

Name: Aliya Hussain

Project Title: The Christmas Carol By
Charles Dickens

Course: UAL Level 3 Diploma in
Performing and Production Arts

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Assignment Brief:

UAL Assignment Brief

MEDIA, MUSIC and PERFORMING ARTS

Qualification: Level Three Diploma in Performing Arts and Production

Unit Number & Title: Unit 3: Introduction to Professional Practice
Unit 4: Critical and Contextual Awareness

Assignment Title: A Christmas Carol

Assessor: Steph Hinde

Internal Verifier: Sara Sutton Date Iss'd: 23/06/22

Date of Issue: 17/10/22 Submission by: ON TIME / LATE

Deadlines

Performance 07/12/22
Scrapbook 09/12/22

Unit 3: Introduction to Professional Practice
Unit 4: Critical and Contextual Awareness

These units will provide you with an opportunity to integrate and reinforce knowledge and understanding acquired through your induction project Unit 1 and Unit 2. These units will enable you to demonstrate your understanding throughout the production and performance of a staged piece of performance work on a larger scale.

The Project

For your scripted project you will be cast as a performer in a full-length play. We ask that you be creative and really push your potential by thinking carefully of the roles you wish to audition for. This will give you the opportunity to take part in the production of a large-scale production in which the company is responsible for all production elements in order to create a successful piece of production. This will allow you to create both production and performance work and to really think about the process which must be undertaken to create such work. The rehearsals will take focus and dedication to present a skilful piece of work.

These units will provide you with an opportunity to integrate and reinforce knowledge and understanding acquired through your induction project. They will also enable you to demonstrate your understanding throughout the production and performance of scripted theatre performance work on a fast pace turnaround.

Throughout the process you will document an online portfolio which will inform the reader of your experience of scripted theatre, weekly task sheets will be provided to support you on the compulsory information needed. You must include key information on:

Context, Research, Planning, Practical exploration (including weekly logs SWT) **Problem Solving Chart, Analysis and Evaluation. (Please refer to the grading Matrix for reference)**

To finalise the project, you will have the opportunity to evaluate your experience and ideas which should discuss the potential of the work created in professional, artistic and vocational terms. You must include strengths and weaknesses of the piece and set targets for your next project.

This is a good opportunity to start to think about not only the performance aspect but the roles of back of house and production roles within a theatre based setting

Context

TASK 1: Locate THREE key performing arts jobs roles and put together a supporting document for each role, which will discuss the following: (minimum x1 side of A4 for each)

1. Why you wish to apply for such role?
2. What qualification you have attained? What qualification you will be pursuing to ensure you achieve all roles applied for in the future.
3. Your personal characteristics which would support such role.

TASK 2: Complete a personal statement which covers the following (minimum x2 side of A4) **Skills and Achievements**

Write about anything that you are proud of passing, for example, Grade 2 in piano or being selected for a sports team.

1. Also include any awards you have done, such as Duke of Edinburgh.
2. You can also add any positions of responsibility you have held, for example, being a prefect or helping with young students at school.

Work History: Include details of placements, work experience, voluntary work or jobs. Try to show how this experience gave you a new skills or made you think about your future plans, for example, things you really enjoyed or were good at. Also include any part-time work that you are still doing, like a Saturday job or babysitting.

Task 3- Research- Hints and Tips

Your main focus for this element is to research ideas surrounding the show or your project and to provide some background reading and facts to support where your project fits within the performing arts industry. You are trying to put your show into perspective through this research. Then commenting on how this relates to and affects your project development. Areas, methods and techniques which could be relevant are as follows.

Project Research

- Target audience
- Genre research
- Equipment or techniques used.
- Script development
- Roles and responsibilities
- The Rehearsal Process- stimulus, action plans, lesson plans.
- Budgeting plans
- Health and Safety
- SMART Target support
- Roles and responsibilities
- The Rehearsal Process- stimulus, action plans, lesson plans.
- Budgeting plans
- Health and Safety
- SMART Target support.

Task 3- Practical Evidence (Theory) Hints and Tips

This is where you provide evidence relating to the practical element of the production- i.e. the rehearsal process.

Your evidence must link to your on-going self-reflection and evaluation to demonstrate what you have been working on, how is this helping you progress throughout this project.

Must include weekly "SMART" targets, Tutor and Peer reflection.

Suggested evidence may also include, audio/visual/video evidence of the show, minute meetings, registers, rehearsal footage, stage plans, lighting cues, photoshoots.

Task 4- Evaluating the Project- Hints and Tips

In addition to your on-going reflections and evaluation you must take part in a filmed Verbal evaluation.

You will be required to verbally communicate, your personal reflection on the success of the project. This may require you re-visiting your ongoing evaluations throughout the project in order to make some judgments on the quality of the finished project. The following questions will be presented in your verbal evaluation.

1. What type of research did you carry out, and why?
2. What resources, materials and techniques have you applied and why?
3. How have they informed the development of your work?
4. Which elements have been the most effective?
5. Did you change the way you did anything? If so, why?

On Monday 31st October 2022, I received my assignment brief for The Christmas carol which the character Scrooge represents all the values that are opposed to the idea of Christmas-greed, selfishness. The Ghost of Christmas Past, with his glowing head symbolizing the mind, represents memory; the Ghost of Christmas Present represents generosity, empathy, and the Christmas spirit; and the Ghost of Christmas Yet to Come represents the fear of death. The Cratchits represent the poor, whilst Dickens portrays with warmth and sympathy while seeking to draw attention. Steph had explained it to us and when we have our actual performance which is 7/12/22 at the Delius Church in Bradford, we have done a lot of preparation to get us ready. We also got told who our characters are, my character is The Spirit of Christmas Past . I am so excited because that means I get to work harder and I can't wait to bring my character to life and to try to make the audience enjoy it and not be bored. I am also following the matrix so that I can develop my work independently so that I can achieve the grade that I want. I am aiming to achieve a distinction so that I can be prouder of the work that I'm putting in and to pursue my career as an actress.

6. How have your skills developed during the project?
7. How has the performance of others impacted on the progress of your project?

