



TRAIN STATION LESSONS



LESSON 6

From pg 56 Christopher's speech:

'I knew that the train station was somewhere....'

Apply the techniques learnt last lesson to the extract up to 'have you got a ticket?'

EIGHT BASIC EFFORT ACTIONS

Pressing movements

- Wringing movements
- Gliding movements
- Floating movements
- Thrusting movements
- Slashing movements
- Dabbing movements and
- Flicking movements

Punch- Direct, Fast, Strong	Glide- Direct, Slow, Light
Press- Direct, Slow, Strong	Dab- Direct, Fast, Light
Slash- Indirect, Fast, Strong	Flick- Indirect, Fast, Light
Wring- Indirect, Slow, Strong	Float- Indirect, Slow, Light

REMEMBER

Think about how to use the movements to show: **Christopher's isolation**. How does the group move as individuals in the ensemble?

THIS WILL TAKE A DOUBLE LESSON.

Monitor throughout making sure the character of Christopher doesn't get lost amongst the movement.

Remember Stims of the character.

YOU MAY NEED TO:

1. Break the scene down into sections.
2. Film a polished section.
3. Give feedback.
4. Let them watch work.
5. Act on feedback.

Rehearse then perform.

THE NEXT STAGE

You definitely need to think about:

1. Lighting
2. Sound
3. Costume
4. Focus of the audiences attention.
5. Set / staging

TRANSITIONS

Now think about the scene that follows and how you will change character effectively into the next scene thinking about a change in atmosphere.

If time....

How would you do the same think from the scene before it into this scene.

WRITTEN TASK

Evaluate on paper for H/W:

1. **State** what your aim for the section was.
2. **Explain** what you did in rehearsals and for h/w to make this section work.
3. Identify **What** problems came about and **what** you did to overcome them.
4. **Reflect** on what the outcome was. E.g. aims achieved? Your contribution as an ACTOR, what music you plan used to further develop it. did it work on your stage.

Hand in 1 week from today.