

The higher education process/the industry.

Timea Krokova

Level 3 extended

Performing arts



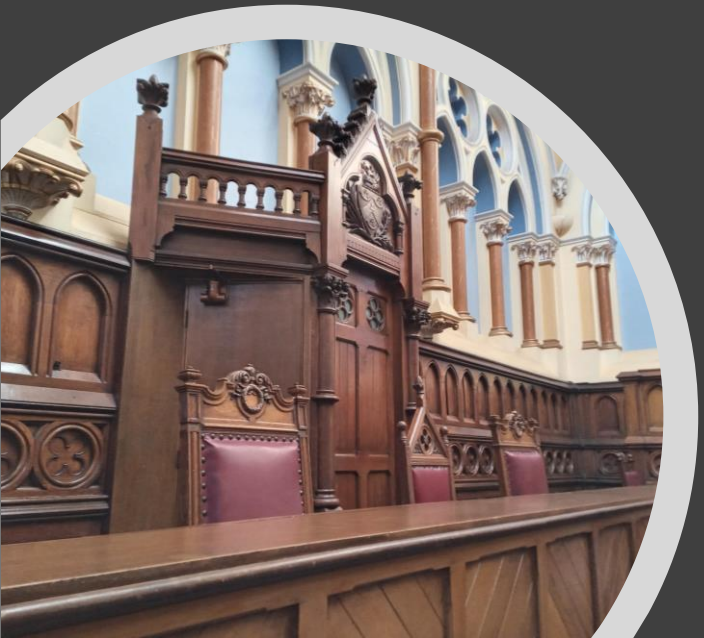
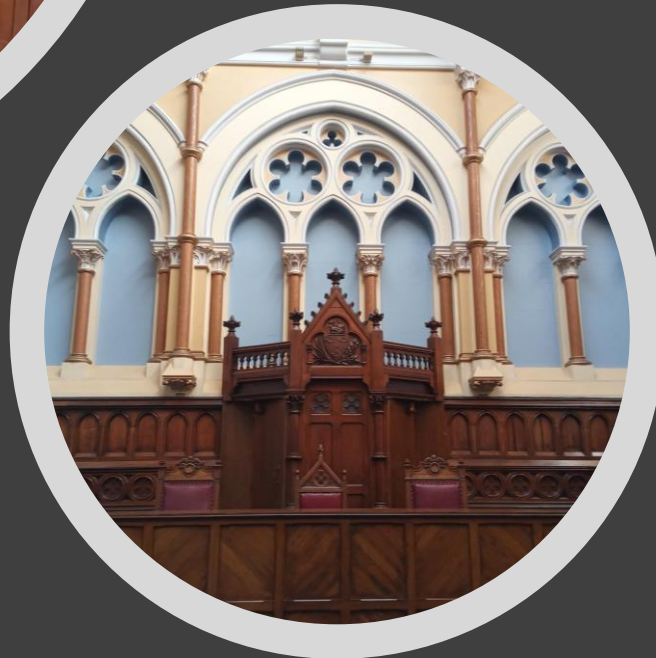
Introduction. Project Part 1

I have been commissioned by the Bradford police museum to contribute towards a ghost ward event. This part is about bringing Victorian prisoners or police officers back to life and share the deepest secrets, thoughts and feelings that may have. We have been asked to choose a character and write a monologue and most importantly research it. For my character which is Sarah Ann Ackroyd the wife of James Berry (the executioner). Although I did not find any information about her, I researched James Berry and his experience as an executioner and wrote a monologue based on how it changed him as a person, the monologue is written from the wife's point of view and what she felt when she saw what he was going through.

context

- The research I will carry out is about James Berry also known as "the hangman" in order to create a monologue about him from his wife's point of view and how she thinks he feels but also her feelings when she was watching him hanging prisoners.
- As I have researched James Berry, there was no mention of interviewing his wife and knowing how she felt about her husband's job. I couldn't get any personal information other than her name which is Sarah Ann Ackroyd, age 29, and had six kids but unfortunately 4 died.
- I mainly wanted to know about his experience and how it affected him as a person, did it trigger him? Did he ever feel like he will never be at peace? These are the type of questions I want the audience to ask themselves when his wife is speaking her side of the story. I think that if I took the role of his wife instead of him, I would get to talk about what other people in his life were thinking and feeling. So, I went with his wife, and she is closer to him.
- I also want to talk about her role as his wife, how does she feel when instead of hanging pictures of precious memories on the wall it's the people he took lives from, how does she feel about the public finding out that he is losing control? In the Victorian era, it mattered what the public would think if someone went crazy or did something that was unusual.
- The main goal of this is to show what people think and feel when they see someone going through something traumatizing. The monologue will show the bystander's inner thoughts and feelings and how it's impacting her as his wife.
- As I have researched the standards for women in the Victorian era, the fashion, beauty and styles can represent the type of a person someone is. So, for my character I wanted her to be distant from the standards and rules that other women followed and be more open minded and chase freedom, this will be shown from the style and fashion she has. For example, in the Victorian era women avoided working outdoor so they won't tan as they thought that having a pale skin was beautiful and attractive. But my character Sarah will embrace her natural beauty. I want my character to look like a warm and welcoming person by having those features that will make other people feel safe.
- This will be beneficial as James Berry who was going through a hard time because of his job have someone that will make him feel safe and assured that everything is ok, so he would feel better if he thought of his wife and know that she is not like other women.





Problem solving

- As I went to research about the character I chose, I could not find any information about her so in order to create a monologue and bring that character to life, I have predicted what she would be as a person. I did this by researching James Berry's experience as an executioner and what he was going through when carrying out his job. This helped me understand how it would impact people around him, such as his wife.
- Another problem to be solved is the space in the courtroom. It is important to avoid any injuries such as tripping, falling, hurting any part of your body or breaking something valuable. So in order to prevent this, we will be rehearsing the performance in the courtroom to see how we can work in the space safely.
- During the performance, the zip on my dress was unzipping itself as it was not supported by a hook or a button that usually comes with the dress, so instead of panicking and zipping the dress back up. I've decided to carry on with the performance and face the audience so they would not notice anything at all.

Research



casebook. 2021. Ryder, Stephen p. (ED). *jack the ripper*.: <<http://www.casebook.org>> [Accessed 4 October 2021].

James Berry was born in Heckmondwike, Yorkshire, on 18th February 1852 and was the thirteenth child of eighteen. He pursued many careers as a young man, even embarking on a ship with the intention of emigrating to Australia, but because of his impulsive nature changed his mind before setting sail.

In 1874 he joined the West Riding Police force and settled in Bradford with his bride Sarah Ackroyd. During his time as a constable, a mutual friend introduced him to William Marwood, a cobbler and part-time executioner who was famous for hanging Charlie Peace, Dr Lamson and Kate Webster, to name but a few.

Berry had always had an interest in hanging and with his new-found friend would spend many hours discussing the scientific principles. He learned of the new technique of the long drop and also some 'tricks of the trade'. Marwood told Berry that it was essential to give the prisoner confidence and assure him that his end would be swift.

Berry retired from the police in 1882 and, surprisingly, did not become Marwood's assistant. It wasn't until Marwood died in 1883 that Berry considered the possibility of becoming an executioner. He knew that Marwood had taught him a great deal and instilled in him the idea that the executioner's job was in no way degrading or dishonourable. He decided to apply to the City of London for the vacant position. Some 1,400 applications were made and the Sheriffs eventually weeded out the obvious madmen and sadists, and came up with a short list of twenty. Unfortunately for Berry, a certain Bartholomew Binns was appointed.

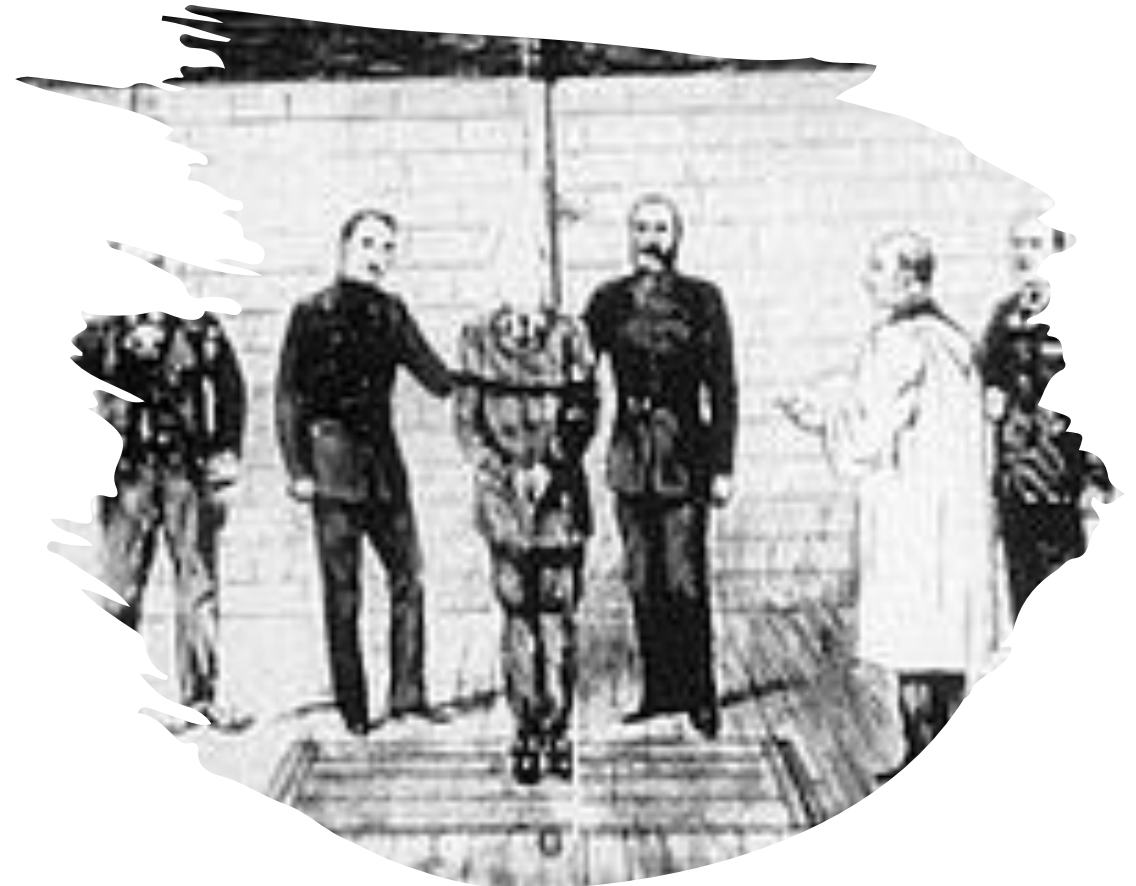
Berry travelled north and was put through a third degree interrogation by the Prison Governor who wanted to establish Berry's knowledge. When satisfied that Berry would carry out the executions in a humane manner he agreed that Berry should do the job.

Berry spent the next two days in virtual isolation and during this time he could not sleep and began to have doubts as to whether he had the necessary nerve for carrying out his duty. His dreams at this time were of things going wrong. A feeling of great relief swept over him when he realised that he had made the correct calculation for his first job and that the two men had died instantaneously. He obtained excellent testimonials from the Edinburgh prison so when Binns' reign as executioner ended, Berry's references meant that he succeed without competition.

inally Berry was haunted by nightmares. Once he had been teetotal but by the end of his career he was drinking a great deal. He was no longer a genial person and had become very short tempered, especially with the press. So after only eight years in office, and after sending more than 130 men and women to their deaths, in 1891 he became the first executioner to resign. This followed a particular disastrous hanging in Liverpool when Berry had to give way to the prison medical officer regarding the 'official scale drop'. The unfortunate prisoner, John Conway, had his head almost completely severed. On this occasion the press had been witnesses and following all the furore Berry tendered his resignation to Henry Matthews, the Home Secretary, although, in point of fact, he was not employed by the Home Office.

