**Year 11 isolation work.**

**In preparation for your C3 examination you can start to get yourself prepared whilst isolating.**

**You should watch the play ‘Things I Know to Be True’ (see 1.)**

1. Log on to Digital Theatre+ <https://www.digitaltheatreplus.com/education/collections/digital-theatre/things-i-know-to-be-true>

Username: **user.sbes**   
Password: **dt123**

**Before watching look at the table of ‘what to look out for’ and make sure you have made a table to make your own notes. After watching the play make extensive notes on each technical area (you need to be able to refer to these in May!)**

**AFTER WATCHING:**

1. Choose 3 of these links to read the reviews on the play, take out any key quotes that help to describe what the play was like.

<https://www.theguardian.com/stage/2016/sep/18/things-i-know-to-be-true-lyric-hammersmith->

<https://www.standard.co.uk/go/london/theatre/things-i-know-to-be-true-review-a-beautiful-family-drama-a3741036.html>

<https://www.britishtheatreguide.info/reviews/things-i-know-t-lyric-theatre-15425>

<https://www.radiotimes.com/travel/2018-01-12/things-i-know-to-be-true-review/>

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| --- | --- |
| Area | What to look out for |
| Lighting | * The direction the lighting is coming from * The colours of the lights – do they represent anything * How the lights are used during scene changes? * Any special effects used through lighting * The purpose of the lighting in the piece |
| Sound | * Where the sound comes from * Recorded Sounds * Sounds that are made by the actors themselves * Music * Sound effects * The purpose of the sound in the piece |
| Costume/Make-up | * The time period of the costumes * The colours used – do they represent/symbolise anything? * How costume changes occur * What materials are the costumes made out of? * How characters/status are communicated |
| Acting | * What style of acting is being used? * How do the actors characterise each role * Look at how they may use multi-role play * Focus on the lead actors, how do they vocally and physically portray their role * How is status/age/personality portrayed through acting |
| Set | * How is the stage laid out? * What colours are used in the set design – does this ‘mean’ anything? * How to scene changes occur with the set design? * Is the set naturalistic, representational or abstract? * What was the set made from? * How do the actors ‘use’ the set? |
| Colours & Symbolism | * Look at how colour was used in the performance in all tech areas * Were there any symbols/signifiers used in the piece * What was the meaning of the play? * What question/idea/message/felling are the playwright/director trying to communicate? |
| Plot & Scene Changes | * How is the play structured? * How do the scene changes occur? * How is the plot of the play told? * How is language/dialogue used in the play? * Is there anything else that helps to tell the narrative separate from the action? |
| Audience & Theatre layout | * What stage layout is used? * How are the audience seated? * What are the audience reactions throughout the performance? * How did the play make you think/feel/question as an audience member? * What was the most memorable moment as an audience member? * Do the people on stage interact with the audience in any way, if so how? If not why not do you think? |

**Year 11 Theatre visit focus.**

**CREATE YOUR OWN TABLE ON EACH OF THESE AREAS AND MAKE NOTES ON EACH ASPECT AFTER WATCHING THE PLAY.**