

BLOOD BROTHERS

Blood Brothers

Blood Brothers by Willy Russell is the set text you will study for the final written exam. It is important that you know the play well.

We are going to be doing practical work around the play when I teach you and you will do the written work in your independent lessons.

It is important you hand the work in at the end of the lesson

Read the first act of the play.

Up to pg 58 in the book, pg 28 on the PDF

For the written exam you have to explain how you will act certain moments in the play. This is how you do it.

- 1) Give the line
- 2) Explain how you will act - vocally and physically
- 3) Say what you want to communicate about the character/why you will act like that.

Vocal skills: Volume, Pitch, pace, pause, intonation, accent, tone, emotional range

Physical Skills: Gesture, posture, pace, gait (how you walk), proxims (how you use the space), facial expression, body language, touch, position on stage

Have a look at the next slide - I have given you an example.

Yellow highlight = vocal skills

Blue highlight = physical skills

Purple highlight = what I am trying to communicate.

Order/structure of each point you make:

1)Line

2)physical/vocal

3) what I want to communicate

Example: Act 1, p12 - Mrs Lyons

“Already you’re being threatened with the welfare people. Mrs Johnstone, with two more children how can you possibly avoid some of them being put into care? Surely it’s better to give one child to me”

On this line Mrs Lyons is trying to persuade Mrs Johnstone - she is in a position of power as her employer, and she seeks to exploit that for her own gain. At the start of the line, I would use a soft tone of voice to gain Mrs J’s trust and I would stress the word ‘already’ to show that Mrs J’s situation is becoming urgent. On ‘with two more children’ I would take a step towards Mrs J, holding my hands out towards her, with my palms upturned - in a gesture of support and sympathy. I want to show that I am on her side and trying to help her. I would stress the words ‘put into care’ and raise my volume to emphasise the danger of the situation, and to help my argument. I would then pause and look Mrs J directly in the eye to both create tension and to put Mrs J on the spot - this is slightly intimidating and therefore persuasive. On ‘surely it’s better to give one to me’ I would step towards Mrs J, and place one hand on her arm, with the other on my chest to suggest honesty. I would look her in the eye and my facial expression would be soft, supportive and open. I would have wide eyes, a gentle smile and I would tilt my head slightly. I want to communicate Mrs Lyons as a woman who will do anything to have a baby, but who is also capable of manipulation.

Explain how you would play the following line on the next slide. Remember:

- 1) Give the line
- 2) Explain how you will act - vocally and physically
- 3) Say what you want to communicate about the character/why you will act like that.

Vocal skills: Volume, Pitch, pace, pause, intonation, accent, tone, emotional range

Physical Skills: Gesture, posture, pace, gait (how you walk), proxims (how you use the space), facial expression, body language, touch, position on stage

Mrs Lyons - p22

Mrs Johnstone, horrified sees the bundle of notes in her hand and throws it across the room.
“No... no you won't. You gave your baby away. Don't you realise what a crime that is? You'll be locked up. You sold your baby”

Find 3 other key moments for Mrs Lyons in the play.

You will need these for the exam wc 24/5/2021