Research con

- casebook. 2021. Ryder, Stephen p. (ED). *jack the ripper.*: <<http://www.casebook.org>> [Accessed 4 October 2021].
- He still had feelings of guilt. Although he had never commented publicly on whether he thought a prisoner was guilty or innocent, he had personal doubts. His house was full of pictures of his 'victims' and they were a constant reminder to him. One day when feeling very low, a chance meeting at the Midland Railway Station with a young man led James to his pouring out his heart to the man. The listener invited Berry to the Rowland Street Mission and it was here that James's conversion took place. It was announced that "Mr Berry fully surrendered himself, accepted God's precious gift and was at once filled with rest and joy, praising God".
- James Berry continued his evangelistic work until his death in October 1913. It would perhaps have surprised him to know that hanging would continue until 1964. Just before his death he wrote "my experiences have convinced me we shall never be a civilised nation while executions are carried out in prison".
- En.wikipedia.org. 2021. *James Berry (executioner) - Wikipedia*. [online] Available at: <[https://en.wikipedia.org/wiki/James_Berry_\(executioner\)](https://en.wikipedia.org/wiki/James_Berry_(executioner))> [Accessed 4 October 2021].
- Berry was born in [Heckmondwike](#) in the [West Riding of Yorkshire](#), where his father worked as a [wool-stapler](#). His most important contribution to the science of hanging was his refinement of the [long drop](#) method developed by [William Marwood](#), whom Berry knew quite well. His improvements were intended to diminish mental and physical suffering and some of them remained standard practice until the abolition of capital punishment for murder.
- Early life: He served eight years with the [Bradford](#) Police Force, then tried himself as a boot salesman. Since he did not earn enough for the upkeep of his family, he applied for the post of executioner after [William Marwood](#) died in 1883 but was unsuccessful despite being shortlisted, until the short period of [Bartholomew Binns](#) in office was over.
- Berry was the first British hangman literate and communicative enough to be able to write freely about his work. He considered that the hangman was the last link in what he called the "chain of legal retribution".



Research con

- Career incidents: He was the executioner who failed to hang [John Babbacombe Lee](#) – "The Man They Couldn't Hang" – in 1885. The trap door repeatedly failed to open and Lee's sentence was commuted.
- During the execution of Robert Goodale on 30 November 1885 at [Norwich](#), the prisoner was given too long a drop so that the rope decapitated him.
- Berry's time in office came to an end following interference in his judgement by the prison medical officer at Kirkdale Prison regarding the appropriate length of drop; Berry compromised but the condemned man John Conway was nearly decapitated. In March 1892 Berry wrote his letter of resignation, probably without knowing that in October of the previous year the [Home Office](#) had already decided that "the employment of Berry as Executioner should no longer be recommended to the [High Sheriffs](#)."
- Later life: Following his retirement, Berry toured as an evangelist and gave lectures on [phrenology](#). In his book *The Hangman's Thoughts Above the Gallows* (1905) he complains that "the law of capital punishment falls with terrible weight upon the hangman and that to allow a man to follow such an occupation is doing him a deadly wrong".
- [Smith Wigglesworth](#), the evangelist and preacher, records his conversion to Christianity, in a sermon which was later published in *Faith that Prevails* (1938):
- In England they have what is known as the public hangman who has to perform all the executions. This man held that appointment and he told me later that he believed that when he performed the execution of men who had committed murder, that the demon power that was in them would come upon him and that in consequence he was possessed with a legion of demons. His life was so miserable that he purposed to make an end of life. He went down to a certain depot and purchased a ticket. The English trains are much different from the American. In every coach there are a number of small compartments and it is easy for anyone who wants to commit suicide to open the door of his compartment and throw himself out of the train. This man purposed to throw himself out of the train in a certain tunnel just as the train coming from an opposite direction would be about to dash past and he thought this would be a quick end to his life.
- There was a young man at the depot that night who had been saved the night before. He was all on fire to get others saved and purposed in his heart that every day of his life he would get someone saved. He saw this dejected hangman and began to speak to him about his soul. He brought him down to our mission and there he came under a mighty conviction of sin. For two and a half hours he was literally sweating under conviction and you could see a vapour rising up from him. At the end of two and a half hours he was graciously saved.
- Following his conversion to Christianity, James Berry became a prominent campaigner for the abolition of the death penalty.
- Berry died at Walnut Tree Farm, 36 Bolton Lane, Bradford, [West Yorkshire](#), on 21 October 1913.^[1]

Reference list

- casebook. 2021. Ryder, Stephen p. (ED). *jack the ripper.*: <<http://www.casebook.org>> [Accessed 4 October 2021].
- En.wikipedia.org. 2021. *James Berry (executioner)* - *Wikipedia*. [online] Available at: <[https://en.wikipedia.org/wiki/James_Berry_\(executioner\)](https://en.wikipedia.org/wiki/James_Berry_(executioner))> [Accessed 4 October 2021].
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Day 1:

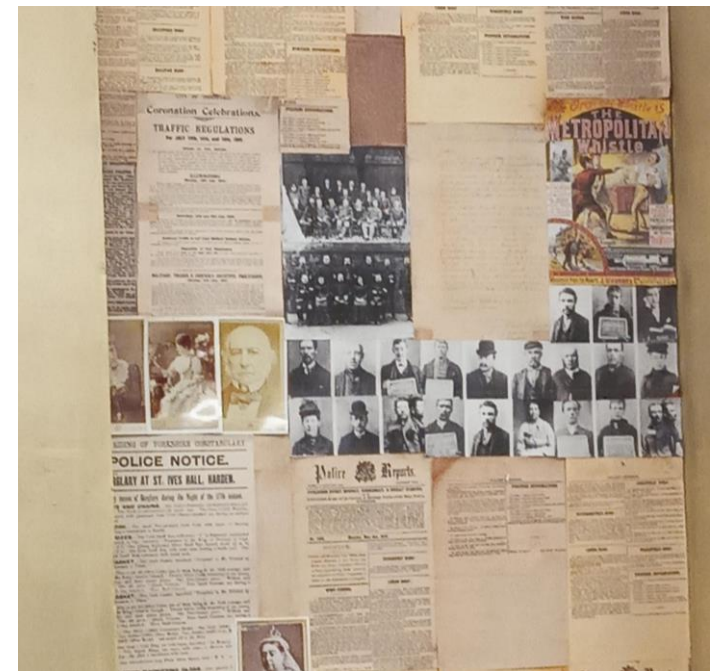
- In today's session we were introduced to our next unit which is the higher education/the industry process. The first part is about taking a role of either Victorian prisoners or police officers. This will be performed at the police museum. As we went to view the performance space which is the police museum. We learnt how the process of being imprisoned happened and how it's different today.
- The museum is possessing very vintage things including old fashioned prison cells and office which is perfect to use as a performing space as we do not have to prepare equipment or set the place to look vintage. The museum itself looks unique with unique details which shows the beautiful Victorian fashion, a place that has most of the beautiful Victorian style is the court which has been used for a long time and it did not change for a very long time.
- We have also been told short stories of prisoners and police officers that were well known in the Victorian era. The most famous police officer is the executioner James Berry who hung over 131 prisoners. The most famous prisoner is a murderer Jack the Ripper where a lot of people died as the police assumed they are Jack the Ripper or have a relationship with him.
- In the fourth prison cell we have visited was haunted and we were told it affected mainly females as a female prisoner died there, the females in my group did get chills and a headache as it affected us, but the males weren't affected although they were next to us the whole time.
- The space gave us a lot of ideas of how we will use it for our performance and how it will relate to our work. The brief is about a ghost tour, and I imagined using the cells for the criminals and how they are stuck in the same place after they died, for my character which is Sarah Ann Ackroyd I would follow James Berry around the place as I am stuck with him as a ghost.

What went well?

I have thought about how we could use the space to act out our monologue and how to work our way around small areas without causing injury.

What would you do better?

Understand and know other prisoners' stories in order to give me an idea about my monologue and character



Day 2

- In today's session we have looked at researching our characters and working on developing our monologues.
- The first thing I have researched was James Berry's personal life which would tell me if he got married and how many times and how others that were close to him felt about his job. The first thing I found was that he was trying to find a decent job that would feed his family, he married twice, I'm not too sure whether Sarah Ann Ackroyd was his first or second wife so I improvised on what I will say in my monologue from her point of view. James Berry had 6 kids but 4 passed away. So in my monologue I have mentioned how he hangs the frames of the people he hanged instead of his kids who are more closer to him.
- Since I could not find any information about her life and how it affected her when her husband was the hangman, I have put my point of view and how I would feel if that was me watching someone close to me doing a job that can cause trauma or disturbance.
- What went well?

Used what I could find from research to develop my monologue

Used empathy in order to predict how she would feel and what she would think

- What would you do better?

Develop my character more in order to make my monologue relate to her experience as the hangman's wife

Research more on James Berry to know what he was going through and how it affected people around him

Day 3

- In today's session we worked on more research in order to know our character personally, as it was challenging for me to find any information about my character as she is only the executioner's wife, there was no interviews or diaries that were published so I have researched James Berry's experience as an executioner and what he was going through when he had to carry out his job. Through the experience of James Berry I have decided to make my character Sarah Ann Ackroyd be sad and angry about the situation and what he is going through. The reason she would be angry is because it hurts to see that on the walls she and her husband hung the frames of the people that her husband had to execute instead of their children, the reason I pointed this out is because hanging frames on the wall is like hanging the beautiful memories and moments that was captured. She is also sad because she hates to see people she loves in pain, so when he is going crazy because of the trauma it caused him, she is going through it with him. She doesn't want to let him be alone in thing so she holds his burden and pain.
- I have also looked at where the monologue would be set, I was thinking that she will either be her expressing herself in her head, so her husband would be sitting at a table in a freeze frame and she would argue and express her feelings but he would not actually know what goes in her head and how she feels about it.
- Another set I thought of is sitting at his grave and telling him everything that she wanted to tell him when he was alive.
- What went well?

I have thought about the ways to set the scene

Predicted how she would feel and think as there was no information about her personal thoughts and feelings.

- What would you do better?

Find more research information about my character so I can get a better understanding of her as a person in order to bring her character to life.

Day 4

- In today's session we have looked at finishing off our monologues and starting to rehearse it for the performance. The main goal of today was to memorise as much of the monologue as we can, so I have repeatedly rewrote the monologue as it is more easier for me to remember my monologue that way.
- I have also thought about what my character's personality would be like and how she would feel in certain situations. As I did not find any information about her, I decided to create her personality and make her stand out from the crowd.
- I want my character to be an open minded person, so she would not follow the fashion and beauty standard of the Victorian era but have her own unique style and showing off her natural features. The reason I decided for her to be like that is because I want her to stand out from other people and show that not everyone is the same.

What went well?

I have finished the ideas that I will be using in my monologue and how I would express it using emotions.

I have thought about my character's personality and why I want her to be like that.

What would you do better?

I would improve on my monologue as it is my first draft, I want to add more to it so it expresses her emotions and thoughts more.

Day 5

- In today's session we got a feel of our character by staring off with a focus and opening the first step of becoming the character we chose. The first thing I have done was standing as my character by thinking about her posture and how she would stand. Because my character is from a middle class, she would stand tall with her head up and walk like a "lady". But as she is fighting with different emotions, my character would sometimes forget about her posture and acting like a lady and her thoughts and feelings are making her lose control a bit.
- One habit I added to my character is her rubbing her hands as if she had blood on her hands due to her washing her husband's clothes that had blood stains from his job where he hung people.
- The next thing I have added to my character is facial expressions. My character would look as if she cried before she spoke her monologue so I would wipe my cheeks from the tears and look around so no one sees that she was crying. As the monologue is talking about her inner feelings, she hides everything so that her husband or other people wouldn't think that she is affected by everything that is happening.
- We have then moved to another task which was to walk around the room saying the monologues to ourselves, thinking about what expressions they would make if they meet other people, after we would go back to our monologues and continue with our emotions. As I walked around the room, kept losing and correcting my posture to show how she is losing control. I have also added emotions to my character as she is expressing her thoughts and inner feelings that no one knows about. If something went in the way like when I had to get my monologue as I forgot the lines, I did it in character without losing the focus. I picked up the book just like my character would which was with a straight posture and head held high.
- What went well?
- I began to use emotions that best fit my character's situation. The emotions secretly exposed her inner emotions to the audience but not to her husband.
- I have also started to memorise my monologue little by little and perfecting it so that it fits the situation she is in.
- What would you do better?
- I lost focus when I made eye contact with other people which caused me to lose focus on how my character would walk, their posture and facial expressions. This would make a huge impact on the audience as they would think that her smiling at other characters meant that she was pretending to feel like that. This would give the audience the wrong impression of my character.

