

The Tin Drum

Kneehigh Theatre Company



https://www.youtube.com/watch?time_continue=81&v=D1KXcmFrJW4

Key Themes

<https://www.youtube.com/watch?v=q0OzlhKGLus>

“facism”

“leave the adult world”

“the tin drum is an image of protest”

“metaphorically and literally keep banging that drum!”

“Oskar Matzerath narrates the novel”

“it reflects what’s happening in the world today”



Oskar Matzerath

- Born fully aware into a world gone wrong.
- A strange child in protest against the world.
 - He changed the world.
- He challenged the status quo and he drew people together and allowed them to be themselves.
 - He was alien. Odd. Alluring.
- He shattered things into fragments and put them back together again.
- A loud-mouth punk here to save the world from conformity and hypocrisy.



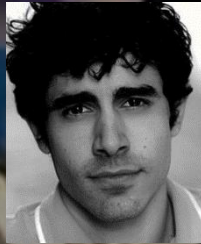
Character List



- Nandi Bhebe – Agnes Bronski/Matzerath



- Les Bubb – Alfred Matzerath



- Dom Coyote – Storyteller / old



Oskar



- Damon Daunno – Jan Bronski

- Rina Fatania – Anna Bronski



- Bettrys Jones – Oskar, young Maria



- Patrycja Kujawska – Joseph Koljaiczek, Fritz, The General

- Beverly Rudd – Markus, Victor, Kurt



Written Exam (60 Marks)

