**Blood Brothers Checklist**

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| **Section** | **What you need to do** | **Done?** |
| 1.1  Context of the Play | 1. Willy Russell:  * What was his life like? * How does his life relate to the play?  1. The play is based between the 1960’s and 1980’s. Explain what was going on at this time:  * Unemployment * Poverty * Margaret Thatcher  1. Discuss what themes are in the play:  * Nature vs Nurture * Superstition * Escape * Class |  |
| 1.1  Your Scene | 1. Describe what happens in your scene. 2. Use quotes from the scene to show points made. |  |
| 1.1  Importance of your scene | 1. Explain why your scene is important within the context of the whole play.  * What happens in the play that relates to the themes? * What would happen if you removed your scene from the play? |  |
| 1.2  The Language of the Play | Explain the language in the play:   * Colloquialisms – explain what this is and who speaks these? * Formal Language – explain what this is and who speaks these? * What does the language show about characters in the play? * Pick specific characters that you can speak about and how they might change their language, for example Mrs Johnstone. |  |
| 1.2  Demands of the Language on the Performer | Explain the demands of the language on you as a performer:   * Are you from 1950-1970? * Do you know these colloquialism? * Do you have a Liverpudlian accent? * Do you have an upper class accent? * What do you need to do to overcome these demands? (E.g. research, extra rehearsal etc.) |  |
| 1.3  How the writer communicates role | Explain how the writer communicates different roles:   1. What does the punctuation in the play tell you to do as a performer – give examples of what punctuation tells us? 2. What do the Stage Directions tell us? 3. Explain how these things are used by the writer to tell us as performers how they want the show to be performed. |  |
| 1.4  From ‘Page to Stage’ | Explain what techniques you used to get your scene to the stage:   * Pace * Pause * Projection * Tone of Voice * Clarity * Body Language * Facial expressions * Gesture * Posture * Proxemics * Status |  |

**Romeo and Juliet Checklist**

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| **Section** | **What you need to do** | **Done?** |
| 1.1  Context of the Play | 1. 18 months of plague previous to the show starting. 2. First performed in 1594 during the renaissance period. 3. There was Spanish rivalry at the time – The Navy vs the Armada – can you relate this to the play? 4. Performed during the ruling of Elizabeth 1st 5. Lots of religious upheaval at the time – what was the upheaval about? – can you relate this to the play? 6. Women had no power, they were seen as objects that could be sold – how does this relate to the play? 7. Theme – Love/Conflict/Family/Religion – discuss how these are shown in the play. |  |
| 1.1  Your Scene | 1. Describe what happens in your scene. 2. Use quotes from the scene to show points made. |  |
| 1.1  Importance of your scene | 1. Explain why your scene is important within the context of the whole play. 2. What themes does your scene show? 3. How does your scene relate to the context of the play? |  |
| 1.2  The Language of the Play | Explain the language in the play:   * Iambic pentameter * Rhyming couplets * Old English |  |
| 1.2  Demands of the Language on the Performer | Explain the demands of the language on you as a performer:   * Can you naturally pick up the rhythm of the Iambic pentameter, or would it be a struggle for most people? * Do you know all of the old English words within the play? * Are you able to instantly make an audience understand what you are saying just by speaking in the play? |  |
| 1.3  How the writer communicates role | Explain how the writer communicates different roles:   * How is punctuation used? * How does Shakespeare use punctuation to help us act? * What do the Stage Directions tell us? |  |
| 1.4  From ‘Page to Stage’ | Explain what techniques you used to get your scene to the stage:   * Pace * Pause * Projection * Tone of Voice * Clarity * Body Language * Semiotics * Status * Gesture * Posture * Proxemics |  |