When critically evaluating your project, ensure you explain how you worked and why you worked in this way. Identify your strengths and explain any areas for improvement.

Grading Matrix to be covered in this assignment are set out below:

	Referral	Satisfactory	Good	Excellent
Context	Limited understanding of subject context, lacking clarity in aims and purpose.	Understanding of subject context used appropriately to make judgements, describe aims and clarify purpose.	Good understanding and knowledge of subject context used to make sound judgements, articulate ambitions and clarify the purpose.	Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify the purpose.
Research	Little or no evidence presented or information does not relate sufficiently to task.	Sufficient relevant information has been gathered, documented and used in the development of ideas.	Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.	Independently identified, thorough and sustained research and investigation of a range of relevant sources; insightful interpretation and synthesis of information used to inform, support and develop ideas.
Practical Skills and Presentation	Limited range of processes demonstrated, judgement and execution of techniques is poor.	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.	Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.	In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.

Evaluation and reflection	Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.	Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.	Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.
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Learner feedback on this assignment

If you have any comments for your assessor about this assignment - please use this space

Copied work will be graded as a FAIL, and disciplinary action may be taken against you
I certify that the work submitted for this assignment is my own

Learner's signature: _____ Date: ____/____/____

Assessor's comment on final submission

RECEIPT FOR SUBMITTED ASSIGNMENT:
A receipt will only be issued if both student and staff member are present at the point of submission

Instructions for use:

Learner: Enter your name, the unit title, unit number and assignment title/number below. Cut/tear off the receipt before giving both assignment and receipt to your assessor

Staff member: return signed and dated receipt to student

Student to complete before detaching receipt

Learner name: _____

Introduction:

- My name is Aliya Hussain, I am 19 years old who is an aspiring actress, I am currently doing L3 diploma in performing and production arts at Bradford college, I enjoy it because I get to learn new skills and build more on my confidence. I have decided to do this because I want to pursue my acting career, I also get to meet new people which is a good way to overcome my social anxiety. I am also brilliant at learning lines on time and staying in character, I also enjoy to sing because it brings me happiness and music relaxes me/ makes me a stronger woman.
- Due to personal reasons, I couldn't start my career as an actress, so it stopped me. I have done many acting classes with professional actresses e.g. Dani Harmer who plays Tracy Beaker, Kia Pegg who played Jody Jackson in the DG, Charlie Brooks who played Janine Butcher in Eastenders, Tilly Keeper who plays Louise Mitchell in Eastenders, Miles-Butler who played Tyler in the DG, Jasmine who played Bex in Eastenders, Jow Maw who played Johnny Tayler in the DG and many more, it has brought so much joy into my life to meet such inspiring actresses, I am looking forward to starting my assignment at college and to try something new.
- I also enjoy to dance to music as it makes me stronger/ makes me feel healthier. I also love to dress up in costumes and act as that character, I can play male characters as well as female as it helps develop my confidence and to try something new.
- I am represented by Articulate drama school, and they help me to retain my lines in 15 seconds and I can also try out different scripts which helps me to develop the scene and character.

Context:

<https://www.sparknotes.com/lit/christmascarol/summary/>

- Charles Dickens was born on February 7, 1812 and spent the first nine years of his life living in the coastal regions of Kent, a county in southeast England. Dickens' father, John, was a kind and likable man, but he was financially irresponsible, piling up tremendous debts throughout his life. When Dickens was nine, his family moved to London. At twelve, his father was arrested and sent to debtors' prison. Dickens' mother moved seven of their children into prison with their father but arranged for Charles to live alone outside the prison, working with other child laborers at a hellish job pasting labels on bottles in a blacking warehouse.
- Dickens' beloved novella *A Christmas Carol* was written in 1843, with the intention of drawing readers' attention to the plight of England's poor. (Social criticism, a recurring theme in Dickens' work, resounds most strongly in his novel *Hard Times*.) In the tale, Dickens stealthily combines a somewhat indirect description of hardships faced by the poor with a heart-rending, sentimental celebration of the Christmas season. The calloused character of the apathetic penny-pinching Ebenezer Scrooge, who opens his heart after being confronted by three spirits, remains one of Dickens' most widely recognized and popular creations.
- *A Christmas Carol* takes the form of a relatively simplistic allegory--it is seldom considered one of Dickens' important literary contributions. The novella's emotional depth, brilliant narration, and endearing characters, however, offer plenty of rewards for literature students, Dickensian fans, and Grinches alike. Like *A Tale of Two Cities*, *A Christmas Carol* has won much appreciation among general readers despite being dismissed by scholarly critics of Dickens' work.
- A mean-spirited, miserly old man named Ebenezer Scrooge sits in his counting-house on a frigid Christmas Eve. His clerk, Bob Cratchit, shivers in the anteroom because Scrooge refuses to spend money on heating coals for a fire. Scrooge's nephew, Fred, pays his uncle a visit and invites him to his annual Christmas party. Two portly gentlemen also drop by and ask Scrooge for a contribution to their charity. Scrooge reacts to the holiday visitors with bitterness and venom, spitting out an angry "Bah! Humbug!" in response to his nephew's "Merry Christmas!"
- Later that evening, after returning to his dark, cold apartment, Scrooge receives a chilling visitation from the ghost of his dead partner, Jacob Marley. Marley, looking haggard and pallid, relates his unfortunate story. As punishment for his greedy and self-serving life his spirit has been condemned to wander the Earth weighted down with heavy chains. Marley hopes to save Scrooge from sharing the same fate. Marley informs Scrooge that three spirits will visit him during each of the next three nights. After the wraith disappears, Scrooge collapses into a deep sleep. He wakes moments before the arrival of the Ghost of Christmas Past, a strange childlike phantom with a brightly glowing head. The spirit escorts Scrooge on a journey into the past to previous Christmases from the curmudgeon's earlier years. Invisible to those he watches, Scrooge revisits his childhood school days, his apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle, a woman who leaves Scrooge because his lust for money eclipses his ability to love another. Scrooge, deeply moved, sheds tears of regret before the phantom returns him to his bed.
- The Ghost of Christmas Present, a majestic giant clad in a green fur robe, takes Scrooge through London to unveil Christmas as it will happen that year. Scrooge watches the large, bustling Cratchit family prepare a miniature feast in its meager home. He discovers Bob Cratchit's crippled son, Tiny Tim, a courageous boy whose kindness and humility warms Scrooge's heart. The specter then zips Scrooge to his nephews to witness the Christmas party. Scrooge finds the jovial gathering delightful and pleads with the spirit to stay until the very end of the festivities. As the day passes, the spirit ages, becoming noticeably older. Toward the end of the day, he shows Scrooge two starved children, Ignorance and Want, living under his coat. He vanishes instantly as Scrooge notices a dark, hooded figure coming toward him.
- The Ghost of Christmas Yet to Come leads Scrooge through a sequence of mysterious scenes relating to an unnamed man's recent death. Scrooge sees businessmen discussing the dead man's riches, some vagabonds trading his personal effects for cash, and a poor couple expressing relief at the death of their unforgiving creditor. Scrooge, anxious to learn the lesson of his latest visitor, begs to know the name of the dead man. After pleading with the ghost, Scrooge finds himself in a churchyard, the spirit pointing to a grave. Scrooge looks at the headstone and is shocked to read his own name. He desperately implores the spirit to alter his fate, promising to renounce his insensitive, avaricious ways and to honor Christmas with all his heart. Whoosh! He suddenly finds himself safely tucked in his bed.
- Overwhelmed with joy by the chance to redeem himself and grateful that he has been returned to Christmas Day, Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He sends a giant Christmas turkey to the Cratchit house and attends Fred's party, to the stifled surprise of the other guests. As the years go by, he holds true to his promise and honors Christmas with all his heart: he treats Tiny Tim as if he were his own child, provides lavish gifts for the poor, and treats his fellow human beings with kindness, generosity, and warmth.
- Charles Dickens also performed at St Georges Hall in Bradford.