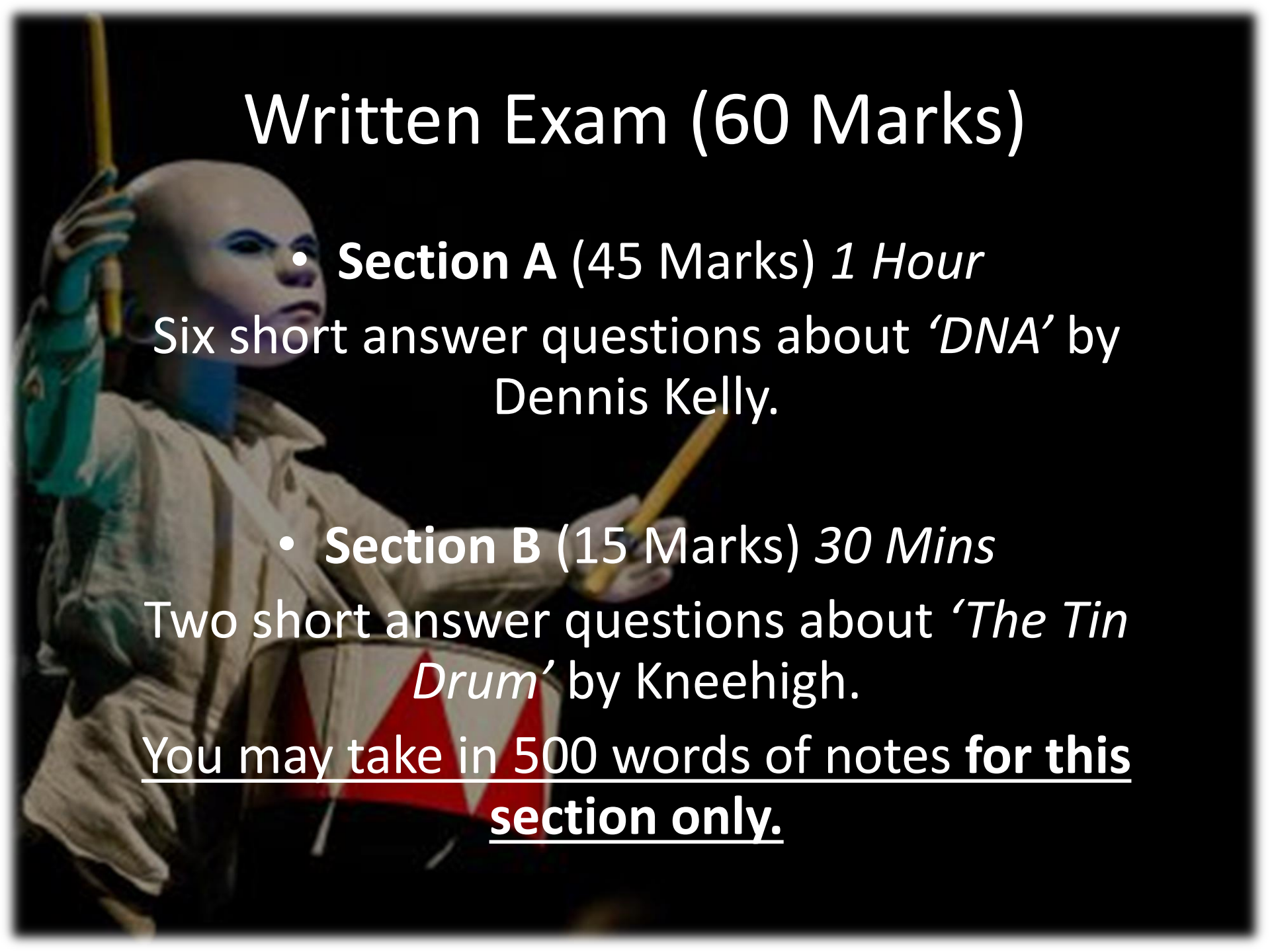
- **Section A (45 Marks) 1 Hour**

Six short answer questions about 'DNA' by Dennis Kelly.

- **Section B (15 Marks) 30 Mins**

Two short answer questions about 'The Tin Drum' by Kneehigh.

You may take in 500 words of notes for this section only.



Example

SECTION A: BRINGING TEXTS TO LIFE

DNA, Dennis Kelly

Answer ALL questions.

You are involved in staging a production of this play. Please read the extract on pages 26, 27 and 28.

- 5 (a) There are specific choices in this extract for performers.
- (i) You are going to play Phil. Explain **two** ways you would use **non-verbal communication** to play this character in this extract. (4)
- (ii) You are going to play Leah. She says that she is 'running away'.
As a performer, give **three** suggestions of how you would use **performance skills** to show Leah's intentions.
You must provide a reason for each suggestion. (6)
- (b) There are specific choices in this extract for a director.
- (i) As a **director**, discuss how you would use **one** of the **production elements below** to bring this extract to life for your audience.
You should refer to the context in which the text was created and first performed.
Choose **one** of the following:
 - props/stage furniture
 - lighting
 - sound.(9)
- (ii) Jan questions events.
As a **director**, discuss how the performer playing this role might demonstrate this to the audience in this extract and in the complete play.
You must consider:
 - voice
 - physicality
 - stage directions and stage space.(12)

- (c) There are specific choices in this extract for designers.

Discuss how you would use **one** of the **design elements below** to enhance the production of this extract for the audience.

Choose **one** of the following:

- set
- staging
- costume.

(14)

(Total for Question 5 = 45 marks)

TOTAL FOR SECTION A = 45 MARKS

SECTION B

Answer both questions on the performance that you have seen.

- 9 (a) Analyse how the costume design within the performance made use of contrast to create character. (6)
- (b) Evaluate how vocal skills were used to create tension at one key moment within the performance. (9)

(Total for Question 9 = 15 marks)

TOTAL FOR SECTION B = 15 MARKS
TOTAL FOR PAPER = 60 MARKS

Groups

Create a short presentation (no more than 5 minutes) which you will present to the rest of the class about the use of the following theatre conventions.

Lighting	Sound/ Music	Costume	Set/Prop	Chorus
Hannah	Keziah	Maizie	Jake	Molly
Eleanor	Ellie	Charlotte	Miracle	Shanil
Jharnay	Aisosa	Lizzie	Liv	Holly
Steph	Meg	Amy	Megan	Ellen
Charlie	Tom		Romae	