Day 6

- In today's session I have started to memorise the final piece of my monologue as well as adding acting skills to make my character come to life. The acting skills I have used in order to make my character come to life is
- getting a good understanding of emotions that she is feeling. Using the skill empathy to share emotions with my character and knowing how to show that she is feeling the way she is feeling. I have used the emotions sadness and hatred as that is what she expresses through the monologue.
- The feedback I got from my peers and my tutor
- "to express emotions and how it affects you as you speak your monologue, go in steps by sounding calm at the beginning and as you carry on your monologue slowly start to build up that tension and add the emotions your character is feeling"
- "this monologue can fit a lot of settings so based on where your set is, think about what stage directions you would use and how you would express your character's emotions so that you are heard from every corner of the audience space. Make sure that if you move to one side, the other part of the audience feels the same tension and build it up and make sure you don't lose it. This will make the audience lose focus if you only focus on one side of the audience. So as you move around, keep the tension the same and build it up overtime."
- What went well?
- I have adapted the emotions to my character well and I made sure the tension is the same and rises as I carry on with my monologue and the scene.
- What would you do better?
- I would make sure the audience don't lose the focus as I move to one side of the stage while acting.
- I would also use acting skills effectively as I did not use when saying my monologue.

Day 7



- In today's session we gave ideas about set and how to carry out our monologues.
- As we don't know how much space we would have in the courtroom we have only focused on how we would carry out our monologues and used acting skills in order to make the scene look efficient.
- We split the stage into two, this is what two sides of the courtroom would look like. We would say out monologues one by one. As someone is saying their monologues, the rest would whisper prayer from the bible.
- What went well?

We got a rough idea of how we would perform in the courtroom.

I have managed to learn my monologue but just in case I forget my words, I have my monologue with me,

- What would you do better?

Create more ideas for the set as only standing in one place and express our monologues could make the audience bored.

Day 8

- As today we had a day off I started to look at costume ideas and deciding which way it would be better to get them. The ideas I got is by either ordering it or creating it from scratch as it wouldn't take long to make the costume. I would do this by buying two types of fabric, cotton and lace as lace was popular in the Victorian era. I want the costume/dress to be simple and have little symbols of the Victorian era fashion like lace and jewels.
- I have also thought about budgeting and how to make it work. In order to spend less money, I thought of different solutions to make the dress look like what the middle class women in the Victorian era would wear. One of the solution was to find the cheapest fabric with good quality, adding lace and jewels would make the dress look more than what the original price would be. Another solution would be to order a good quality vintage Victorian dress but my concern is the delivery date and the budget.

Day 9

- Today was also a day off due to circumstances with covid-19, so I have used this time to think about what my character would look like, how she would act, the style of fashion she would have and what will make her stand out from the crowd. The reason why I want my character to stand out from the rest is to change the audience's perspective of what women in the Victorian era. I want my character to be different from them as I want her to be more understanding of her husband and show what she lost to be by his side.
- I have also rehearsed my monologue in character, this is to practice not lose focus and remember every line from my monologue in order for the audience to understand my character.
- What went well?

I have used my time productively to fully develop my character and my monologue for the upcoming performance.

What would you do better?

Get more knowledge on my character but as I could not find any information about her apart from her name, age and how many children she had, I had to predict what she would be like.

Day 10:final performance

- Today was the final performance day. In the morning we've completed a warmup which was also a rehearsal that helped us get into character and know what tone of voice and exaggeration is best to use in order. I did not want to put my 100% in the rehearsal as I want to deliver the best piece to the audience.
- After the warmup+rehearsal we got changed into costumes and the makeup media professionally did our makeup which was Halloween based. We all had white pale face, dark eye look, pinkish lips, contoured cheekbone and sprayed grey hair. The makeup and hair look was like a traditional Halloween ghost look.
- Throughout the day, we have performed nine times, we have performed it with full energy and effort in order to deliver the best piece to each audience. Although an individual has let us down we did not stop giving out the good energy to our audience, we stayed positive and enjoyed everything about it. We also got positive feedback from the audience which motivated us throughout the whole day. We had a huge impact on the audience as they reacted to our acting for example, the audience jumped when I've slammed my hand on the hand rest. Although we've had a rude behaviour from one of the staff, it did not stop us from performing with full energy and being proud of working with them.
- Overall the whole day of performing was enjoyable and in the future, what I would do differently is using the space more by moving around and using my acting skills in order to have a greater effect on the audience. I would also fake cry or stress in order for the audience to feel empathy towards character in more depth.
- What went well in the performance is all of us keeping the same high level of energy throughout the whole day in order to deliver good experience for the audience.
- My main aim today was to give the audience the best experience and enjoy the amazing performance we have prepared for them.

Victorian fashion, beauty standards and inspiration



In the Victorian era women wore corsets that would sinch up their waist, overexaggerated headwear and jewelry which were mostly likely to be pearls. Their beauty standards was different to the modern ones, women usually had white complexion rosy cheeks and lips. I took inspiration to create my version of the Victorian era fashion. I want mine to be simple and elegant as shown in the painting (the girl with the pink satin dress).

My character's hair would be down with a braided hairband, women usually wore buns or other hairstyles, but I want my character to have a simple hairdo, this will make it easy for the makeup students.

monologue

My love, my soulmate...the country's well known hangman. You can't sleep peacefully in that heavenly comfortable bed, those unfortunate souls are following you everywhere. Just like the smell of their blood. The red you paint is carried on your shoulders. The bloodstains I washed and washed and washed stained my hands and the pure water red. How many more walls will have to hold the frames of the ones you... hanged? I can't pierce another nail into my heart and hold your burden. Our children should be on that wall, the ones you held before god. Not the ones you took lives from. Although it will haunt you until your last breath, you must not show how much it drives you crazy. I cannot speak for you then, I am only behind you, in your shadow. I do not wish to be known as the hangman's wife. After death we will not sleep peacefully in our graves, you will always return to the place you took lives from and beg, beg, beg! For forgiveness...and I as your wife will follow you.

Meaning of my monologue

At the beginning, calling him “my” shows her pride as a wife and what belongs to her. The change from “my” to “the country’s” shows that when he becomes the executor, he belongs to the country, as if she was not accepting the fact that being an executor is his job because of what he is required to do which is to kill people. “can’t sleep peacefully”, he is haunted and traumatized because he hung so many people. “unfortunate souls are following you everywhere, just like the smell of their blood”. “the red you paint is carried on your shoulders” shows that the blood stains from prisoners he hung does not wash away and he is carrying it as if the souls of the dead were following him everywhere he went. “washed” repeatedly shows that the stains will never wash off as if the souls are attached onto him. As she washes his uniform, the blood that stained her hands and the water is making her feel guilty as if she was the one that had the job of an executioner. “how many more walls will have to hold the frames of the ones you...hanged” this shows that all the walls in their house are occupied with frames of the people he hung, showing his regret and guilt of hanging innocent people. “pierce another nail into my heart”, it hurts her whenever she helps him putting the frames of the dead on the walls instead of the beautiful memories of his children. She doesn’t want to be known as the “hangman’s wife” as it makes her feel guilty enough when she washes his uniform or hangs up the frames on the walls. “you must not show how much it drives you crazy” shows that she wants him to stay strong and not to lose control or expose himself and cause a public scandal. After they die she doesn’t think that she and her husband will rest in peace but rather have an unfinished business and they will always return to the prison cells together to search for the souls and beg for forgiveness.

Hanging was seen as a public entertainment so people came to watch others being hanged, as Sarah knew that her husband is an executioner she would see how he hung the prisoners so it must also haunt her.



Costume ideas

- In the Victorian era, women would wear corsets and petticoats under their gowns/dresses to make their figure look like a doll, they would have a tiny waist because of the corset. Although it was uncomfortable, women would still wear it so it would compliment their beauty. Their clothing would also show what class they were from, the higher the class the more fine and expensive fabric.
- Although my character may be from a middle class, I want her to look simple and free from the corsets and petticoats to show that she does not like to follow the standards but be free with what she wears and how she looks.
- As ,u costume I've decided to go with a simple white dress with laced top. The reason I chose white is because I want to it represent the pure love she has towards her husband.



Makeup ideas

- Victorian women were not allowed to be seen buying cosmetics so they had to do it secretly so that no one would find out. They tried to make their makeup look as natural as possible by going over their natural features with makeup products.
- Victorians loved having pale skin as it showed a sign of nobility. In order for them not to tan, they avoided going out into the sun or working outdoor. They used zinc oxide as it was a natural mineral (safe to use) and whitened their skin really well.
- To make them look more beautiful, Victorians had rosy cheeks which would look beautiful with their white skin colour.
- I want my character Sarah Ackroyd to look more natural and have an effortless doll look. In my monologue my character is feeling sad and angry, so she would look like she was crying before she confessed everything in her head. I took inspiration from Korean beauty which shows an effortless and natural make up look.



Hair ideas

- In Victorian era, a woman's hair was their pride and glory so it was rare that they cut them, they used false hair to add volume. The hairstyles were usually in a chignons (low bun) or high buns with loose curls. Victorians used oils to make their hair smooth and sleek so it looked neat.
- For my character I assumed she would be from a middle class since her husband was a well known hangman. I thought of having hair long and wavy with a plait headband. I want my character to look different from the other women in the Victorian era. I want my character to look like she does not like to follow the rules or standards of beauty but express her natural self.
- The hairstyles that fits my character the best is a cottage core style. This type of style would suit my character as it defines femininity and power of the class she was from which is middle class.

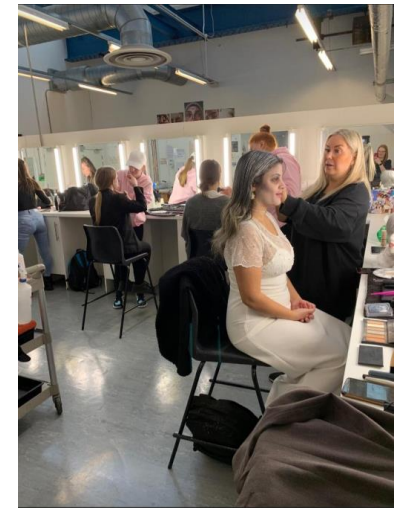


Final character look (costume, hair and makeup)

In the final performance, I wore a simple white dress with pearl scattered on the lace. I chose to wear something simple and elegant as it will be useful for future performances and projects.

Instead of wearing a wig, they put a silver glitter spray in order to match my dyed silver hair. It fit the Halloween theme perfectly as it is a supernatural character (ghost) that died long time ago.

The makeup was a simple pale face, contoured cheekbones and a smudged lipstick. The look was typical Halloween look so it did not distract the audience from my acting and message I was trying to portray.



lighting

- In the performance there won't be any stage lights in order to set the atmosphere to support the emotions I will express.
- If I was to perform this piece in a theatre or on a stage the stage lights I would use:
- For sadness- dimmed white, blue or yellow-orange

Dimmed white light would be used to show sadness and loneliness but it would also make the audience feel at ease .

I would also use low-key lights in order to intensely shift the audience's emotions so they would feel the emotions the character is feeling. This would make them stay in focus without breaking it.

- for anger-red and purple

As I am performing my monologue and it involves anger, I would use high-key red or purple to make the audience feel a very intense shift in emotion, this would make them feel the same emotion as the character without having to relate to them based on their own experience.

- Lights would change when my character talked about something that may change their emotion from sad to angry or other emotions that she may feel. In my performance I want the change to be intense, this way the audience would stay in focus of the performance and prevent distractions.



set

- The set I would use for my scene would either be by James Berry's grave, in a freeze frame where James Berry is being haunted and stressed about what he does as his job or in a room surrounded by frames around me.
- The main props I would use for the set are frames with candles around them. This is to show sadness and grief for the people that were executed for little things like stealing bread or a coat. The stage would be dark and low-key white light would be used to make the candles and frames stand out.
- On the other hand, the set I would use a table with a chair where James Berry would be sitting looking as if he is going crazy and I would express my monologue. This would be like a living room in a dark afternoon.



sound

- If I was to perform my monologue on stage, the sound I would use to support the emotions sadness and grief would be a violin music.
- Violin music will set a sad atmosphere in the performance so that it would support my monologue. The music wouldn't be too loud, it would be on a low volume so that I am heard by the audience clearly.





product	Cost £
4 metre white fabric	£8.00
1 metre lace fabric	£7.50
Half pearl, half diamond necklace	£0 (handmade)

Marketing and budgeting

- The budget I set myself for the costume was £20 to £25, I have kept the budget low by picking fabric that is a good quality (not see through, easily tearing) and cheap. The best option I got was a white fabric £2 per meter. I got a 4 meter just in case I will need more to add to the costume. Applique like flowers are handmade.
- If I had a higher budget, I would buy props that would be useful in the performance, for example a cross to show her pride in her religion, a picture frame of her wedding day with James Berry to show how sad it is to remember the memories when they were happy.

