
45 minutes

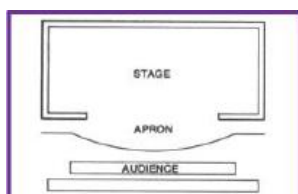
- Multiple Choice
- Set text study
- Live performance

Learners should develop knowledge and understanding of :	Learners must know and understand:
<p><b>characteristics of performance texts and dramatic works</b></p>	<ul style="list-style-type: none"> <li>• genre</li> <li>• structure</li> <li>• character</li> <li>• form</li> <li>• style</li> <li>• language</li> <li>• sub-text</li> <li>• character motivation and interaction</li> <li>• the creation of mood and atmosphere</li> <li>• the development of pace and rhythm</li> <li>• dramatic climax</li> <li>• stage directions</li> <li>• the practical demands of the text</li> </ul>
<p><b>social, cultural and historical contexts</b></p>	<ul style="list-style-type: none"> <li>• the social, cultural and historical context in which the performance texts studied are set</li> <li>• the theatrical conventions of the period in which the performance texts studied were created.</li> </ul>
<p><b>how meaning is interpreted and communicated</b></p>	<ul style="list-style-type: none"> <li>• performance conventions</li> <li>• use of performance space and spatial relationships on stage</li> <li>• actor and audience configuration</li> <li>• relationships between performers and audience</li> <li>• design fundamentals such as scale, shape, colour, texture</li> <li>• the design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying</li> <li>• the design of costume, including hair and make-up</li> <li>• the design of lighting such as direction, colour, intensity, special effects</li> <li>• the design of sound such as direction, amplification, music, sound effects both live and recorded</li> <li>• performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines</li> <li>• performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression</li> </ul>
<p><b>drama and theatre terminology and how to use it appropriately</b></p>	<ul style="list-style-type: none"> <li>• stage positioning (upstage, downstage, centre stage)</li> <li>• stage configuration</li> <li>• theatre in the round</li> <li>• proscenium arch</li> <li>• thrust stage</li> <li>• traverse</li> <li>• end on staging</li> <li>• promenade</li> </ul>
<p><b>the roles and responsibilities of theatre makers in contemporary professional practice.</b></p>	<ul style="list-style-type: none"> <li>• playwright</li> <li>• performer</li> <li>• understudy</li> <li>• lighting designer</li> <li>• sound designer</li> <li>• set designer</li> <li>• costume designer</li> <li>• puppet designer</li> <li>• technician</li> <li>• director</li> <li>• stage manager</li> <li>• theatre manager.</li> </ul>

Key moments/images		Key Quotes			
Peter Pan	Symbolises childhood- not wanting to grow up- Eddie not having to and Mickey having to.	<i>You're expecting twins</i>	Doctor tells Mrs J her news.	<i>We're blood brothers.</i>	Ironic that the boys are related but also shows their solid friendship.
Locket	Symbolises the bond between the twins. Edward treasures the locket, even getting into trouble by refusing to remove it at school. Mrs L tries to get it removed	<i>Don't you know what a dictionary is?</i>	Shows Mickey's lack of education compared to Edward's.	<i>Like Marilyn Monroe</i>	Comparisons to Monroe are used throughout the text for both Mrs J and Mickey.
Guns	Foreshadows deaths from the beginning. Childhood games involving guns as well as Mr L gifting a toy one to Edward. A gun is also used in the crime Sammy commits with Mickey.	<i>Y'know the devil's got y' number</i>	The idea the devil is watching and will seek revenge.	<i>A debt is a debt and must be paid.</i>	The idea that the women will pay for their deal at some stage- foreshadows the boys' deaths too.
Piggy in the middle	Linda always being in the middle of Mickey and Eddie at an older age. They are both in love with her as she is with them. Mrs J is also in the middle; whether to tell the boys they are twins or not as well as the threats that stop her from communicating with Edward.	<i>Do we blame superstition for what came to pass?</i>	The final line questions whether superstition is to blame or class, especially as Mrs L creates the superstition at the beginning of the play.	<i>How come you got everything and I got nothin'?</i>	Mickey is jealous of the life Edward had. Emphasises the idea of nature vs nurture and how class could be the reason why Edward got so many opportunities compared to Mickey.
		<i>Give one to me</i>	Mrs L takes the opportunity to become a mother.	<i>She's always making tea</i>	The idea Linda has been oppressed into just being a housewife and is unhappy.
		<i>I curse the day I met you! You ruined me.</i>	Mrs L curses Mrs J after attacking her with a knife after discovering she lives nearby...again.	<i>He's your brother.</i>	Mrs J reveals the boys are twins and subsequently the superstition becomes true.

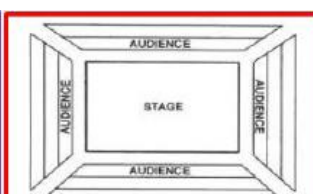
**PLOT**

Act 1: before birth	Act 1-7 years old	Act 2- 14 years old	Act 2- 18 years old	Act 2- the end
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 realises 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 councillor, 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?



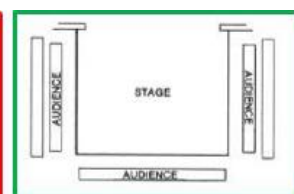
**Proscenium Arch**

The original staging for Blood Brothers. The audience sits in front of the stage, usually in straight rows. The audience views the stage as if looking at the action through a picture frame (the fourth wall)



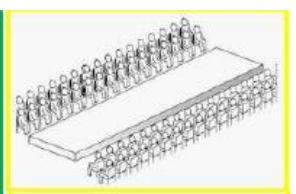
**In-the-Round**

Theatre in the Round is a form of audience seating layout where the acting area is surrounded on all sides by seating. There are often a number of entrances. Special consideration needs to be given to furniture and scenery as audience sightlines can easily be blocked.



**Thrust**

The stage is a rectangle and the audience directly face the stage from each of the three sides.



**Traverse**

The acting area is down the middle of the space. The audience sits facing the acting area from two sides.

**Key Words**

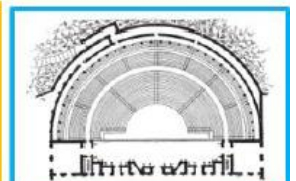
Auditorium	Cue	Black out	PA system
Backstage	Curtain/Tabs	Gel/LED lighting	Prompt
Blocking	Lighting desk	Spot light	Raked seating
Choreograph	Sound desk	Composite set	Radio mic
Director	Dress rehearsal	Non naturalistic	Runner
Designer	Effects	Adaptable set	Set
Cross fade	Flood	Gobo	Up stage/Down stage
Stage right/left	Props	House lights	Scenery
Centre stage	Costume	Wings/Off stage	Band
			Rostra



**Promenade**

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In promenade theatre there is no formal stage, both the audience and the actors are placed in the same space. The performance starts when one of the actors draws attention to himself or light is pointed in such manner that draws attention to a particular person. During the performance actors will stimulate the audience to move around.



**Amphitheatre**

Also known as 'Arena'. Large performance space. Audience in Semi-Circle with tiered seating. Ancient Greek form of staging that started in the 5th Century BC then became Roman also.