What happened in the 1840s century socially?

- In the 1840s Captain Charles Wilkes circumnavigates Antarctica, claiming it for the United States on January 19, 1840.
- William Henry Harrison wins the 1840 presidential election, defeating incumbent Martin Van Buren.
- The August 9, 1842, Webster-Ashburton Treaty formally designates the border separating the United States and Canada.
- On May 24, 1844, Samuel B. Morse sends the message, "What hath God wrought" over the first telegraph line from Washington, DC, to Baltimore, MD.
- Ireland's "Potato Famine" results in an influx of Irish immigrants to the United States beginning in 1845.
- Alexander Cartwright and his New York Knickerbockers codify the "Rules of Baseball" in 1845.
- Frederick Douglass publishes *Narrative of the Life of Frederick Douglass, an American Slave* in 1845.
- Elias Howe patents the sewing machine on September 10, 1846.
- During the February 22-23, 1847, Battle of Buena Vista, General Taylor's U.S. Army of 4800 men defeats Mexico's 15,000-man force lead by General Santa Anna.
- The American Medical Association is founded in Philadelphia on May 7, 1847.
- On January 24, 1848, James Marshall discovers gold near Sutter's Fort, California. The discovery of gold is the beginning of the California Gold Rush of 1849.
- The 1849 Treaty of Guadalupe Hidalgo ends the Mexican-American War. In exchange for \$15 million and settling \$3.25 million in American claims, Mexico cedes approximately 500,000 square miles of territory in the western and southwestern United States.
- Elizabeth Blackwell receives the first medical degree awarded to a woman on January 23, 1849, from the Medical Institute of Geneva, NY.
- Henry David Thoreau publishes "Resistance to Civil Government," later known as "Civil Disobedience," in 1849.

What happened in the 1840s Century economically?

- The 1840s (pronounced "eighteen-forties") was a decade of the Gregorian calendar that began on January 1, 1840 and ended on December 31, 1849.
- The decade was noted in Europe for featuring the largely unsuccessful Revolutions of 1848, also known as the *Springtime of Nations*. Throughout the continent, bourgeois liberals and working-class radicals engaged in a series of revolts in favor of social reform. In the United Kingdom, this notably manifested itself through the Chartist movement, which sought universal suffrage and parliamentary reform. In France, the February Revolution led to the overthrow of the Orleans dynasty by Louis-Napoleon Bonaparte. In 1848, the publication of the Communist Manifesto by Karl Marx would help lay the groundwork for the global socialist movement.
- The Mexican-American War led to the redrawing of national boundaries in North America. In the United States, mass migration to the new West Coast occurred following the annexation of California from Mexico, with a Gold Rush beginning at the end of the decade. On its northern border, the United States settled the Oregon boundary dispute with the United Kingdom in 1846, thereby solving a domestic political crisis in the former nation.

<https://en.wikipedia.org/wiki/1840s>

What happened in the 1840s century Politically?

- September 16, 1840 – Joseph Strutt hands over the deeds and papers concerning the Derby Arboretum, which is to become England's first public park,
- August 10, 1842 – The Mines Act 1842 becomes law, prohibiting underground work for all women and boys under 10 years old in England.
- March 25, 1843 – Marc Istambard Brunel's Thames Tunnel, the first tunnel under the River Thames and the world's first bored underwater tunnel, is opened in London.
- May 4, 1843 – Natal is proclaimed a British colony.
- April – The Fleet Prison for debtors in London is closed.
- April 10: "Monster Rally" of Chartists held on Kennington common in London; the first photograph of a crowd depicts it.
- July, 1848 – Public Health Act establishes Boards of Health across England and Wales, the nation's first public health law, giving cities broad authority to build modern sanitary systems.

<https://en.wikipedia.org/wiki/1840s>

Script analysis:

out.) Back. Twelve midnight. (Should I must get up. A day wasted. I must get down to the office. Two small chess are here.) (Quaver pace. But last ring faster. (Then music hasn't gone at one. (He hurries to be fast as the chess ring plays.) One.

Scene II. The Spirit of Christmas Past
The hour is back again by a large street clock and the first spirit appears. It is a figure dressed to look like a little girl and

SCROOGE:
Ah you the spirit whose coming was foretold to me?