Risk assessment

hazard	Person/people affected	Property damage	Risk control in place	Risk assessment	Further action required to control risk
stage	Staff, company members	Props, equipment, cables, floor	Ensure no dangerous objects are on stage that could damage the stage.	medium	Ensure the dangerous object do not harm anyone on stage or in the room, this is to avoid any more dangers from occurring.
Spillage/body fluid	Staff, company members, visitors	Fluid can reach the cables and cause electric shock, spark or cause fire	Ensure all spillage and body fluid are handled carefully and ensure that no one is in that surroundings so that there is no accidents occurring, for example falling.	high	Ensure all spillage and body fluid is removed.
food	Staff, company members, visitors	No property can or would be damaged	Ensure no foods are in the session as can result in choking, tripping or stain clothes/costumes	medium	Ensure the space is cleaned before using it. All foods and wrappers are put in the bin. This is to avoid any accidents.
Chairs/tables	Staff, company members, visitors	Chairs or a table may break or other properties.	Set should be moved at an appropriate time and when it is safe to do so, this is to avoid anyone getting hurt or any property damaged.	medium	People/person present at the time could be hurt or property can be damaged, to avoid that broken things should be removed from the place/space and replaced with new and safe property.
burns	Staff, company members, visitors	No property damaged unless it's a fire.	If a person has a burn it should be taken into the ER and treated immediately.	medium/low	Burns can make the person be in pain for a long time so it should be treated as soon as possible.
wounds	Staff, company members, visitors	Property damaged depending on what causes the wounds (something could fall off of something and on someone or glass breaking)	Wounds should be treated with a first aid kit. If the wound is big, causing a lot of blood loss, it should be treated in the ER	high	Call an ambulance or someone qualified to take care of a wound to avoid infection or more blood loss.
falling	Staff, company members, visitors	Possibility of property damaging is rare or low.	Falling can cause serious injuries which is why people must be cautious of the space and others.	high	First aid kits must be provided if the falling causes any serious injuries.
Mechanical breakdown/electricity	Staff, company members, visitors	Stage lights and other electronics	Mechanical breakdown or electricity can cause fire and endanger people that are present at the time.	high	Mechanical breakdown can ruin the performance as it plays an important role in drama. Electronics or any mechanical breakdown should be replaced and safely removed to avoid electric shock or other accidents.
dehydration	Staff, company members, visitors	No property damage	Dehydration can cause the person to faint and injure themselves which is why water should be drunk every time a person is thirsty.	medium	Avoid drinking fizzy drinks or drinks containing high level of sugar. Water is the safest and healthiest choice.
Props/equipment	Staff, company members, visitors	Chairs, tables, props, electronics	Props/equipment can cause things to break or can break If not handled carefully, it can also injure a person that is in possession of the object.	high	It is best to avoid having glass or any sharp object as a prop or equipment. Someone should make sure that the props/equipment is safe to use.

Feedback, tutor observation and peer observation

- www-“your monologue is really strong and your characterization is great. I love how you used information of someone else to create your ideas for your monologue and how you think your character would act.”
- EBI- “learn all of the monologue so you don’t keep looking down towards the end.
- Put more anger into your facial expressions.
- Get more aggressive the further into the monologue you get e.g. start off with a soft tone progressively get more angry”.- Holly

Feedback I gave to my peer

Student name: Saad Mohammed
Course level: UAL Level 3 Extended Diploma in Performing and Production Arts

Peer Feedback
Measuring progress:

Personal development targets	Actioned by...
1. To better my movements	
2. To use or combine dance styles	

Action: How will you achieve your personal targets????

Action	Actioned by...
1. Practice my movements	
2. Research on my monologue	

Tutor signature: _____ Date: _____
Learner signature: _____ Date: _____

Peer Feedback Comments:
because you chose contemporary, looking at the development of it, it looks like the typical dance anyone would do, I want you to add your own style and experience into this dance to make it look fresh and new.
-Add motion and feelings into the dance

Student Reflective Comments:
I had taken this feedback really well as I was trying to make or put in my piece, which was the feeling of loneliness, so I can give as a story

Feedback I was given

Student name: Tineka Krokova
Course level: UAL Level 3 Extended Diploma in Performing and Production Arts

Peer Feedback
Measuring progress:

Personal development targets	Actioned by...
1. To learn develop the other half of my dance, and choreo	
2. To improve on the dance that I have done at the beginning.	

Action: How will you achieve your personal targets????

Action	Actioned by...
1. Practice different moves and see which will suit the dance the most.	
2. Discuss things with my tutor regarding to the dance in order for me to use all of the stage and floor	

Tutor signature: _____ Date: _____
Learner signature: _____ Date: 9/11/2021

Peer Feedback Comments:
Slow down your movements or make them more powerful rather than sassy, this is so they somewhat control in the movements, mix both styles up

Student Reflective Comments:
-Practice dance movements to improve my choreography
-Use the whole stage to make the dance look better.
-Use more of the stage.

Personal statement draft1 and university options

- RADA university
- LAMDA university
- Bradford university

Timea Krokova

I am an undergraduate looking forward to take further steps in performing arts as it is my passion and dream to become a successful actress. The first time I got an acting experience was in my secondary school Dixons Allerton Academy when I was 12 years old, I was persuaded by the head of performing arts and music department to try it out for a day to see if it will change my mind and made me create a dream of who I want to be in the future as well as my dream job. In November I have performed the play Macbeth in Leeds theatre (RSC), as this was my first time I did not like the idea of performing in front of 300 people but after the performance I wanted to take this course seriously. During the 5 years at my secondary school I have performed in multiple theatres around UK. I have performed in Leeds, Huddersfield, Bradford and other cities, I had a strong roles from the Shakespeare's pieces which was Macbeth and The tempest. I usually had the second lead roles which gave me a hard task of remembering at least 5 long monologues and learning the language without any mistakes.

My goals in performing arts is to become a successful actress working in the film industry and to also create my own work that people would love to watch. Through my works that I want to accomplish, they are different from what Hollywood gives which would be something new and eye catching to the audience. I want to achieve this goal by gaining a lot of experience with acting, writing from other people's point of view, create work that may have incidents that has to be lived through in order to know what it feels like and to also express other people's stories. I am passionately determined to step out of my comfort zone and go for roles that are very difficult. In the past I have been put on spotlight and in a tight position where I had to learn someone else's monologue/script the last minute and perform it without getting any lines wrong.

For the past few years I've had workshops with LAMDA and RADA universities, through this experience I have learnt how people like Alan Rickman who attended RADA university made it into the acting industry and became known for the role of professor Snape in Harry Potter. I also went through the hardship other artists go through in preparation for their role. I have also had experience in dance which we worked with Dance United to performed in Bradford College, the contemporary dance gave me more knowledge that I did not knew of, for example, contemporary isn't only about portraying sad emotions through slow dance choreography.

After few years the next steps I want to take is to apply and audition for roles in series and movies to slowly get in the industry and work as a full time actress, as I will be a full time actress I would use the experience I have been given to create my own work and work with people that I may not know of. The difference I want to make in the industry is for people to see world problems like degrading women, support people's rights and other issues that has to be dealt with. I also want to make a difference in the acting industry by showing my own work and bringing it to life.

Application to HE/progression

- I have come to the final decision that I will not be proceeding into higher education.
Reason for that is because:

-I will find work and financial side very overwhelming.

-I want to focus on things outside educational setting, for example working, going to work experiences, attending film sets as an extra or taking small roles in tv and film and slowly working my way up

-I also need the time to reflect on myself and provide my best self to the agents/producers/people in the acting industry.

- If I was to decide if I should go to a university, my options would be

-LAMDA university (London)

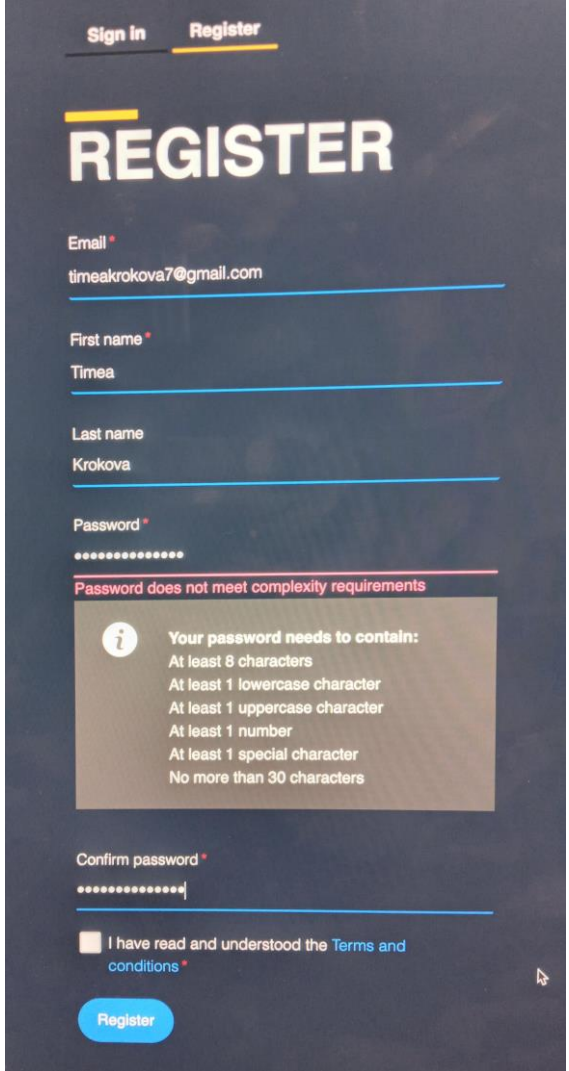
-RADA university (London)

-Anglia Ruskin university

-Bradford university

-Arts University Bournemouth

In the past I had a workshop with LAMDA university and RADA university, I have found out that it is not easy to get into these universities as it requires a lot of things that needs to be provided, they also get a lot of applicants every year, so places are taken very quickly. The universities provide a lot of things other than performing which is film, media etc.



The image shows a dark-themed registration form. At the top, there are two tabs: "Sign In" and "Register", with "Register" being the active tab. Below the tabs, the word "REGISTER" is displayed in large, bold, white capital letters. The form contains several input fields: "Email *" with the value "timeakrokova7@gmail.com", "First name *" with the value "Timea", and "Last name" with the value "Krokova". The "Password *" field is currently empty and has a red error message below it: "Password does not meet complexity requirements". A light brown tooltip box is open, providing details on password requirements: "Your password needs to contain: At least 8 characters, At least 1 lowercase character, At least 1 uppercase character, At least 1 number, At least 1 special character, No more than 30 characters". Below the password field is a "Confirm password *" field, also empty. At the bottom of the form, there is a checkbox labeled "I have read and understood the Terms and conditions *" and a blue "Register" button.