Moveable Set

Mise en Scene

Amphitheatre



Stage Flats

Stage Right

Raised Centre Stage Entrance

Scaffolding

Up Stage

Live Band

Stage Left

Down Stage

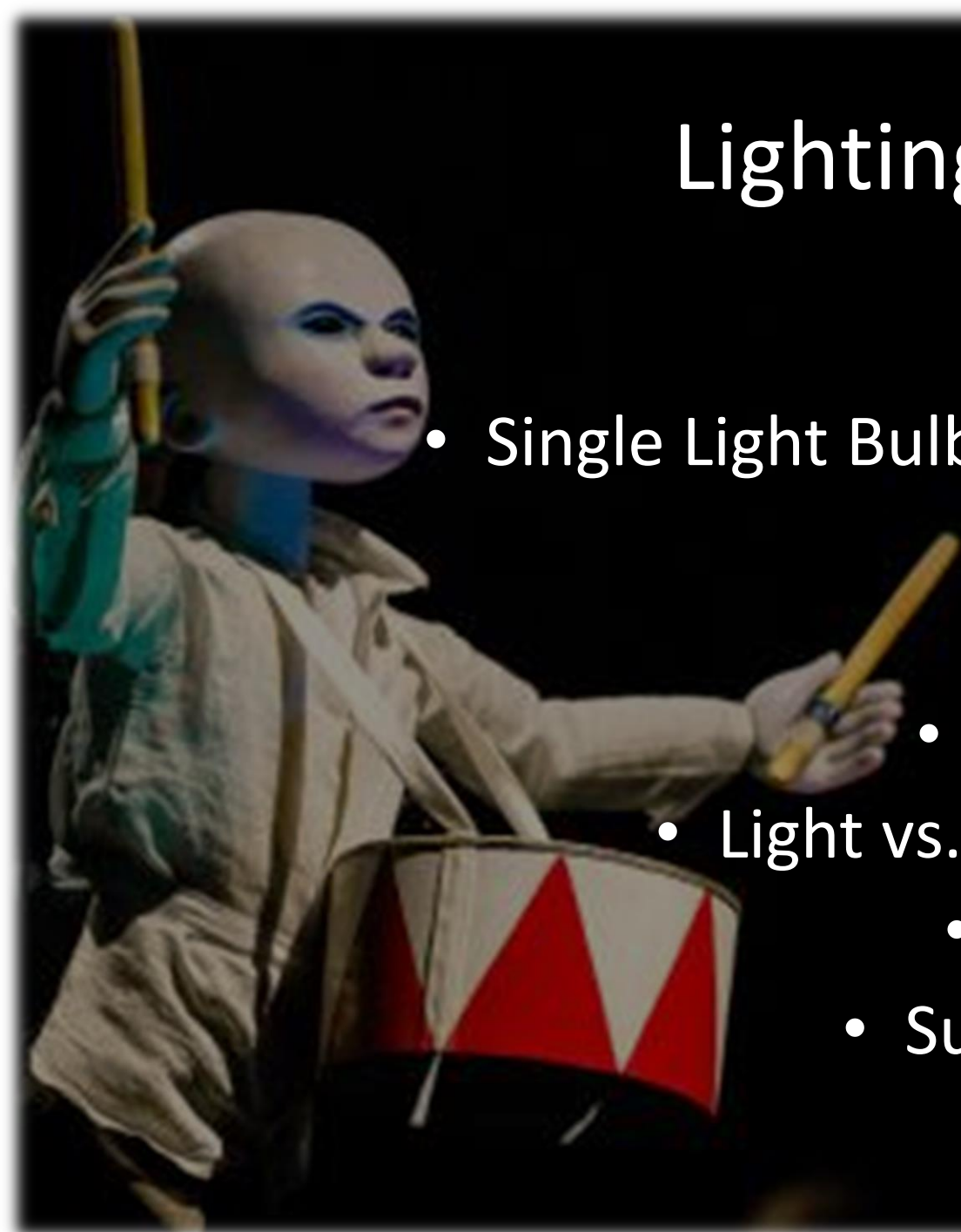
Mobile Stairs

Apron Stage