FIRST SPIRIT:
I am.

SCROOGE:
Who and what are you?

FIRST SPIRIT:
I am the Ghost of Christmas Past.

SCROOGE:
Long past?

FIRST SPIRIT:
Short past.

SCROOGE:
Why are you here?

FIRST SPIRIT:
I only show the past, what I promised you. Look. Another promise.

SCROOGE:
I am not fit. I cannot pass through.

FIRST SPIRIT:
My hand. (Scrooge grasps the spirit's hand lightly, and the soul's and rings softly. Scrooge remembers a scene from his past in which two young girls each other in the street.)

BEN BENJAMIN:
Hallo, Jack!

JACK WILTON:
Ben! Merry Christmas, Ben!

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SCROOGE:
"All! Hallo, Young Jack Wilton. Spoke..."

BEN BENJAMIN:
Have a good holiday, Jack.

SCROOGE:
Yes, yes, I remember him. Both of them. Little Ben Benjamin. He used to...

BEN BENJAMIN:
See you next term, Jack. Next... term.

SCROOGE:
They... they're off for the holidays and going home from school. It's Christmas time... all of the children will have now... No... No, not at all... There was one... (The spirit motions for Scrooge to turn, and he sees a young boy playing with a waddy ball and talking to a girl.) Yes... nothing... poor boy.

FIRST SPIRIT:
What I wonder?

SCROOGE:
Reading? Oh, it was nothing. Fancy, all fancy and make-believe and take-me-away. All of it. Yes, nonsense.

CHILD SCROOGE:
All Baba?

SCROOGE:
Yes. That was it.

CHILD SCROOGE:
Gentle, like me to the Gate of Damascus.

SCROOGE:
Yes. O Master, and jewels I shall bring you, and gold and myth and frankincense.

CHILD SCROOGE:
And they did him down - do you remember - that silly one, at the Gate of Damascus, in his under-arms - asleep?

SCROOGE:
Yes, yes, the gent turned the Sultan's groom upside down and stood him on his head - saved him right! Lay!

* All Baba: in the Arabian Nights, a poor woodcutter who discovers a treasure.

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CHILD SCROOGE:
And at the throne and the gate of... (Scrooge pretends to dab the pers of all with his umbrella.)

SCROOGE:
Yes, yes, and coming from through - this and this and this for each of you!

CHILD SCROOGE:
Oh, and remember... and remember... remember Robinson Crusoe?

SCROOGE:
And the parrot!

CHILD SCROOGE:
Yes, the parrot! I love him best.

SCROOGE:
Praising the parrot! With his shiver green body and yellow tail drooping along and couldn't sing - was - but could talk, and a thing like before growing out the top of its head... and he used to sit on the very top of the tree - up there.

CHILD SCROOGE:
And Robinson Crusoe sailed around the island and he brought the parrot said, the parrot said...

SCROOGE:
(Imitating the parrot) Robinson Crusoe, where you been? Aww! Robinson Crusoe, where you been?

CHILD SCROOGE:
And Robinson Crusoe looked up in the tree and saw the parrot and knew he hadn't escaped and he was still there, still all alone there.

SCROOGE:
Two Robinson Crusoe.

CHILD SCROOGE:
(nearly reproving lolly head) Poor Robinson Crusoe.

SCROOGE:
Poor child. Poor child.

FIRST SPIRIT:
Why poor? *questionable*

* Robinson Crusoe: a shipwrecked sailor who survives for years on a small island in the world Robinson Crusoe.

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SCROOGE:
Fazzwig! It's off Fazzwig that I apprenticed! Under.

FIRST SPIRIT:
Your master?

SCROOGE:
Oh, yes, and the best that any boy could have. There's Dick Wilkin! Bless me. He was very much attached to me was Dick. Poor Dick. Dear, dear.

FEZZIWIG:
Yes, to my boy! No more work tonight, Christmas Eve, Dick! Christmas, Ebenezer! Let's have the shutters up before a man can say Jack Robinson! (The music continues. Characters are pulled into position, and music, holly, and are set shaped over everything by building servants. Dancers fill the stage for Fezzwig's wonderful Christmas party. In the middle of the dancing and the laughter servants pass back and forth through the crowd with huge platters of food. At a pause in the music, young Ebenezer, who is dancing, calls out.)

YOUNG EBENEZER:
Mr. Fezzwig, sir, you're a wonderful master!

SCROOGE:
A wonderful master!

SCROOGE:
(Echoing the phrase) A wonderful master! (The music changes suddenly and the dancers perk into glouish dance to the jarring sounds.)

FIRST SPIRIT:
Just because he give us a party? It was very smart.

SCROOGE:
Smart!

FIRST SPIRIT:
He spent a few pounds of your 'twelve' money, then, four at the most, is that so much that he deserves the praise?

SCROOGE:
But wasn't the money. He had the power to make us happy. He made our service light or burdensome. The happiness he gives is quite as great as if he had cost a fortune. That's what a good master is.

* apprenticed: learned a trade while working.

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SCROOGE:
Fancy... fancy... (He tries to mask his feelings by being impulsive.) It's his way, a child's way to... to love being shown in... dreams, dreams... Never matter if they are all nonsense, yes, nonsense. But there and he became, yes he became a man and... yes, successful... rich! (The mistress returns.) Never matter... never matter (Then, Scrooge's sister, rises in and goes to Child Scrooge.) Fan!

FAN:
Brother, dear brother! (She kisses Child Scrooge.)

CHILD SCROOGE:
Dear, dear Fan.

FAN:
I've come to bring you home, home for good and ever. Come with me, come now. (She takes his hand and they start to run off, but the spirit stops them and signs for the light on them to look. They look at the spirit, aware of their role in the spirit's 'education' of Scrooge.)

SCROOGE:
Let me search them go? Let them be happy for a moment! (The spirit stops nothing. Scrooge turns away from them and the light goes out.) A delicate, delicate child. A breath might have withered her.

FIRST SPIRIT:
She dies a woman and had, as I remember, children.

SCROOGE:
One child.

FIRST SPIRIT:
Your nephew.