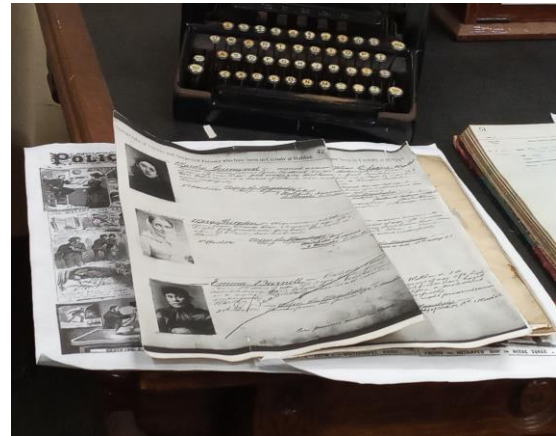
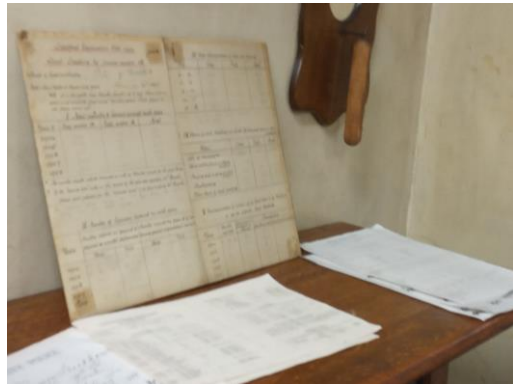
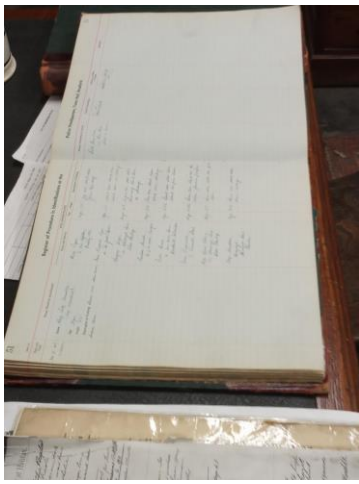
Evaluation and conclusion

Performing for someone like the police museum gave me a good knowledge and experience of how it worked when I had to create a piece for my client which was to choose a role of one of the police officers, prisoner or someone related to them from the Victorian era and write my own monologue talking about their experience, feelings and thoughts when they were either going through it or watch someone going through it. In my monologue I've decided to talk about James Berry's experience from his wife's point of view and what she was thinking and going through because of him. I wanted her to have a little bit of spotlight because in the past, no one has interviewed her and asked how she felt about it. So bringing her to the spotlight will make the audience have a lot of interest in her because they never got to hear her side of the story. I have also included hidden messages which was: wearing white symbolising purity and love but also it was a sad memory of her happy wedding day and how she missed that happy moment. The next hidden message was in the monologue which is explained in the previous slide. The last hidden message was in the jewellery which was a flower shaped earrings, half pearl and half rhinestone necklace with a flower in the middle, this symbolised freedom from the society and the world, James Berry was losing his mind and had no freedom to control his thoughts and emotions. This pain is symbolised through the jewellery I was wearing.

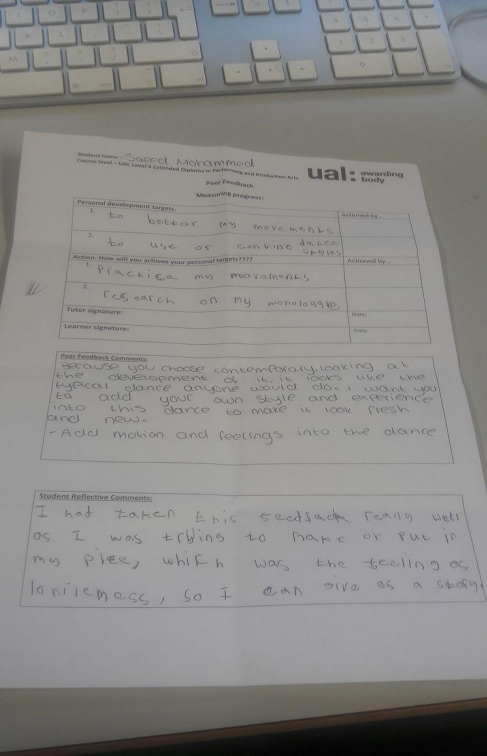
Overall the performances were performed with full energy, I have done this by adapting to my feedback and giving all of the effort into every performance without losing the focus. I was almost distracted and lost control when either the audience reacted (baby jumped) or when my dress was unzipping itself but I have decided to push those problems aside and focus on my acting skills and monologue.

The target for my next performance which is the audition is to use the right props, set and hairdo in order to create a better vision for the audience. I have also set myself a target to become the character without showing a bit of myself, I will do that by looking at videos that explain and teach how to do it without breaking off. The whole performance expressed our pride to work for a client and deliver the best performance to them no matter of the situation or problems that may occur.









Sign in Register

REGISTER

Email *
timeakrokov7@gmail.com

First name *
Timea

Last name
Krokov

Password *

Password does not meet complexity requirements

Your password needs to contain:

- At least 8 characters
- At least 1 lowercase character
- At least 1 uppercase character
- At least 1 number
- At least 1 special character
- No more than 30 characters

Confirm password *

I have read and understood the Terms and conditions *

Register



Student name: Timea Krokov
Course level: UAL Level 3 Extended Diploma in Performing and Production Arts
Awarding body: ual awarding body

Personal development targets:

1. To better develop the other half of my dance and story
2. To improve the dance that I have done at the beginning

Action items will you achieve your personal targets????

1. Practice different moves and see which will suit the dance the most
2. Show things with my tutor regarding to the dance in order for me to use all of the stage and floor

Tutor signature: _____ Date: 9/11/2021
Learner signature: _____

Tutor Feedback Comments:

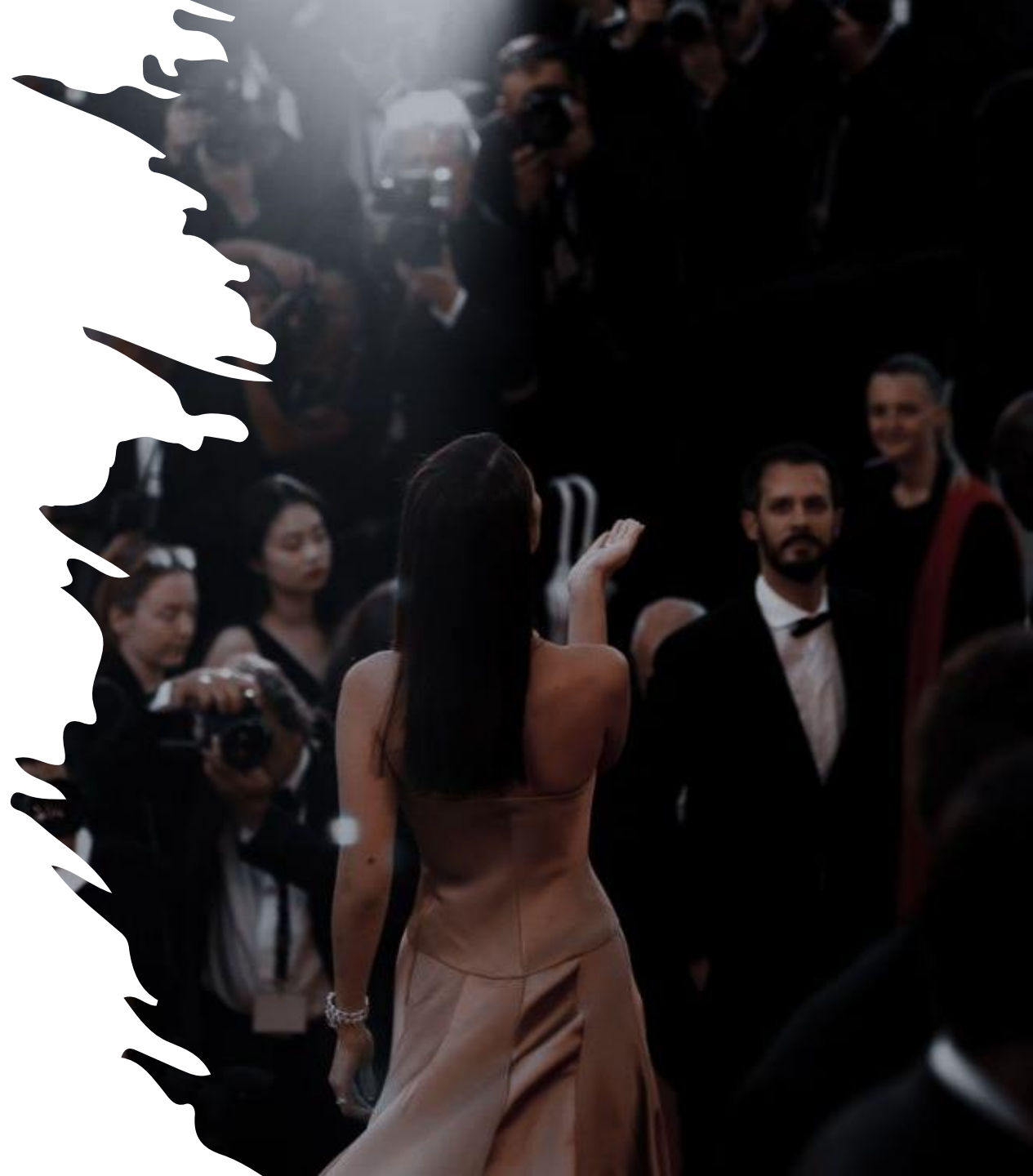
Show down your movements or have them more powerful rather than sassy, this is so they somewhat control in the movements, mix both styles up

Student Reflective Comments:

- Practice dance movements to improve my choreography
- Use the whole stage to make the dance look better.
- Use more of the stage.



The higher
education process/
industry: part 2
Audition





introduction

In this next project, I am invited to audition for a professional panel in Bradford College. The purpose of this project is to have something prepared when taking further steps in higher education or other auditions and places where they would require me to provide audition pieces.

For this project I will provide three monologues One of the monologue is what I have created for the police museum, the second monologue is from a music studio film k-12 which was written and directed by Melanie Martinez. The third piece is Marilyn Monroe's monologue from the film Seven hear itch.

After some time I have decided that I will do a third monologue instead of a dance. So it total I will have a police museum monologue, k-12 cry baby's monologue and Marilyn Monroe's monologue from the film Seven hear itch.



context

- The research I will carry out will be about the monologues, one way I would do this is watch the original films like k-12 and the seven year itch in order to understand my character and know the story and meaning behind the monologues. This will help me create the scenes that would fit the best in the audition.
- I will also talk about the makeup, costume, set, props, sound, lighting and atmosphere it will contain in order to achieve standard I want my performance to be at.
- The main thing I want to focus on in this project is all the detail about each of my character in order to give the right visual to the audition panel/audience. I will do this by setting the right atmosphere in the room by using my acting skills. Although its only an audition and things can go a little wrong but I want to satisfy myself by giving the best performance.
- The research I need to do is knowing my character in a lot of details so when I am asked by the audition panel about my characters, I know what to say. This will also help me bring the character to life and use the right acting skills so I'm not myself when performing but my character. I will also research the humour that was used in the 1950s, this will help me understand the story in more details.
- I will also talk about the production side of the audition and how it will help me bring the scenes to life. In addition I will also talk about the costume and make-up that will fit in all scenes and all characters.

Problem solving

- My final pieces for audition were a dance and two monologues but I was not too happy with the dance piece so I've changed it into classical monologue from the film "the seven year itch".
- I kept changing my accent unintentionally, to prevent that I will practice the accent to get used to it.
- In the mock audition I made the information about my pieces very unclear as I was nervous, to overcome this I will create a little script with the right information so the audition panel will understand it more clearly.
- I will not have time to get changed in between different pieces so I've decided to wear a black laced and mesh dress so it suits all of the scenes.
- Due to short amount of time to think about production side (light and sound) I've decided that I would only use purple and pink lighting with a white spotlight. For sound in the first piece the sound will be played throughout the whole monologue. For the second piece the sound will only play towards the end. My police museum piece will not have any sound as I want the audition panel to only focus on me and my characterization.
- Due to limited time to create a costume/dress for the audition, I've decided it would be best to come in all black or plain coloured outfit.



