

Liz Lochhead's

# DRACULA

BASED ON THE NOVEL BY BRAM STOKER



**UNIT 1**  
SISTERS DREAMING

THE UNDERSTUDY  
DRAMA & THEATRE RESOURCES



# UNIT 1

SISTERS DREAMING



## READ

Scene 1  
Pages 3-4  
Lines 1-71



## DISCUSS

➔ What mood is suggested by the opening stage directions?

➔ What cues are you given for design?

➔ What information are we given (exposition) about Lucy, Mina, Jonathan?

➔ What do we learn about Lucy and Mina and their relationship? (First impressions only - we will look in detail next.)

➔ In our contextual study, we learnt that Liz Lockhead places women at the centre of this adaptation. How is the opening scene representative of this?

# VOCABULARY



English  
rose  
10

a pretty woman with features associated with being English (paler skin, pink lips, a softness - perhaps)

likeness  
in a  
locket  
41

a picture of her in a small ornamental case, typically worn around the neck

stays  
18

a boned garment worn to shape a woman's body (similar to a corset)

articled  
clerk  
67

trainee solicitor

dolling  
24

getting dressed up to look one's best - mostly women

solicitor  
69

lawyer who deals with property, wills, legal documents (not court)

pet  
26

an affectionate name for someone (associated with Northern England, perhaps)

'penny  
dreadfuls'  
69

a violent, gory book, popular in Victorian England - known for second rate writing and melodramatic plots

gawp  
28

stare - with a kind of suggestion of stupidity or rudeness



# Divide the class in half

**QUICK**  
Starter

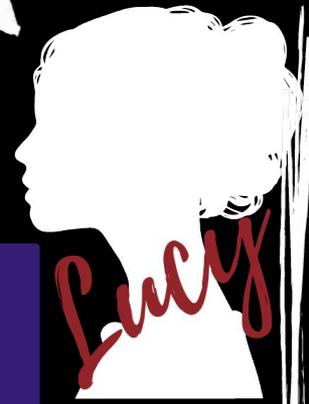


Half the class look at Mina

Collect all the things we learn about your character from the opening scene on various post-it notes. (One post-it-note per idea).

Half the class look at Lucy

Choose one person to represent that character from each group.



They stand in front and the others from their group come and stick the post-it notes on them (or on the floor near them) one-by-one telling the class what's on the note, which is a clue to the actor to do something to represent that information: a gesture, some speech, a facial expression...anything.

**AFTER THE EXERCISE:**  
What are the main differences you notice between the two sisters?

# UNIT 1

SISTERS DREAMING



## PRACTICAL *Exploration*

GROUPS OF



75 Minutes



ONE PERFORMER  
PLAYING

*Mina*

ONE PERFORMER  
PLAYING



*Lucy*

The director should decide what they want to bring out in the scene and discuss that with the actors before rehearsing the scene.

Rehearse the scene with the director in charge of the rehearsal, trying to shape the work of the actors as you see fit.

Have a couple of groups show their work, with the class then discussing what they felt the director was trying to achieve. How successful were they? Was this an effective, interesting, clear interpretation of the text?

If boys are playing Lucy and Mina, try not to play for laughs. The concept of boys playing girls being funny is an age old (and slightly tired?) theatrical tradition, but just play them as human beings as much as you can, rather than focussing on a silly voice and overt feminine gestures - although there is room for some overt femininity in the scene!

Depending on class balance, it may be easier to have boys directing as much as possible.

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# DESIGN TASK

## set, lighting & sound design

GROUP/ INDIVIDUAL  
POSSIBLE  
HOMEWORK TASK



Heartwood House, White Bay, Whitby. The garden. Midsummer morning - a beauty, clear, clean and smelling of the sea. The garden is all dappled leafy light and there's a swing on which LUCY WESTERMAN is swinging, mirror in hand, singing her song and dreaming her young-girl dreams.

Research images of 'White Bay, Whitby' / English Garden / Garden Swing / Handheld mirror.

Create a moodboard of images that would inspire your design for this scene.

Considering this scene will need to transition very fast when we move on to Scene 2, explore ideas for how you could suggest a garden on a midsummer morning with dappled leafy light and a swing and a suggestion of the sea.

Create and label a sketch of your ideas. If this is too difficult, you can write a paragraph, explaining your ideas.

## MOODBOARD



Don't forget about



**LIGHTING** and **SOUND**

This can be very useful in creating atmosphere and very easy for fast transitions.



# UNIT 1

SISTERS DREAMING

# WRITING TASK



## (Short question training)

1 MARK = IDENTIFY

1 MARK = REASON

1. Identify one element of lighting design for Scene 1 and give a reason for your choice. [2]

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2. Identify one idea for a sound effect in Scene 1 and give a reason for your choice. [2]

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## 1. SAMPLE ANSWER

I would use a leaf breakup gobo with amber light coming through it in soft focus to suggest the 'dappled leafy light' in the text.

## 2. SAMPLE ANSWER

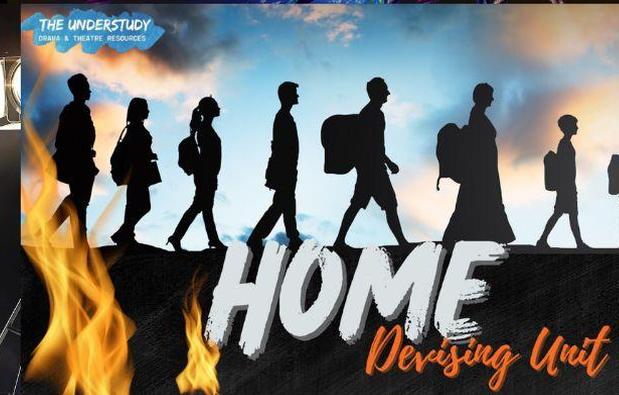
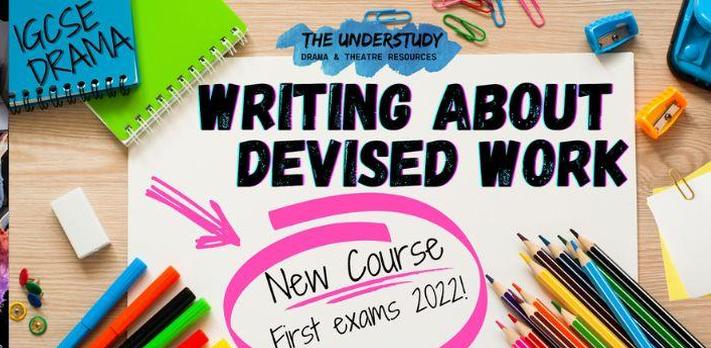
I would have the sound of the sea at a low level in the background as a response to the text suggestion of it smelling of sea.

*Top tip*

Get used to writing succinct (brief, to the point) answers for the short questions. Many students spend too much time on these at the start of the paper and regret it.

# Free SAMPLE

This is a taster of our full set of (editable) slides and many other outstanding resources available at [www.the-understudy.org](http://www.the-understudy.org)



# BIBLIOGRAPHY

## PUBLICATIONS

- Cambridge Assessment, International Education (2019). *Glossary of Dramatic and Theatrical Terms*. England: UCLES
- Cambridge Assessment, International Education (2022). *Pre-Release Material*. England: UCLES
- Cambridge Assessment, International Education (2020). *Specimen Paper Answers*. England: UCLES

## IMAGES

- All other images are stock images sources from [www.canva.com](http://www.canva.com)