SCROOGE:
Yes, yes, Fred, my nephew. (Scrooge pauses, then tries to Master through.) What! Well all of us have that, haven't we? Childless? Sadness? But we grow and we become men, masters of ourselves. (The spirit gestures for the music. "Fezzwig's Party" begins. It is heard first as from a great distance, then Scrooge becomes aware of it.) Yes, no time for it, Spirit. Music and all your Christmas nonsense. Yes, yes, I've heard what you have to show me. (Fezzwig, Young Ebenezer, and Dick appear, busy preparing for the party.)

FEZZIWIG:
Yo, ho, here! Ebenezer! Dick!

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FIRST SPIRIT:
Yes?

SCROOGE:
No, no, nothing.

FIRST SPIRIT:
Something, I think.

SCROOGE:
I should like to be able to say a word or two to my clerk just now, that's all.

FIRST SPIRIT:
But this is all in your past. Your clerk Cratchit couldn't be here.

SCROOGE:
No, no, of course not, an idea thought. Are we done?

FIRST SPIRIT:
(Waiting for the waltz music to begin) Nearly.

SCROOGE:
(Hearing the waltz and remembering it surely it's enough. Haven't you tormented me enough? (Young Ebenezer is soon waltzing with his sweetheart.)

FIRST SPIRIT:
I only show the past, what I promised you. Look. Another promise.

SCROOGE:
Oh, Oh, yes, I had forgotten... her. Don't they dance beautifully? So young, so young. I would have married her if only...

SWEETHEART:
Can you love me, Ebenezer? I bring no dowry! Into my marriage, only me, only love. It is no currency that you can buy and sell with, but we can live with it. Can you? (She pauses, then returns the ring. Scrooge gives her as he pleases.) I release you, Ebenezer, for the love of the man you once were. Will that man win me again, now that he is free?

SCROOGE:
(Trying to speak to her) If only you had held me to it. You should not have let me go. I was young. I did love you.

SWEETHEART:
(Speaking to Young Ebenezer) We have never led to one another. May you be happy in the life you lead.

* dowry: money or property brought by a bride to her husband when they marry.

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you have chosen. Good-bye. (She runs out. Young Ebenezer slowly leaves.)

SCROOGE:
No, no, I was not meant that way...!

FIRST SPIRIT:
You cannot change now what you would not change then. I am your mistakes, Ebenezer. Scrooge, all of the things you could have done and did not.

SCROOGE:
Then leave me! I have done with them, I shall live with them. As I have, as I do: as I will.

FIRST SPIRIT:
There is another Christmas, seven years ago, when Marley died.

SCROOGE:
No! I will not see it. I will not see it. I could not prevent it. I did not choose for him to die on Christmas Eve.

FIRST SPIRIT:
And when his day was chosen, what did you do then?

SCROOGE:
I looked after his affairs.

FIRST SPIRIT:
His business.

SCROOGE:
Yes! His business! Mine! It was all I had, all that I could do in the world. I have nothing to do with the world to come after.

FIRST SPIRIT:
Then I will leave you.

SCROOGE:
Not yet! Don't leave me here! Tell me what I must do! What of the other spirits?

FIRST SPIRIT:
They will come.

SCROOGE:
And you? What of you?

FIRST SPIRIT:
I am always with you. Scrooge rarely needs to bed. Signal the ringing of Scrooge's bell. Scrooge always springs in bed as he hears the chiming.

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When I received my script I started to find what scene my character was in, my character is in Scene 3, I then started to search for my lines and highlighted them and annotated them which made it easier for made to retain all my lines.

Risk Assessment:

Potential Hazard	Who is at risk	Property which may be damaged	Risk controls already in place	Risk rating 1-5	How to control the risk
Props.	Actors who don't put the props away.	Props.	Make sure you don't mess with the props or misplace it and put it back where it belongs after you have used it.	5/5	Leave it where it is so the actor know where to get their props from.
Tripping over in the dark and in combined space.	People who are not watching were they are going.	Things may get broken on stage.	Having a little torch so the actors can see around them.	5/5	Get lights around the set and move any props or equipment that people may fall over.
Chewing Gum.	Actor who is choking on the gum.	Stage.	Make sure that no one is chewing gum before going on stage.	5/5	If you have chewing gum in your mouth, make sure to throw it in the bin before the show starts.
Water near any equipment's.	Actors, equipment's.	Set.	It can cause a fire.	5/5	Make sure the water is nowhere near any electrical equipment's.

Costume/props ideas and design:



For my scene which is scene 3, I will be wearing a Victorian white blouse with a long black skirt, which I will be borrowing from St Georges Hall.



I will have a winter holly in my hand.



I will be wearing this so that I look like the ghost of Christmas past. I will be borrowing this from St Georges Hall.

Feedback- tutor obs & peer obs/ diction/verbal feedback:

Student name: *Aliya*
Course level: *3*

ual: awarding body

Peer Feedback
Measuring progress:

Personal development targets.	Actioned by...
1. <i>Don't let anyone stop me from sharing my ideas.</i>	
2. <i>Try playing different characters.</i>	
Action. How will you achieve your personal targets????	Actioned by...
1. <i>I will achieve this by not being frightened to share my ideas.</i>	
2. <i>Express in a different varieties of characters.</i>	
Learner signature: <i>Aliya</i>	Date: <i>09/11/22</i>
Learner signature:	Date:

Peer observation: Practical sessions

Practical Skills

- You have been more like your character.*
- You are more confident.*
- You interact with the other characters*
- Don't let anyone stop you from sharing your ideas.*
- Try playing different characters.*

Student observed Comments:

I will know now what I need to do so when I performed to be more confident.