Research: Marilyn Monroe seven year itch

- Wikipedia. (2021). *The seven-year itch*. [online] Available at: https://en.wikipedia.org/wiki/The_seven-year_itch [Accessed 25 Nov. 2021].
- **The seven-year itch** is a popular belief, sometimes quoted as having psychological backing, that happiness in a [marriage](#) or long-term romantic relationship declines after around seven years.^[1] The phrase was used in the title of the play [The Seven Year Itch](#) by [George Axelrod](#), and gained popularity following [the 1955 film adaptation](#) starring [Marilyn Monroe](#) and [Tom Ewell](#). In his 1913 novel, *The Eighth Year*, [Philip Gibbs](#) attributes the concept to the British judge [Sir Francis Jeune](#).
- The phrase has since expanded to indicate cycles of dissatisfaction not only in interpersonal relationships, but in any situation such as working a full-time job or buying a house, where a decrease in happiness and satisfaction is often seen over long periods of time
- The modern usage of the phrase gained popularity following the [1955 movie of the same name](#) starring [Marilyn Monroe](#). In the film, a man sends his family off on vacation for the summer while he stays back to work. He begins to fantasize about women that he previously had feelings for, when his new neighbour (Marilyn Monroe) moves in and he decides to try and seduce her. Things go awry and he ends up not going through with it, but he believes that his wife will somehow know that he is trying to be unfaithful.^[8]
- Whilst the term was originally used for unfavourable conditions of a long duration, the film helped to popularize its usage to refer to the decrease of romantic feelings between married couples over time. The phrase has become so popular that some couples use it as an indicator of the lifespan of their marriage, a famous example being a Bavarian politician [Gabriele Pauli](#), who has been divorced twice. She suggests after seven years marriage should end, with the couple required to resay their vows if they wish to continue for another seven years.^[9]
- Heroes Wiki. (n.d.). *The Girl (The Seven year Itch)*. [online] Available at: [https://hero.fandom.com/wiki/The_Girl_\(The_Seven_year_Itch\)](https://hero.fandom.com/wiki/The_Girl_(The_Seven_year_Itch)) [Accessed 25 Nov. 2021].
- **The Girl** is the female main protagonist of *The Seven year Itch* played by the late Marilyn Monroe.
- She is the beautiful former model and commercial actress who rents the apartment upstairs where Richard Sherman (played by Tom Ewell) lives. After the movie she and Tom went to see, She did a sexy skirt-blowing pose underneath the subway.
- Duck Eyes. (n.d.). *THE SEVEN YEAR ITCH: Relating to and Transcending the Insecurities of Both Men and Women*. [online] Available at: <https://www.duckeyesfilms.com/film-journal/the-seven-year-itch-relating-to-and-transcending-the-insecurities-of-both-men-and-women> [Accessed 25 Nov. 2021].
- “In a film which fundamentally lacks a moral center, especially considering the social context of the 1950s, Wilder does not pass judgement on the adulterous Richard and the Girl, his fantasy woman. Although his comedic sense is dark and cynical, . . . he relates to and empathises with his flawed lead characters. While Wilder succeeded in creating a character with whom audiences could relate on a level of human understanding in Richard, this concept was completely lost on his character of the Girl, despite his attempt to give her a nuanced and subtle personality.” Billy Wilder’s 1955 film, *The Seven Year Itch*, explores through his protagonist, Richard, the male gaze, male fantasy in regards to women, and male fantasy in regard to what type of man they believe women would be attracted. By juxtaposing Richard’s fantasies about not only his fantasy woman, the Girl, but also himself against reality, Wilder reveals to the audience the folly in attempting to imagine what could be and implementing one’s fantasies in reality and analyses the ways in which men and women interact with one another. Though, through male fantasies Wilder addresses and creates the male ideal of femininity, something which seems paradoxical until he deconstructs and evaluates this concept in the final touching moments of the film. While Wilder sought to deconstruct with *The Seven Year Itch* the way men view women, the way men view themselves, and the ways women and men are expected to engage with one another, the deification of Marilyn Monroe separated her from the role of the Girl and elevated her to the level of fantasy rather than human being, an idea the exact opposite of what Wilder presented in his film.

Research: Marilyn Monroe seven year itch con



- Wilder finally subverts the audience's expectations of the Girl and how they may have viewed her as a typological dumb blonde without emotion or intellect, by having her repurpose "elegant," a word which she used multiple times throughout the film, suggesting not only how intelligent she is but also how the seemingly complex issue of the way men and women relate to one another can be reduced in such simple manner. To end her monologue, the Girl kisses Richard tenderly and says simply, "I think you're just elegant," punctuating a nuanced soliloquy with a simple ending.
- In *The Seven Year Itch*, Wilder creates a fascinating dichotomy in the way men see themselves and the way men see women, something which is reflected in the way both male and female movie goers see themselves in the film itself. While one sect of feminist theory postulates that women endure a dialectical experience when watching films such as these, which result in them feeling as if they are neither seen by the men in or making the film or represented in film, men, conversely, are able to be seen in *The Seven Year Itch*, though this does not have positive or flattering connotations.
- The concept of the male romantic lead who is not the type of man one would expect to attract the woman who is coded in the film to be beautiful, nevertheless winning the woman's affections by the end of the film is something which was typical for Marilyn Monroe in her films.

Police museum monologue research

casebook. 2021. Ryder, Stephen p. (ED). *jack the ripper*.: <<http://www.casebook.org>> [Accessed 4 October 2021].

James Berry was born in Heckmondwike, Yorkshire, on 18th February 1852 and was the thirteenth child of eighteen. He pursued many careers as a young man, even embarking on a ship with the intention of emigrating to Australia, but because of his impulsive nature changed his mind before setting sail.

In 1874 he joined the West Riding Police force and settled in Bradford with his bride Sarah Ackroyd. During his time as a constable, a mutual friend introduced him to William Marwood, a cobbler and part-time executioner who was famous for hanging Charlie Peace, Dr Lamson and Kate Webster, to name but a few.

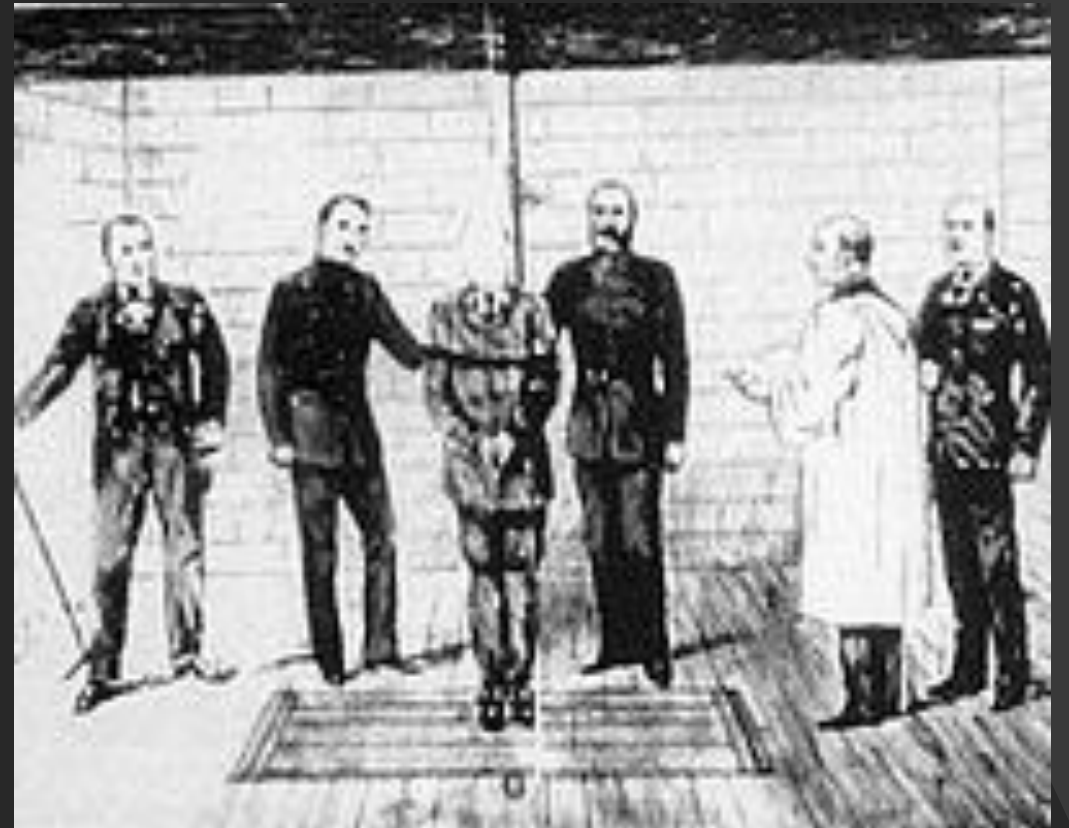
Berry had always had an interest in hanging and with his new-found friend would spend many hours discussing the scientific principles. He learned of the new technique of the long drop and also some 'tricks of the trade'. Marwood told Berry that it was essential to give the prisoner confidence and assure him that his end would be swift.

Berry retired from the police in 1882 and, surprisingly, did not become Marwood's assistant. It wasn't until Marwood died in 1883 that Berry considered the possibility of becoming an executioner. He knew that Marwood had taught him a great deal and instilled in him the idea that the executioner's job was in no way degrading or dishonourable. He decided to apply to the City of London for the vacant position. Some 1,400 applications were made and the Sheriffs eventually weeded out the obvious madmen and sadists, and came up with a short list of twenty. Unfortunately for Berry, a certain Bartholomew Binns was appointed.

Berry travelled north and was put through a third degree interrogation by the Prison Governor who wanted to establish Berry's knowledge. When satisfied that Berry would carry out the executions in a humane manner he agreed that Berry should do the job.

Berry spent the next two days in virtual isolation and during this time he could not sleep and began to have doubts as to whether he had the necessary nerve for carrying out his duty. His dreams at this time were of things going wrong. A feeling of great relief swept over him when he realised that he had made the correct calculation for his first job and that the two men had died instantaneously. He obtained excellent testimonials from the Edinburgh prison so when Binns' reign as executioner ended, Berry's references meant that he succeed without competition.

inally Berry was haunted by nightmares. Once he had been teetotal but by the end of his career he was drinking a great deal. He was no longer a genial person and had become very short tempered, especially with the press. So after only eight years in office, and after sending more than 130 men and women to their deaths, in 1891 he became the first executioner to resign. This followed a particular disastrous hanging in Liverpool when Berry had to give way to the prison medical officer regarding the 'official scale drop'. The unfortunate prisoner, John Conway, had his head almost completely severed. On this occasion the press had been witnesses and following all the furore Berry tendered his resignation to Henry Matthews, the Home Secretary, although, in point of fact, he was not employed by the Home Office.



Police museum monologue research con

- casebook. 2021. Ryder, Stephen p. (ED). *jack the ripper.*: <<http://www.casebook.org>> [Accessed 4 October 2021].
- He still had feelings of guilt. Although he had never commented publicly on whether he thought a prisoner was guilty or innocent, he had personal doubts. His house was full of pictures of his 'victims' and they were a constant reminder to him. One day when feeling very low, a chance meeting at the Midland Railway Station with a young man led James to his pouring out his heart to the man. The listener invited Berry to the Rowland Street Mission and it was here that James's conversion took place. It was announced that "Mr Berry fully surrendered himself, accepted God's precious gift and was at once filled with rest and joy, praising God".
- James Berry continued his evangelistic work until his death in October 1913. It would perhaps have surprised him to know that hanging would continue until 1964. Just before his death he wrote "my experiences have convinced me we shall never be a civilised nation while executions are carried out in prison".
- En.wikipedia.org. 2021. *James Berry (executioner) - Wikipedia*. [online] Available at: <[https://en.wikipedia.org/wiki/James_Berry_\(executioner\)](https://en.wikipedia.org/wiki/James_Berry_(executioner))> [Accessed 4 October 2021].
- Berry was born in [Heckmondwike](#) in the [West Riding of Yorkshire](#), where his father worked as a [wool-stapler](#). His most important contribution to the science of hanging was his refinement of the [long drop](#) method developed by [William Marwood](#), whom Berry knew quite well. His improvements were intended to diminish mental and physical suffering and some of them remained standard practice until the abolition of capital punishment for murder.
- Early life: He served eight years with the [Bradford](#) Police Force, then tried himself as a boot salesman. Since he did not earn enough for the upkeep of his family, he applied for the post of executioner after [William Marwood](#) died in 1883 but was unsuccessful despite being shortlisted, until the short period of [Bartholomew Binns](#) in office was over.
- Berry was the first British hangman literate and communicative enough to be able to write freely about his work. He considered that the hangman was the last link in what he called the "chain of legal retribution".

