Airdrie Academy

Drama Department

**Production Skills**

**Tally’s Blood**

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**Name:**

**Class:**

What will I learn?

I will be able to work collaboratively. When participating in group discussion I will be able to contribute by clarifying and expanding ideas**.** *EXA 3-15a*

I will demonstrate a use of characterisation techniques to improve and deepen the portrayal of character. *EXA 3-12a*

I will be able to reflect effectively on ideas, including ideas for using production skills in relation to, for example, lighting, sound, props, make-up, set design, costume. *EXA 3-14a*

I will be able to present a drama to an audience effectively portraying a character through a range of voice and movement techniques. *EXA 3-12a*

Tally’s Blood

Tally’s Blood is a bittersweet Scottish – Italian love story set in Scotland and later in Italy. It follows the ill-fated love affair of a young Italian girl and her Scottish sweetheart as they grow up together in Scotland. When World War 2 breaks out the tensions between the two families heighten as Italian immigrants in Scotland find themselves at war with their host country.

The powerful story of one Italian family living in Scotland stretching from the late 30’s – early 50’s. Their story takes us from a small backstreet shop to a villa in the hills of Italy.

The two families have strong ties but as they face war, racism, suffocating love, greed and tradition these ties are tested beyond their imaginations. Combining humour, pathos and eventual happiness.

**Ginger store: 1943**

HUGHIE *(Up to Lucia) :* You sure you want to become blood brothers?

LUCIA: Sure I’m sure. You got the knife?

HUGHIE: That was my daddy’s penknife. Where do you do it?

LUCIA: On the thumb… Your “thumb”, I said.

HUGHIE: Give me your hand.

LUCIA: You go first.

HUGHIE: What cut myself you mean?

LUCIA: Yes.

HUGHIE: My own self?

LUCIA: Yes.

HUGHIE: Right. O.K. You’re sure?

*Lucia covers her eyes, Hughie nips himself with the knife, sees his blood, sucks his finger, but is delighted with himself.*

Done it.

LUCIA: *(Worried)* You did?

HUGHIE: Your go.

LUCIA: Wait a wee minute.

HUGHIE: Come on, it’s no sore. No really.

LUCIA: Just give me a wee minute.

HUGHIE: What for?

LUCIA: Just to get ready.

*Hughie grabs her hand and puts knife up to it.*

HUGHIE: It’s dead easy. Just do it.

LUCIA: *(Hysterics)* Oh mammy, daddy… Mammy, daddy, no, no, no.

*Hughie stops.*

HUGHIE: What is it?

LUCIA: It’s too sore. It’s too sore.

HUGHIE: I never even touched you. Just close your eyes, you’ll hardly feel it.

*She closes her eyes, turns away.*

LUCIA: Alright, I’m ready now.

*The minute he touches her with the knife hysterics start.*

LUCIA: Oh mammy daddy mammy daddy – stop stop stop.

HUGHIE: Something wrong?

LUCIA: I can’t do it.

HUGHIE: Oh, that’s great. After all I’ve been through. I’ve shed my blood for you.

*Lucia examines his thumbs*

LUCIA: *(With contempt)* You can’t even see it.

HUGHIE: There it’s there.

LUCIA: Where?

HUGHIE: There.

LUCIA: I don’t see any blood.

HUGHIE: Well, it’s stopped bleeding now, hasn’t it? You’ve took that long.

*He is annoyed, plonks himself down*

HUGHIE: Women!

*He takes bottle of ginger, takes a gulp: she hold out her hands and he gives it to her: she sits down.*

LUCIA: I did want to do it, honest, Hughie.

*Takes a gulp and hands it back.*

HUGHIE: You’d think you were a wee baby.

*He takes a gulp and hands it back.*

LUCIA: Couldn’t we just – you know – kid on we done it – we could still call ourselves blood brothers.

HUGHIE: No. You’ve wasted it.

LUCIA: Who would know? It’s supposed to be a secret anyway.

HUGHIE: It’s not the same as mixing you blood.

*He takes a gulp and hands it back.*

LUCIA: Listen, I’ve got a great idea. We can do it with the ginger.

HUGHIE: How?

LUCIA: If I take a slug and spit it back in - then you take a slug and spit it back in – then I take another slug. And we’ll mix it all up.

HUGHIE: Do you think it will still take?

LUCIA: Yes. I’ll go first this time.

*He watches her as she performs her bit then he follows suit, with her watching every move. He hands I back and she drinks.*

LUCIA: That’s it done.

HUGHIE: So what are we now then?

LUCIA: I suppose I must be you…?

HUGHIE: Sleversister.

LUCIA: *(Appalled)* No. No, I’m your “ginger-sister”.

HUGHIE: And I’m your “ginger-brother”.

LUCIA: Forever

HUGHIE: And ever.

LUCIA: Amen.

*A reverant hush: Hughie breaks it.*

HUGHIE: My bum’s still sore.

LUCIA: I’m sorry, Hughie. Honest.

HUGHIE: What did you have to tell them it was my birthday for?

LUCIA: I didn’t. They caught me making your birthday card.

HUGHIE: Thirteen bumps.

LUCIA: How come?

HUGHIE: Nine for my birthday, one for good luck, one for bad luck, one for Christmas, one for Easter.

LUCIA: My Uncle Massimo’s missed two of my birthdays now. I think he’s never coming home.

