

Curious Incident of The Dog in The Night Time

What's it all about?

For sections B&C of written exam.

Preview

- <https://www.youtube.com/watch?v=WONf7tNWUIU>
- Check out how cool this looks!
- You may have seen the Y11 performance of it also - 2014.

IT SAID - Effects

- This is an acronym to help you remember what you need to understand to write about the play...

Issues (questions raised by the play)

Themes (a repeated motif in the play)

Style (which practitioner/ style of theatre is the play?)

Adapter's

Intention (what was the playwright/ adapter trying to achieve?)

Direction (how is the director using his actors/ interpreted the text.)

Use the Gingerbread man to show your understanding of these elements.

Then for section B

- You then need to do this for your own version of the play.
- This will further your knowledge to help you justify what the effects were, but you need to really focus on:
- As in section A, you need to know what the intended effects of your acting are

Exercise

- Watching the clip <https://www.youtube.com/watch?v=k2bV75ITXJw>
- Try and discern as much of the IT SAID as you can from the information provided.
- In a pair. Fill in worksheet and discuss.

- The spectrum

Themes (from the book)



Relationships-family and trust



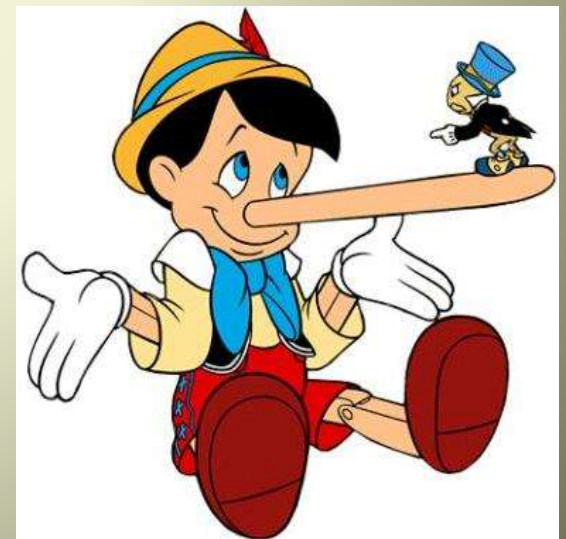
- Order and Disorder/ science and Maths/ emotions



- Communication



- Truth and Lies



The Director's Intentions were:

- To present a character with Asperger's syndrome
- Create their internalised world on stage, so the play is seen through their eyes and their perspective (through physical theatre and use of multimedia)
- Also to create empathy for the character in the more realistic scenes (Ed and Christopher)

Their Direction/ Style was:

- The story is largely being told physically (Movement directors Frantic Assembly) and will have something of a dance element.
- The play aims to use an ensemble to present the story- therefore we can expect-
 - Physical Theatre
 - Choral Movement
 - Multi-role playing
 - Creating an environment physically

Character freeze frames

- Read and highlight the hand-outs about the characters, as you will need to understand them in order to write about them in the exam from an actors (section B) and audience (section C) point of view. Especially the character you act (B) or choose to write about (C).
- In groups of 4 choose a character each and do a freeze frame of the characters and their relationships.
- Christopher
- Ed
- Siobhan
- (if in a group of 4) Mum (Judy)

Forum relationship freezes

- Analyze images and alter them accordingly.
- Bring to life so each character moves / has a gesture on the spot which sums them up.

Example questions section B

5. Explain how you used the information provided in the original script to create your character in performance through acting skills. You may refer to the stage directions in the original script and/ or to what the characters do and say

6. Analyse your personal success in presenting the extract as the playwright intended or as the group interpreted it. You should refer to particular moments from the performance and give clear reasons to support your answer

log

- Log what you have just done.
- This is to show how you used acting skills to show/develop the character and relationship with others.

Question...

- Section C
- Choose one live theatre production you have seen during your course where you saw two actors working well together in at least two scenes or sections.
- 0 9 Describe in detail the skills used by these two actors in one scene or section from this live theatre production where they appeared together. You should include reference to the actors' voices, movement and facial expressions, and to their interaction together in this one scene or section. (20 marks)
- AND
- 1 0 Evaluate the success of these actors in engaging the audience through their creative co-operation in at least one further scene or section from this production. (20 marks)

We need to be able to evaluate

- How can/ does the actor bring meaning to the audience?
- By using gingerbread man.
- Then think about the effect this has on the audience / you.

Practical Task

- This will hopefully help you to explore the text to further your knowledge for both sections.

Action the scene

IN FOURS from start to: top of p6 'What has just happened'

- Only act the stage directions (anything in italic.)
- Make it make sense, so fill in anything in between that makes it unclear.
- This is a wordless enactment, ignore the lines. You can sigh or laugh- no words
- Create location, atmosphere, relationships, age, status

Exploring the opening

- What atmosphere is created?
- What do we think happens next/ for the rest of the play (don't show off if you know, let others guess)
- What style/ genre/ tone is the play likely to be?
- What themes do we think will be in this play?
- What ideas are put into the audiences heads?
 - What opinions are they led to have on characters, events, themes
- Try to visualise the scene and what you think it looks like (actors, lighting, use of the space.)

Develop the scene

- Now add the text.

Lesson 2

- Performing opening sections.

Q&A: How were the following shown:

- Age, status, relationship, accent must be included.
- What impact has it had on us as an audience.
- What did they make you feel for them and why?
- Discuss and evaluate performances.

Homework

- Type a page of notes on how you performed the scene.
- How did you use your acting skills (Gingerbread man) to show-
 - Age
 - Status
 - Relationship
 - Location
 - Atmosphere
 - To stay true to the style

Also detail how you interpreted the stage directions (does not have to be when you acted them out silently).

This will be notes for your revision later, so make them clear for yourself.

In for next lesson