Police museum monologue research con

- Career incidents: He was the executioner who failed to hang [John Babbacombe Lee](#) – "The Man They Couldn't Hang" – in 1885. The trap door repeatedly failed to open and Lee's sentence was commuted.
- During the execution of Robert Goodale on 30 November 1885 at [Norwich](#), the prisoner was given too long a drop so that the rope decapitated him.
- Berry's time in office came to an end following interference in his judgement by the prison medical officer at Kirkdale Prison regarding the appropriate length of drop; Berry compromised but the condemned man John Conway was nearly decapitated. In March 1892 Berry wrote his letter of resignation, probably without knowing that in October of the previous year the [Home Office](#) had already decided that "the employment of Berry as Executioner should no longer be recommended to the [High Sheriffs](#)."
- Later life: Following his retirement, Berry toured as an evangelist and gave lectures on [phrenology](#). In his book *The Hangman's Thoughts Above the Gallows* (1905) he complains that "the law of capital punishment falls with terrible weight upon the hangman and that to allow a man to follow such an occupation is doing him a deadly wrong".
- [Smith Wigglesworth](#), the evangelist and preacher, records his conversion to Christianity, in a sermon which was later published in *Faith that Prevails* (1938):
- In England they have what is known as the public hangman who has to perform all the executions. This man held that appointment and he told me later that he believed that when he performed the execution of men who had committed murder, that the demon power that was in them would come upon him and that in consequence he was possessed with a legion of demons. His life was so miserable that he purposed to make an end of life. He went down to a certain depot and purchased a ticket. The English trains are much different from the American. In every coach there are a number of small compartments and it is easy for anyone who wants to commit suicide to open the door of his compartment and throw himself out of the train. This man purposed to throw himself out of the train in a certain tunnel just as the train coming from an opposite direction would be about to dash past and he thought this would be a quick end to his life.
- There was a young man at the depot that night who had been saved the night before. He was all on fire to get others saved and purposed in his heart that every day of his life he would get someone saved. He saw this dejected hangman and began to speak to him about his soul. He brought him down to our mission and there he came under a mighty conviction of sin. For two and a half hours he was literally sweating under conviction and you could see a vapour rising up from him. At the end of two and a half hours he was graciously saved.
- Following his conversion to Christianity, James Berry became a prominent campaigner for the abolition of the death penalty.
- Berry died at Walnut Tree Farm, 36 Bolton Lane, Bradford, [West Yorkshire](#), on 21 October 1913.^[1]

Melanie Martinez k-12 monologue research/plot

<https://variety.com/2019/film/news/melanie-martinez-movie-k-12-budget-atlantic-records-1203323613/>

(BreAnna Bell, sep 6 2019)

Showing societal conditioning was a big goal of mine,” Martinez told *Variety* at the “K-12” L.A. premiere. “I thought it was the perfect metaphor. School being like this thing that we have to go through and learn from when actually the learning come from experiences and just, like, life.

- Stokes, A. (2019). *Melanie Martinez takes on her darkest vulnerabilities in “K-12” film*. [online] Alternative Press. Available at: <https://www.altpress.com/features/melanie-martinez-k-12-film-review-interview/>.

In the eerily enchanting musical, the fictional character Cry Baby, who we first met in Martinez’s 2015 debut full-length, is now of age to be sent off to a disturbing boarding school hidden underneath a grandiose facade. Luckily, Cry Baby is an uncompromising lead. Along with her best friend Angelita (and their superpowers), they take on everything from the school administration to bullies to the other students whose brains are under control by the principal and his staff. Martinez may play a superpower-wielding, confident badass in the movie. But in real life, she certainly faced self-doubt throughout the filming of the movie and the recording process of the album. Following the journey of the *K-12* students, who are dressed in baby-doll-esque school uniforms (but not at all as innocent as they appear), the film is oftentimes jarring with the juxtaposition of harmless imagery paired with a darker storyline, as the characters never shy away from profanity or back down from tackling social issues such as gender roles (“Drama Club”), eating disorders (“Orange Juice”) and body image (“Strawberry Shortcake”), among many others.

- Anon, (n.d.). “*K-12*” tells a vivid story – *The All State*. [online] Available at: <https://www.theallstate.org/k-12-review/#:~:text=K%2D12%20is%20a%20visual> [Accessed 23 Nov. 2021].

K-12 is a visual concept album that continues the childlike themes from the previous album. Rather than focusing solely on the Cry Baby character, the album focuses on her environment. As Martinez described it, “You’re not learning about her, you’re learning about the place that she’s in and her perspective.” Paired with the album is a film of the same name. *K-12* is a surreal dark comedy musical which follows Cry Baby as she enters, as she puts it, “the worst years of [her] life.” Faced with bullies, cruel teachers and patriarchal mind control, Cry Baby fights the system with her good friends and an angelic spirit guide by her side.

- Melanie Martinez Wiki. (2019). *K-12 (Film)*. [online] Available at: [https://melanie-martinez.fandom.com/wiki/K-12_\(Film\)](https://melanie-martinez.fandom.com/wiki/K-12_(Film)).
- On the ride to school, she is bullied by the other students for having a gap between her teeth and sits next to her best friend [Angelita](#). The students are then made to stand and say the Pledge of Allegiance; however, a boy named [Henry](#) remains seated and points out that America is not really the land of the free. In the Principal's Office, the Principal fires Ms. Harper for being transgender. Immediately after, Cry Baby finds out from a boy named Thomas that the Principal forces the students to take pills in order to control them and stop them from leaving the school. During drama class, Cry Baby expresses her discomfort in being placed in a "domestic" role in the school play, instead wishing to play a strong role such as a film director or the President of the United States. She then warns the students in the auditorium that they are being brainwashed and uses her powers to defeat the guards and free the students. After seeing that Fleur is leaving with Kelly, Cry Baby follows her to the bathroom, where she realizes that Fleur is bulimic, likely partially due to pressure from Kelly to maintain a specific figure in order to remain friends with her. (parts of the plot that shows and exposes issues)
- [https://melanie-martinez.fandom.com/wiki/File:Melanie_Martinez_-_K-12_\(The_Film\)](https://melanie-martinez.fandom.com/wiki/File:Melanie_Martinez_-_K-12_(The_Film)) – full film with the plot.



Melanie Martinez k-12 monologue research con

- <https://www.facebook.com/Vigilant-Citizen-166640076710657> (2019). *The Sinister Messages of "K-12" by Melanie Martinez*. [online] The Vigilant Citizen. Available at: <https://vigilantcitizen.com/moviesandtv/the-sinister-messages-of-k-12-by-melanie-martinez/>.

What was that angel's name again? Was it Lilly or Layla? No, I think it was Lilith." This name alone is extremely symbolic and provides important context for the rest of the movie. Indeed, Lilith is an archetypal "demoness" figure that is part of the lore of Satan's bride.

- "For 4,000 years Lilith has wandered the earth, figuring in the mythic imaginations of writers, artists and poets. Her dark origins lie in Babylonian demonology, where amulets and incantations were used to counter the sinister powers of this winged spirit who preyed on pregnant women and infants. Lilith next migrated to the world of the ancient Hittites, Egyptians, Israelites and Greeks. She makes a solitary appearance in the Bible, as a wilderness demon shunned by the prophet Isaiah. In the Middle Ages she reappears in Jewish sources as the dreadful first wife of Adam.
- In the Renaissance, Michelangelo portrayed Lilith as a half-woman, half-serpent, coiled around the Tree of Knowledge. Irish novelist James Joyce cast her as the "patron of abortions."
- The ancient name "Lilith" derives from a Sumerian word for female demons or wind spirits—the *lilitu* and the related *ardat lili*. The *lilitu* dwells in desert lands and open country spaces and is especially dangerous to pregnant women and infants. Her breasts are filled with poison, not milk. The *ardat lili* is a sexually frustrated and infertile female who behaves aggressively toward young men.
- In most manifestations of her myth, Lilith represents chaos, seduction and ungodliness. Yet, in her every guise, Lilith has cast a spell on humankind."
– Janet Howe Gaines, *Seductress, heroine or murderer?*
- In modern times, Lilith was reclaimed by feminist scholars who perceive her as a powerful female figure who rejected the authority of Adam and God to obtain freedom. "According to feminist readers, Lilith is a role model for sexual and personal independence. They point out that Lilith alone knew the Ineffable Name of God, which she used to escape the Garden and her uncompromising husband. And if she was the proverbial serpent in the Garden of Eden, her intent was to free Eve with the power of speech, knowledge, and strength of will. Indeed Lilith has become such a potent feminist symbol that the magazine "Lilith" was named after her."
– Ariela Pelaia, *Lilith, from the Medieval Period to Modern Feminist Texts*.

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- [Smith Wigglesworth](#), the evangelist and preacher, records his conversion to Christianity, in a sermon which was later published in *Faith that Prevails* (1938):

feedback

- “make sure you have rehearsed and memorised your stage directions so that it does not look like you made it up the last minute”.
- “rehearse the k-12 monologue to the point where you won’t have any tongue twisters because that is what’s blocking the audience from knowing what you’re saying.”
- “project more and stick to one accent, although it is hard to get used to it or to do an accent for a long time, have a go at sticking to one accent without changing it”
- “you need to slow down on your introduction and make sure you give enough information so the audition panel will understand everything you are saying.”

Costume and makeup

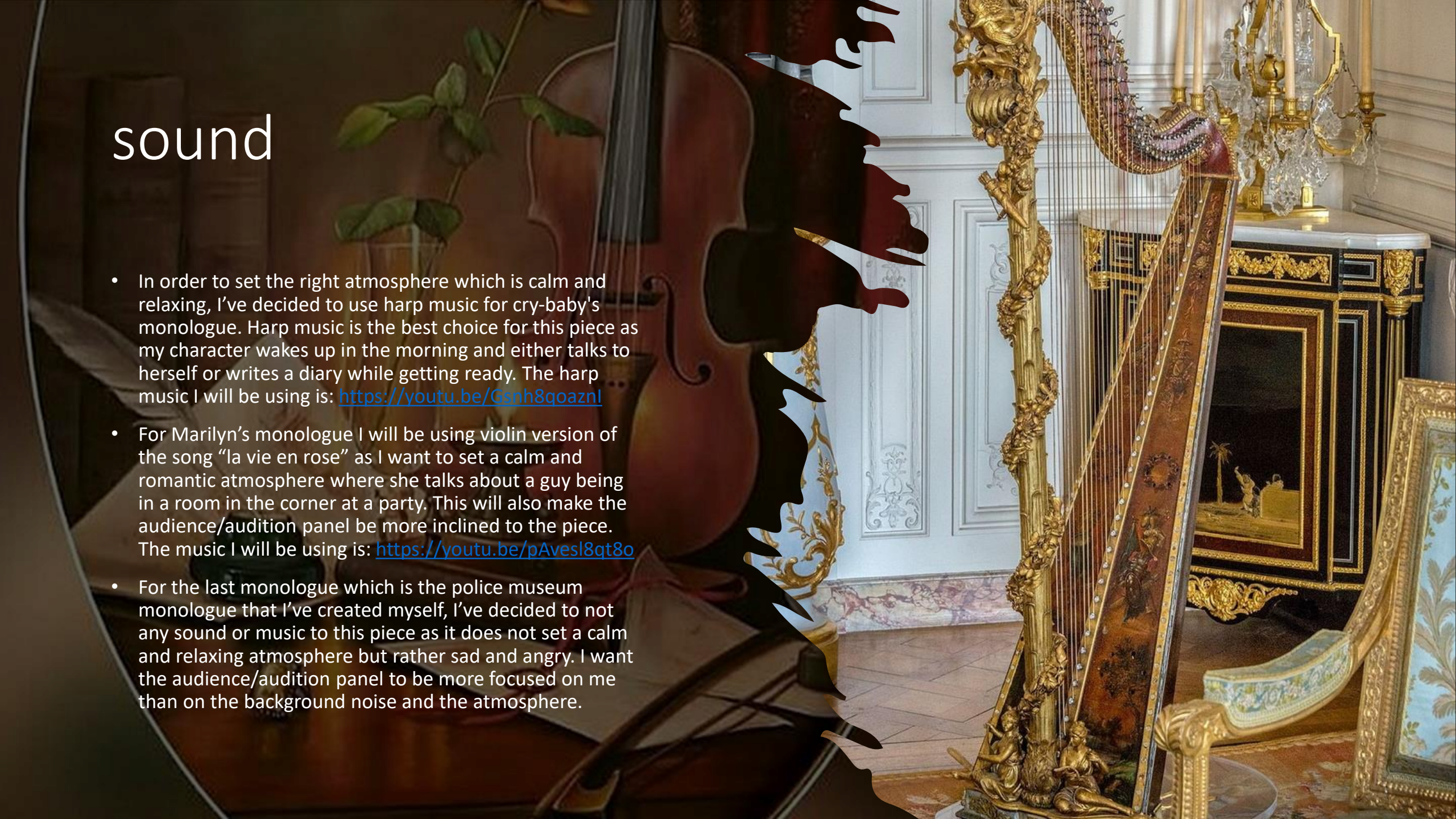
- Costume have a big role in a performance. One dress that caught my eyes was a black laced mesh dress by a Russian fashion designer Malyarova Olga. The reason I chose to go with a black is because I will not have enough time to get changed into a costume that goes with each character. For example, Melanie Martinez has a pink dress that looks like a school uniform, Marilyn Monroe has a white dressing gown in the film and my character Sarah Ackroyd has a white dress that looks like a wedding dress. To match the dress I will wear simple black low heel shoes.
- In the audition I will have a black laced top and black mesh skirt that is inspired by the Russian designer as it fits all the scenes. Black is an elegant colour that I worn at almost every event.
- In the police museum piece, the black dress can show the audience that she is either mourning for James Berry or she came from the funeral.
- In K-12 piece, the whole film is very dark and sinister that has pastel colours making it look like a normal high school film. Wearing a black dress will fit the theme and my monologue piece.
- In Marilyn Monroe, I want to set a scene where is steps into her imagination wearing this black elegant dress at a party.