Student name: Aliya Hussain
Course level: Level 3 Diploma in PAPA



Tutor Feedback
Measuring progress:

Personal development targets.	Actioned by...
1. Projection.	
2. Be confident in my abilities whilst being on stage.	
Action. How will you achieve your personal targets????	Actioned by...
1. I will achieve this by speaking louder and clearer so the audience and the other character can hear.	
2. Don't doubt my abilities as that's what let's me down.	
Tutor signature: M. Kitson	Date: 07-12-2022
Learner signature: Aliya Hussain	Date:

Tutor observation: Practical sessions

Practical Skills

Aliya, you have come back from your project in Greece, and literally dived back in to your role as the ghost of Christmas past. You are demonstrating and working with a professional level of focus during in rehearsals, and you continue to ask for constructive feedback in order to support the development of your role. Be aware of your projection sometimes when you are unsure of your line or what you are doing psychically this can case you to lose your vocal volume. Well done keep up your hard work.

Areas for Development

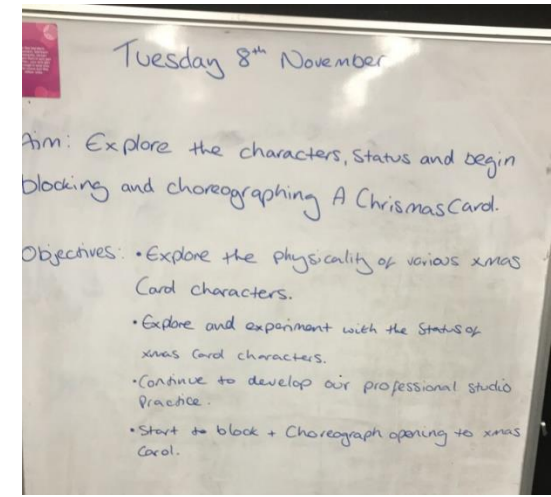
- Projection
- Confidence in your abilities on stage, you know what you're doing.

Student Comments:

Since coming back from Greece, I have changed as a person as I am being more professional and stated to ignore my peers talking backstage whilst being in rehearsals and I take constructive feedback on really well which helps me to know what I need to focus and be more aware on. Also I can be useful in more areas since coming back from Greece as before I struggled.

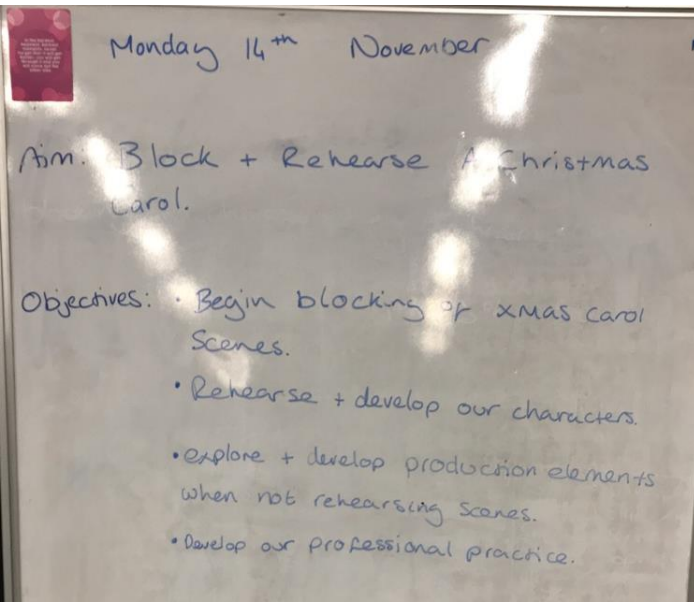
My Reflection:

Today we tried to explore the different characters, their status and begin to block and choreograph the opening scene for A Christmas Carol, the objectives were to explore the physicality of various xmas Carol characters, continue to develop our professional studio practice at all times. I feel like for myself personally it went great at the end because we took the feedback from Michael very well and I developed my character more and came out of my comfort zone to create a piece that is comfortable for me by challenging myself and not giving up. The ideas that we had for the opening scene is that we can have carol singers, people also doing the waltz, snow ballers, making snow angels, 2 business people, homeless people on the streets, some people who don't have a part can put Christmas decorations up so that it can fit the scene, my part is that I have to rush to the table and grab my shopping, give the money and then pace to the carol singers and take a relieve sign that my shopping is done and that I don't have to rush back, I also see Mrs Cratchit and smile and mimic 'Hi Merry Christmas', then we both clap our hands and I give the charity money, I then link arms with Mrs Cratchit and we go around in a circle and go off stage. Then I skip back on stage like my character after the ice skaters and make snow angels. I then do a spin with Steven's character, then I gallop back and do a spin, then I throw snow balls at Ellie's character, she pretends to kick me and I run off. Finally, when Scrooge enters I put my elbow on her shoulder and mimic 'Merry Christmas Mr Scrooge', she then gets annoyed and takes my elbow off. We then do a freeze frame as soon as Mr Scrooge bangs his office door and as soon as the bell goes off, we run off stage.



My Reflection:

Today's aim was to block scene 1 and 2 of A Christmas Carol, this went successful because Steph gave them feedback, we also got in small groups to discuss the sound that we should use, the lighting that we could use to bring the performance to life, we also got to watch my peers rehearse scene 1 and 2 and give them constructive feedback which probably helped them. We also got to rehearse our character, physicality (so how they should stand, move and how they would engage with other characters). We also managed to explore and develop different production elements such as marketing, front of house and many more. Some people developed their professional practice by being focused, using the studio appropriately and doing that task that I have been told. Tomorrow we will start to block scene 3 which I am in, I am ready to show my characterization and physicality of my character as I have been constantly practicing at home and in class. I am off script which helps me to develop my confidence. I have used an app called 'Line Learner', which has helped me to learn my lines easier and quicker. Overall, today went successful as we managed to complete our aim and our objectives that was expected of us.



Different Characters in The Christmas Carol:



Ebenezer Scrooge:

<https://www.sparknotes.com/lit/christmascarol/characters/>

- The miserly owner of a London counting-house, a nineteenth century term for an accountant's office.
- The three spirits of Christmas visit the stodgy bean-counter in hopes of reversing Scrooge's greedy, cold-hearted approach to life.



Bob Cratchit:

- Scrooge's clerk, a kind, mild, and very poor man with a large family. Though treated harshly by his boss, Cratchit remains a humble and dedicated employee.
- He is a fictional character in the Charles Dickens 1843 novella *A Christmas Carol*.
- The abused, underpaid clerk of Ebenezer Scrooge (and possibly Jacob Marley, when he was alive), Cratchit has come to symbolize poor working conditions, especially long working hours. He is close to 30 years old, but can appear differently in other versions.