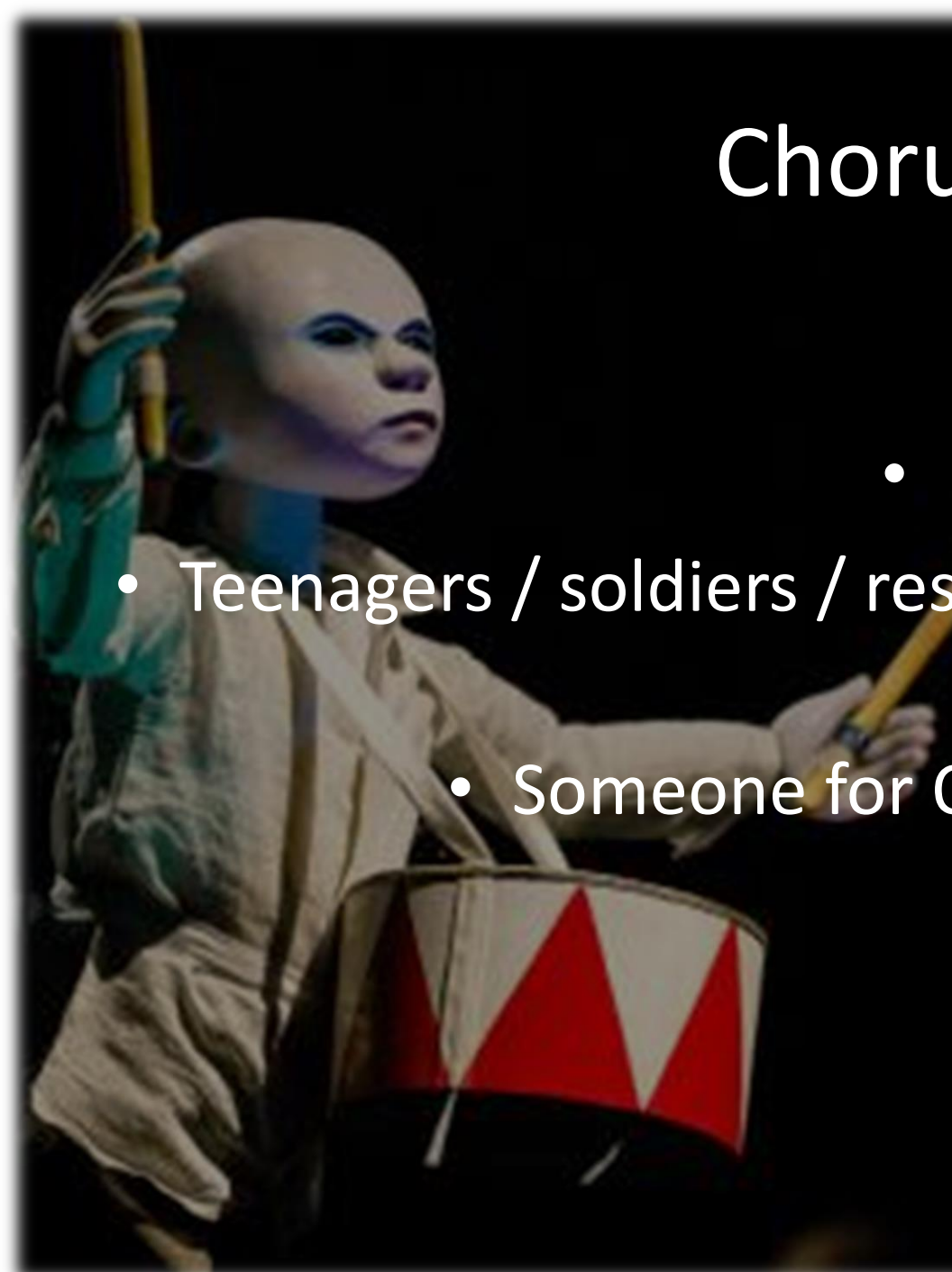
Lighting

- Single Light Bulb (above cards table)
- Chandelier
- Amber Wash
- Moveable Torches
- Shadows (migrants)
- Light vs. Dark = Good vs. Evil
- The Crucifix Crown
- Sudden Bursts / Blasts



