

Development

- In three's, using the technique of **sculpting**, one person is the sculptor and the other two, characters. Create a sculpture that shows the essence of the relationship between the following characters:
 - Jake and Nat
 - Nat and Toni
 - Nat and Frankie
 - Toni and Frankie

See some of the classes' work and discuss what the images reveal to us about the relationships the characters have with one another.

- Return to the image of Toni and Frankie. Now the third person should put themselves into the sculpture as Nat. How does the relationship change between the characters with Nat present?
- Take a digital photograph of this image, or draw it, and ask the students to explain how they have used body language, gesture, facial expressions and space to portray a particular meaning to their audience about the relationship of these characters.
- Compare this image with the first. What does it tell the audience about the characters, if you see both images instead of just one? Is there a problem here?
- **Discuss** – What have we learnt about these characters? When you are portraying these characters on stage how are they different? What particular body language will you use for example with Jake, how will Toni's be different?
- In 4's using the dialogue on page 14 – Frankie: "Did you tell her to drag me up here?" down to Jake: "If I must." – Annotate the script in 4 different colours (one for each character) explaining how the character uses body language, facial expression, gesture and space to get their feelings across to the audience.

E.g. –

Frankie Did you tell her to drag me up here? *Frankie is angry with Nat so she stares at her and waits for an answer.*

Nat Me? *Nat makes a gesture, which suggests she doesn't know what she is talking about. Course not! She looks shocked so that Frankie is convinced it is not her fault and she says this in a way that is calming and measured so that Frankie will believe her.*

Red: Frankie Blue: Nat

- Rehearse your ideas and show the rest of the group a presentation of them.

Evaluation

- Discuss which ideas were most effective and why.
- In their groups ask the students to sum up the key points about each character and how they have used these in their acting.

E.g. – Jake is gullible at times because he sees the good in Nat. This was shown in the eager way he responds to Nat and the easiness with which he gives in to her.
- Share your key points for your favorite character with the rest of the class.
- Using these key points how would they inform your decision for costume for one of the characters? Draw and colour, with annotations, the costume that you think one of these characters would be wearing in the play. Give reasons in your annotation for your choices of colour, style and fabric.

E.g. – I put Nat in black leather trousers because they are expensive and it shows she has money, but they also give her a 'tough' image. This work can go into your development section of your coursework. You will need to relate your ideas carefully to evidence about her character. This can be found in your role on the wall work.

Worksheet Two