HUGHIE: You’ve not to say things like that, Lucia.

LUCIA: Well, my Uncle Franco’s never coming home. And my Auntie Rosinella cries all the time.

HUGHIE: That’s funny. So does our Bridget.

END

Research

With your partner you should now research the play Tally’s Blood. Find out as much facts about the play and characters as you can. This can be anything from where it is set to the playwright.

You will then present your findings back to the class.

Findings

Findings

Evaluation of Presentation

How effective was the content of your presentation? Explain your answer.

How did you make good use of my voice when presenting? Use correct voice terms.

How did you make good use of my movement when presenting? Use correct movement terms.

What would you change about your presentation to improve for next time?

Rehearsal

You will now have a period of rehearsal. You will be given 10 minutes at the end of this period to complete your rehearsal log.

What did you achieve during this rehearsal?

What did you contribute to today’s rehearsal?

What did not go well during today’s rehearsal?

What is your target for the next rehearsal?

Character Card

You will now complete a rehearsal activity called a “Character Card”. Complete the page based on the character you are playing with as much detail as possible.

Name:

Age:

Occupation:

Appearance:

Personality:

Family Background:

Relationships:

Likes/Dislikes:

Set Design

You are going to create a ground plan for your scene. A ground plan is a birds eye view of you scene.

T

Key:

Taking into account the time is which the play is set and where it is, write a few sentences describing key aspects of your set and how you would like it to look.

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Role on the Wall

You should now complete the “Role on the Wall” exercise about the character you are playing. The characters own thoughts, opinions, personality should go on the inside. Other characters thoughts and opinions about your character should go on the outside.



Props

You should now think about all props that are in your scene. You can get clues for props used both in the stage directions and dialogue between characters. Feel free to add in any props that you feel would enhance your performance.

|  |  |  |  |
| --- | --- | --- | --- |
| Prop | Personal | Hand Held | Pre Set |
|  |  |  |  |

Rehearsal

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Make-up

You should now create a make-up design for your character. You will need coloured pencils, do not use pen. The most important part of a make-up design is explaining you design. When you are finished make sure you have labelled and justified your decisions around the design.



Writing in Role

You will now complete a diary entry as your character, you should write in the first person. Your character is reflecting on their day – therefore reflecting on what happened in you scene. You should write in as much detail as you can and include the characters thoughts, opinions, and feelings.

Dear Diary,

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Signed…………………………………………………

Rehearsal

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What did you contribute to today’s rehearsal?

What did not go well during today’s rehearsal?

What is your target for the next rehearsal?

Costume

You will now design a costume for your character. You just label and justify your decisions around your design.



Hot Seating

Write down 10 questions that you will ask your partner in role. Your questions should be open ended questions.

1.
2.
3.
4.
5.
6.
7.
8.

1.

10.

Rehearsal

You will now have a period of rehearsal. You will be given 10 minutes at the end of this period to complete your rehearsal log.

What did you achieve during this rehearsal?

What did you contribute to today’s rehearsal?

What did not go well during today’s rehearsal?

What is your target for the next rehearsal?

Lighting Cue Sheet

Example

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cue Number | Scene | Cue Point | Lights | Intensity | Instructions |
| LX1 | Page 1 Scene 1 | Opening Scene | 1,3,5,9 | 90% | Warm wash of orange slowly fades up to 90% to indicate morning. |
| LX2 | Scene 1 Page 2 | “Stop it” | 4 | 100% | Snaps to red spotlight |

You should now create a Lighting cue sheet for your own scene. Lighting is a great tool to enhance our performance. It can separate different sections of the stage and also change the mood/atmosphere.

 Lighting Cue Sheet

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cue Number | Scene | Cue Point | Lights | Intensity | Instructions |
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Sound Cue Sheet

Example

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| --- | --- | --- | --- | --- | --- |
| Cue | Scene | Sound | Recorded/Live | Intensity | Instructions |
| SFX1 | Scene 1 Page 1 | Theme from Titanic | Recorded | 100% | Fade in Slowly over 10 seconds. |
| SFX2 | Scene 1 page 2 | Girls Scream | Live | 100% | Heard off stage when actors on stage sit down. |

Now you can create your own Sound Cue Sheet for your performance. Sound can be a great tool to enhance our drama. It can change the mood/atmosphere through atmospheric music or it could add a sense of realism to your performance for example, thunder and lightning to indicate the change in weather.

Sound Cue Sheet

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cue | Scene  | Sound | Recorded/Live | Intensity | Instructions |
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Dress Rehearsal

You will now have a period of rehearsal using a collection of the Production Areas. You will be given 10 minutes at the end of this period to complete your rehearsal log.

What did you achieve during this rehearsal?

What did you contribute to today’s rehearsal?

What did not go well during today’s rehearsal?

What is your target for the next rehearsal?

Performance Evaluation

Give a brief description about your performance.

Using the correct movement terms, describe 3 ways you changed your movement when acting?

Using the correct voice terms, describe 3 way you changed your voice when acting?

How did you contribute to the rehearsal process?

How did you effectively use sound?

How did you effectively use make up?

How did you effectively use lighting?

How did you effectively use costume?

How did you effectively use set design?

How did you effectively use props?

Evaluate your partner’s contribution.

Describe at least 2 challenges you faced during the rehearsal process and how you overcame these challenges.

What went well during your final performance?

What did not go well during your final performance? How would you prevent this from happening again>