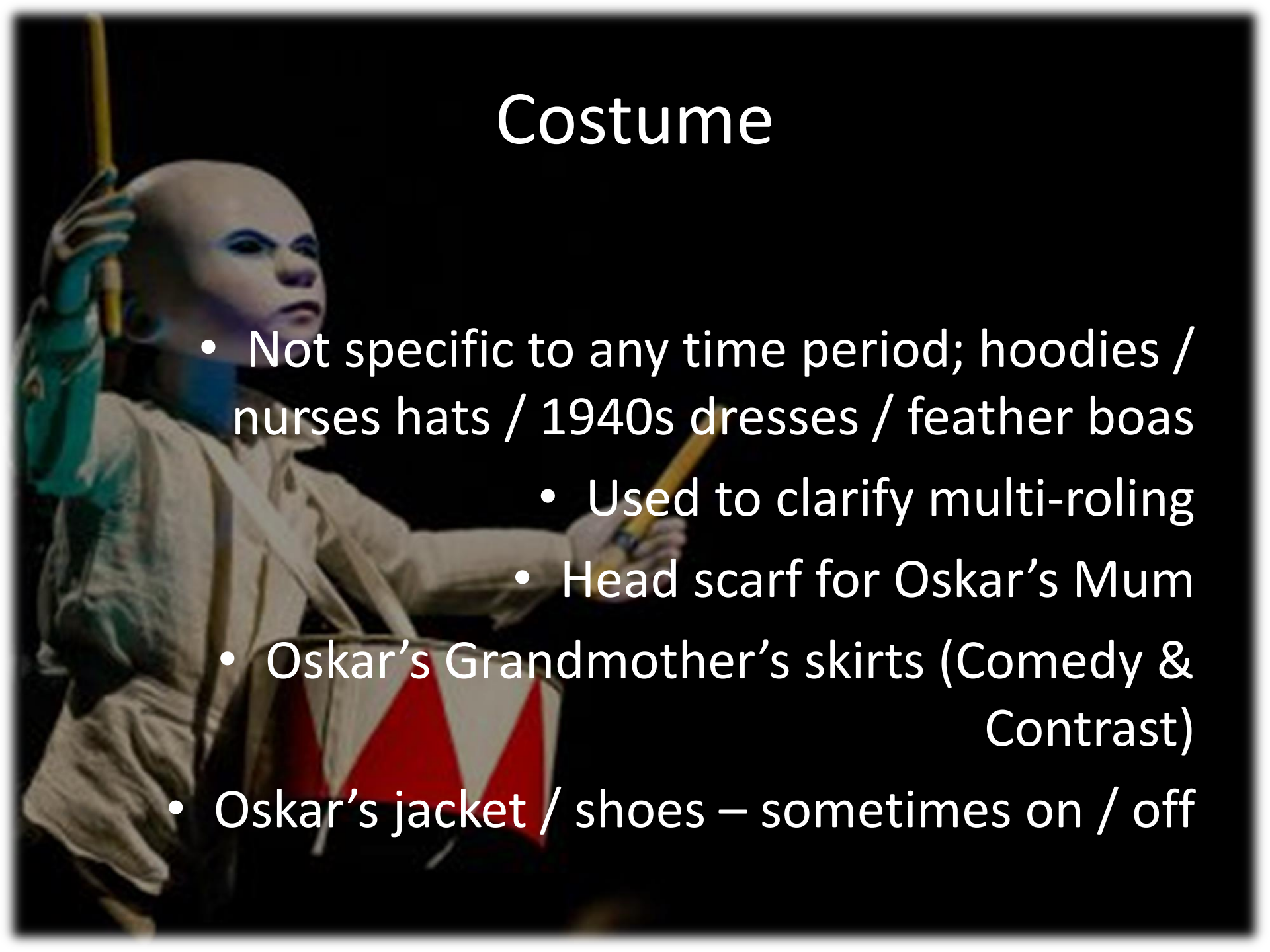
Chorus

- Teenagers / soldiers / residents / young army / the 'Order' followers
- Someone for Oskar to lead / disrupt
- Used to narrate
- Represent the masses



Costume

- Not specific to any time period; hoodies / nurses hats / 1940s dresses / feather boas
 - Used to clarify multi-roling
 - Head scarf for Oskar's Mum
- Oskar's Grandmother's skirts (Comedy & Contrast)
- Oskar's jacket / shoes – sometimes on / off



Homework – Section B

a) Analyse how the costume design within the performance made use of contrast to create character. (6 marks)

b) Evaluate how vocal skills were used to create tension at one key moment within the performance. (9 marks)

In the exam, you will have 30 minutes for this section, so I would spend no more than an hour on these questions.

Due Monday 6th