Tiny Tim:

- He is Bob Cratchit's young son, crippled from birth.
- Tiny Tim is a highly sentimentalized character who Dickens uses to highlight the tribulations of England's poor and to elicit sympathy from his middle and upper class readership.
- He walks with a crutch and has his limbs supported by an iron frame.



Jacob Marley:

- In the living world, Ebenezer Scrooge's equally greedy partner. Marley died seven years before the narrative opens.
- He appears to Scrooge as a ghost condemned to wander the world bound in heavy chains. Marley hopes to save his old partner from suffering a similar fate.



The Ghost of Christmas Past:

- The first spirit to visit Scrooge, a curiously childlike apparition with a glowing head. He takes Scrooge on a tour of Christmases in his past. The spirit uses a cap to dampen the light emanating from his head.
- The Ghost of Christmas Past appears modelled like a candle to symbolize the light that people shine on their past, in order to know themselves better.



The Ghost of Christmas Present:

- The second spirit to visit Scrooge, a majestic giant clad in a green robe. His lifespan is restricted to Christmas Day.
- He escorts Scrooge on a tour of his contemporaries' Holiday celebrations.



<https://www.sparknotes.com/lit/christmascarol/characters/>

The Ghost of Christmas Yet to Come:

- The third and final spirit to visit Scrooge, a silent phantom clad in a hooded black robe.
- He presents Scrooge with an ominous view of his lonely death.



Fred:

- Scrooge's nephew, a genial man who loves Christmas.
- He invites Scrooge to his Christmas party each and every year, only to be refused by his grumpy uncle.
- He is a kind-hearted, generous, cheerful, and optimistic man who loves Christmas.
- Fred believes that there is good to be found in everyone, even his misanthropic uncle Scrooge.



Fezziwig:

- The jovial merchant with whom the young Scrooge apprenticed. Fezziwig was renowned for his wonderful Christmas parties.
- He is a seemingly prosperous London businessman.



Belle:

- A beautiful woman who Scrooge loved deeply when he was a young man. Belle broke off their engagement after Scrooge became consumed with greed and the lust for wealth.
- She later married another man.
- In some versions where Scrooge is turned into a female, Belle is changed to a male.
- She was born in 1788.



<https://www.sparknotes.com/lit/christmascarol/characters/>

Peter Cratchit:

- Bob's oldest son, who inherits his father's stiff-collared shirt for Christmas.
- He doesn't turn the spit for the goose, but he does prepare the potatoes and later mashes them "with incredible vigour." Simon as Peter Cratchit



Martha Cratchit:

- Bob's oldest daughter, who works in a milliner's shop. (A milliner is a person who designs, produces, and sells hats.)
- She is the sister of Belinda, Peter, Matthew, Lucy, and Tiny Tim Cratchit.
- She is hard working and hates seeing her family disappointed. She is kind, hardworking, caring and happy.

<https://www.sparknotes.com/lit/christmascarol/characters/>



Fan:

- Scrooge's sister; Fred's mother. In Scrooge's vision of Christmases past, he remembers Fan picking him up from school and walking him home.



<https://www.sparknotes.com/lit/christmascarol/characters/>

The Portly Gentlemen:

- Two gentlemen who visit Scrooge at the beginning of the tale seeking charitable contributions.
- Scrooge promptly throws them out of his office.
- Upon meeting one of them on the street after his visitations, he promises to make lavish donations to help the poor.
- The gentleman are not given names, and simply referred to as portly, a kinder term for being overweight.



Mrs. Cratchit:

- Bob's wife, a kind and loving woman.
- She is the mother of Tiny Tim Cratchit and his siblings. She does not think highly of Ebenezer Scrooge and is frankly vocal about her opinion.



Diet Plan:

Weekly Meal Plan:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast.	Toast + beans.	Cereal.	Toast + beans.	Egg + toast.	Fruit with yogurt.	Avocado on toast.	Porridge.
Snack.	Banana.	Orange.	Yogurt.	Crisp.	Grapes.	Strawberrys.	Chocolate.
Lunch.	Noodles.	Cheese + tomatoes on toast.	Sandwich.	Salmon.	Pasta.	Baked potato.	Coconut rice salad.
Snack.	Fruit.	Smoothie.	Granola.	String cheese.	Greek yogurt.	Banana.	Strawberry.
Dinner.	Salman with vegetable.	Fish with roast Potato's with vegetabl es.	Lasagna.	Noodles.	Pasta.	Chicken enchilada Cas serole.	Spaghetti with Keema (mince).

Audience/Ticket Design:

- On the 7th December 2022 we will be performing The Christmas Carol in the Delius Church in Bradford, I will also be designing and printing tickets, so that I can develop my skill. It will be in front of different varieties of audiences such as teenagers, parents, grandparents, children and adults.
- I am so excited to perform in front of different audiences because it helps me to overcome my confidence and so that we can receive feedback on how to improve for our next production.

These are tickets that I created myself, I did a Christmas one as it fits the theme and also the century of A Christmas Carol.



Front of House

Risk Assessment:

- Knowing where each fire exit is in case of a fire, as well as ensuring that the exits are not blocked off by any props, set, bags etc.
- When performing on a high platform, we need to make sure that the company is safe so we block the scene to make sure that the audience can still watch the scene, but so the company is placed away from the edges so they won't fall.
- No drinks or food backstage in case of any spills or slips.
- Ensuring all costume and props are set in a safe place to prevent any trips.

Catering for the Audience:

- Looking into the venue to check if they provide any drinks or food for the audience and also how much it would cost the both the company to set up and the audience to purchase.
- If the venue doesn't provide any catering, we could look into ways to fund for our audience to have drinks.

Checking Tickets:

- Have a member of the company stand at the door to check everyone's tickets.
- To make it link to the play, we could have the ticket collector dressed up in either a charity workers costume or a Victorian styled suit so it links to the play and the opening scene.

Interacting with the Audience:

- Have the homeless characters sat out on the front of the stage holding out a cup, interacting with the audience as if they are begging.
- Having the rich characters or even Scrooge looking down on the audience.
- To break the fourth wall, we could have two of the richer characters having a conversation. One of the characters refers to the audience as peasants while the other informs them that the audience is there to watch their show.



Health and Safety:

- Make sure that your shoelaces are tied, or you could trip and fall.
- Make sure no wires or leads are in the way.
- Make any space for anyone who is in a wheelchair.
- Take a covid test 1 week before the show.
- Put props and equipment where they come from and don't leave them lying around on stage because it can cause a hazard.
- Help carry heavy set off stage.
- Make sure that people are not crowded together.
- Make sure the audience members and actors know where the fire exit is.
- Don't drink juice near the equipment because it could spill.



My Targets:

- Try finding my weaknesses so that I can develop and work more on it to succeed. - I have started to develop on this which has really helped me to be stronger as a performer.
- Make a schedule of the week so that I know what we're doing. - I have done this and it has really helped to know what I am doing each day for rehearsals and to be more prepared.
- Try and not get distracted backstage so that I know when I need to be on stage. - I have improved on this massively by being more focused on when I need to be on stage and being professional by not engaging with them.
- Slow down when I'm delivering my lines so the audience can hear what I'm saying. - I have developed this by not rushing.
- Improve my diction and volume. - I have worked on this by doing it by practicing.
- Watch The Christmas Carol so I know the physicality of my character.- I have done this so I know how to develop my character more .



What I am learning and how will it help me to develop In the future:

- I am learning how to develop my confidence. - This is going to help me to develop In the future because I will then become a stronger and a confident performer and I will get used to it.
- I am learning how-to pick-up dance choreography quickly. - This will help me to develop in the future because then I will be able to retain the routines automatically and become stronger.
- I am learning how to use more characterization. - This will help me to develop in the future because if I ever become an actress then I won't be myself and I'll be more like my character.
- I am learning how to use more projection. - This is going to help me develop in the future so then I know what tone I need to speak at when performing.
- I am learning how to work with people that I have never worked with before.- This is going to help me in the future with my social anxiety and to be confident around my peers.
- I am learning how to physicalize my character.- This is going to help me in the future so that I can get used to the whole stage and not just stand in one place.

Hair and Makeup ideas and designs:

For my makeup I will be putting white face paint on my face to look like my character, I will also be putting on white eyeshadow on my eyes so that I look ghostly. I will be doing this myself but if the special effects students are in college, I may ask them to help me with my hair.

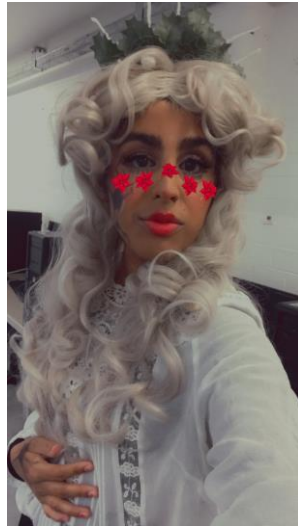
For my hair I will be putting my hair in a bun and wearing a white bonnet that represents the Victorian era. (I have borrowed this from St Georges Hall)

The Christmas Carol: Performance Review:

<https://youtu.be/sVObHkzoFPg> - This is the Christmas Carol Trailer.

<https://youtu.be/VZ3lr3urgDU> - This is an animated version trailer of The Christmas Carol.

Transition picture/video of me and my character:



Viva/ overall evaluation:

Year 1 Diploma in Performing and Production Arts

Project 2: A Christmas Carol

VIVA Questions

Name: Alysa Hossain

Date: 11/12/2022

1. How do you feel this project went?
I feel like the project went brilliant just because I maintained 100% professional during rehearsals and when being backstage and on stage.
2. What skills do you feel you have developed throughout this project?
I feel like I have developed my confidence throughout the project as I felt my projection improved and characterisation.
3. What were your key strengths in project 2?
So, from coming back from Greece and only having 2 rehearsals is really impressive because I literally dived back into my role as the Ghost of Christmas Past which shows that I am determined and professional. I also knew all my lines.
4. What were the weaknesses in project 2?
Well my weakness was projection and to have confidence in my ability's on stage, I feel like I have started to work and improve on this as this, it has really helped me to know what I need to focus on.
5. How effectively did you manage the overall process?
Well I was in Greece for 2 weeks, so coming back and straight into rehearsal mode has made the overall process for me easier.
6. Can you discuss any key research sources which have supported your process?
I have used BBC iPlayer to help me know about my character and about the whole play and also listening to Penny from St Georges Hall talking about the play and the author has really helped broaden my knowledge.
7. How effectively did you apply the research?
I applied the research effectively to know what I need to look for.
8. What have you learnt from this project which you will take forward on to the next step of your own personal development?

I have learnt to use more projection whilst being on stage and to also be more confident in my abilities whilst on stage.

9. What have you learnt about the topic of scripted theatre?
It is an adjustment of the story for the purposes of stage performance.
10. What can you do now that you couldn't do when you started the course?
At the start of the course I used to get distracted backstage whereas now I focus on myself by being professional and what I need to be doing.
11. Why is learning this important?
Because you will miss your cue to be on stage and also it is unprofessional and the audience can hear you.
12. If you were to do the project again what would you do differently?
I would get more involved and take lots of rehearsal pics/videos for my scrapbook as I was in Greece for 2 weeks so everything such as the set, lighting was already complete.
13. How will you effectively apply this within your next project?
I will not let anyone distract me so that I can concentrate on things that I can be doing and not relying on anyone.
14. Did you enjoy the rehearsal process?
Despite I only had 2 rehearsals, I enjoyed it because I got to see the changes.
15. Set yourself 3 targets for project 3:
 - 1) Have more projection.
 - 2) Be more confident in my abilities.
 - 3) Be more involved.
16. Set yourself 3 targets for your scrapbook for project 3:
 - 1) Include more reflections.

2) Take more pictures/videos.

3) Add budget.