The makeup look I will use for the audition is a simple natural makeup look in order to fit all of the character as my pieces do not have the same atmosphere.



sound

- In order to set the right atmosphere which is calm and relaxing, I've decided to use harp music for cry-baby's monologue. Harp music is the best choice for this piece as my character wakes up in the morning and either talks to herself or writes a diary while getting ready. The harp music I will be using is: <https://youtu.be/Gsnh8goaznI>
- For Marilyn's monologue I will be using violin version of the song "la vie en rose" as I want to set a calm and romantic atmosphere where she talks about a guy being in a room in the corner at a party. This will also make the audience/audition panel be more inclined to the piece. The music I will be using is: <https://youtu.be/pAvesl8qt8o>
- For the last monologue which is the police museum monologue that I've created myself, I've decided to not any sound or music to this piece as it does not set a calm and relaxing atmosphere but rather sad and angry. I want the audience/audition panel to be more focused on me than on the background noise and the atmosphere.



lighting

- In each monologue I've decided to keep the lights simple and not overexaggerate it by having different colours of lights after each line or paragraph.
- For my police museum piece, I want only a spotlight as my light in order to bring all the attention onto my character . This will also show the emotions of sadness and grief as my character lost her husband.
- For my second and third piece I want to have a pink and purple lighting with a white spotlight as one of the character is going over her dream and my second character is in her imagination. The lights will further exaggerate the emotions I will be portraying in those pieces.



Set and props

- In the audition I don't want to drag too much things on stage, so I've decided to go with less props and set.
- For set I will only use a chair and a table for 2 of my monologues which will have a mirror and a hair comb in a box. This will be used for my k-12 monologue. For the seven year itch monologue It will either be an empty table or a vase with a flower inside.
- In the scenes I will use the chair and use stage directions to show a shift of set. For example in the seven year itch monologue, I will move the chair from the left side to the right side to show that my character transitioned from being in a living room to a party with a guy standing in the corner.



Friday: day 1, audition for HE

- In today's session I have started to think about what would be the best pieces to take with me to an audition panel for higher education. In order to be happy with the outcome I have decided to research songs with different choreographies. The final decision for a song was Tomboy by Destiny Rogers and I took some inspiration from this video. <https://youtu.be/vS0VjveAMHM>
- The next piece I will be showing as my audition piece is a monologue from the musical film K-12 that was written and directed by Melanie Martinez. The reason I chose Melanie Martinez's monologue is because I want to set a calm and soft atmosphere for the audience which will be the HE panel will focus more on the monologue which has a lot of dark meanings in it.
- The last piece I will be performing is a police museum monologue which I've written myself. I want to show my own work that I have planned based on people's experience and feelings.
- www: I have used my time wisely and effectively in order to develop a piece that I would be proud and happy to show.
- EBI: Be more open minded and try on new things to further improve my audition pieces. Use all the space in the dance piece to show levels and clear choreography.
- Target for next session: my main target for next session is to get the pieces up on the feet and fully develop it. Also work on time management and stage directions.

Day 2

Feedback I was given

Student name - Timea Krokova
Course level - UAL Level 3 Extended Diploma in Performing and Production Arts
Peer Feedback
Measuring progress:

Personal development targets:	Actioned by...
1. To further develop the other half of my dance and story.	
2. To improve on the dance that I have done at the beginning.	

Action: How will you achieve your personal targets????

Action:	Actioned by...
1. Practice different moves and see which will suit the dance the most.	
2. Discuss things with my tutor regarding to the dance in order for me to use all of the stage and floor.	

Tutor signature: _____ Date: 9/11/2021
Learner signature: _____ Date: _____

Peer Feedback Comments:
slowed down your movements or make them more powerful rather than sassy, this is so they somewhat control in the movements, & mix both styles up

Student Reflective Comments:
- Practice dance movements to improve my choreography
- Use the whole stage to make the dance look better.
- Use more of the stage.

Feedback I gave

Student name - Saeed Morammad
Course level - UAL Level 3 Extended Diploma in Performing and Production Arts
Peer Feedback
Measuring progress:

Personal development targets:	Actioned by...
1. To better my movements.	
2. To use or combine dance styles.	

Action: How will you achieve your personal targets????

Action:	Actioned by...
1. Practice my movements.	
2. Research on my monologue.	

Tutor signature: _____ Date: _____
Learner signature: _____ Date: _____

Peer Feedback Comments:
because you chose contemporary, looking at the development of it, it looks like the typical dance anyone would do. I want you to add your own style and experience into this dance to make it look fresh and new.
- Add motion and feelings into the dance

Student Reflective Comments:
I had taken this feedback really well as I was trying to make or put in my piece, which was the feeling or

- In today's session we gave peer observation feedback in order to help us with development of our audition pieces. Before we got the feedback, we showed our pieces and gave ideas on how it could look better, for example Saeed told me to put some choreography at the beginning instead of walking towards the audience. So in my dance instead of just walking I have used choreography by walking, reversing the walk by one step, further walk and spin which would then take me to the dance choreography.
- www: I have used my time to develop my dance piece.
- EBI: further develop the dance piece so it is complete by next session.
- Target: To start looking and rehearsing my monologues.



Day 3,4 and 5

- In these three sessions I have carried out my own self warm-up to get ready in audition and have my own routine. As I got 15 minutes to warm-up I have done stretching in order to avoid unwanted pain like pulled muscles.
- I then rehearsed my audition pieces and further developed them, I have done this by trying out different ways to portray the monologues by using different tone of voice, stage directions and acting skills. I have done this until I was happy with the outcome.
- For Melanie Martinez's monologue from K-12 I decided to make the atmosphere and energy soft, gentle and calm instead of overexaggerating the monologue. I want this to be different from other people's pieces so the professional panel can see different types of acting skills each person has and how each performance is carried out.
- Since I've already performed the police museum monologue, I want everything apart from set which I will be using more props and the setting will have a table, frames and candles so it will look like she's isolated and lonely. At the end, we have performed our pieces to our tutors Sara and Jane so they would see how far we are with the pieces.
- www: I have used my time to plan out the performance in order to deliver the best version of the piece.
- EBI: Use more acting skills to improve rehearsals and performances.
- Target: to add more acting skills into my pieces.

Day 6 and 7

- In these two sessions (Thursday and Friday) I have done a self-warmup, rehearsed and performed out audition pieces.
- I have done my own warm-up in order to help me be more comfortable and to also avoid unwanted pain like pulled muscle or back pain. I have used few warm-ups from Chloe Ting's videos to help me get more warmed up and comfortable. <https://youtu.be/j6C-6F6dr-4> . Using few of her warm-ups helped me stretch out places in my body that caused me discomfort.
- After the warm-up I went straight into working on my monologue which is to rehearse and memorise it, I have done this by repeatedly reading the monologue and rehearsing it without looking at the script.
- In the next session I was told to show a party trick, we did this so that we would have something extra to show to the audition panel. For example, I can make mice noises, I can show this to the audition panel and also use this party trick in the future.
- After that we were working on our audition pieces and waited for our turn to audition for our tutor and receive feedback in order to show a better version of our pieces.

Example image



Day 8

- In today's lesson we did a warm-up that was lead by Saeed, we warmed up by doing a physical workout which was jogging on the spot, jumping jacks and jumps alone. After the workout we had a vocal warm-up in order to help us with singing and monologues, we have done vowels with different letters and also different tones, after that we finished off the warm-up with tongue twisters to help us with difficult parts on our songs or monologues. Last warm-up was a focus warm-up which was closing our eyes and saying our most difficult lines from our monologues and then saying it out loud, this helped us with knowing the difference between saying things in your head and out loud and how confusing it can be if we don't simplify the monologue and a song to make it more easy to remember it and say it out loud. To finish off the focus warm-up we have played wink murder, I was chosen to be a wink murderer and a the techniques I used to not lose was to be careful when the detective looks so I had to think and find good strategies to make it more challenging for the detective (Phoebe) to find the one is the wink murderer.
- After we completed the workout we rehearsed and worked on our audition pieces. I have changed my dance to a monologue which is from the classical 1950s film The seven year itch which is Marilyn Monroe's monologue. In this lesson I only wanted to focus on memorising the monologue instead of researching it and copying her acting skills. As I thought about how I would carry out the performance, I've decided not to overexaggerate the scene and make it look dramatic but more realistic, to do that I've decided to build the fourth wall and either talk to someone on stage or act as if I'm writing a diary.
- For my second monologue, I've decided to also keep it naturalistic by keeping the fourth wall and also I want the atmosphere and energy to be calm and soft instead of overexaggerated. Reason for this is because the scene is set in Cry baby's bedroom when she wakes up. Instead of me waking up like Cry baby did in the film, I will walk on stage and talk to myself as if I'm writing in my diary.
- Www: I've used my time to think about how I want the stage to look in the audition, I've also worked on memorising my monologues and what acting skills I would use for the audience (professional panel) to see my character and not me.
- EBI/target: I need to work on how I would use the stage. My target for next lesson is to go off script and start to work on my character and acting skills.



Day 9

In today's session we have mainly focused on working on our progression to HE and other places after finishing further education. I have had a discussion about the next step after college with my tutor. I have looked at going for apprenticeship at BBC and other companies/websites and see what they are providing. Throughout the whole day I have thought about how I'm going to manage to create the perfect set for each of my monologues.

The image shows the BBC logo, which consists of three white squares arranged horizontally on a black background. Each square contains a black letter: the first square has 'B', the second has 'B', and the third has 'C'.



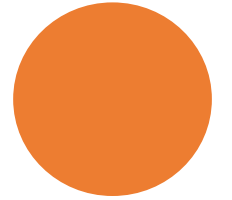
Day 10

- In today's session I have carried my independent warm-up to loosen up pulled muscles and be more flexible. I have done arm stretches, leg stretches and a minute plank. I've finished my warm-up with jumping jacks.
- The whole session I have used my time to rehearse and remember my monologues without any tongue twisters or forgetting my lines. This will help me in my audition as I will have good clarity in my voice. A target I set myself is to be used to be my character in order to not lose the characterization.
- In the next part of the session I have thought of the stage directions and acting skills I will use to perfect my character and the scene. I have also thought of what the set would look like in the final audition performance.
- In the last part of the session I have performed my piece in front of my tutor and peers, the feedback I got was to make my stage directions clear to show the right type of emotion that I want to portray in my piece. Another feedback I got was to project and have more clarity in my voice so the audience will not have to second guess what the character is trying to say.



Day11:tue

- Today a session was cancelled so I have used the time to complete my personal statement, character analysis and working on my scrapbook in order to have it completed by the deadline.
- After that I have put materials together to design a costume that would suit all of my monologue pieces. I have also thought about how the set would be like in the audition, in addition I have also thought of solutions so it would be easier for me to move the set around for each monologue.



Day12

- In today's session we have done a mock audition in preparation for the audition on Tuesday. we were moved into the greenhouse and waited for our turn, during this time I have rehearsed my monologues and timed myself how long each monologue is. I have also thought of at what volume the sound would play at the best so I would be heard clearly without me having to shout over the sound.
- I have also thought of how to introduce myself and my monologue pieces.
- After some time, I went in for my mock audition, introduced myself and performed my three pieces.
- when I was asked about my pieces, characters and the stage directions I did not know how to explain it in the best way so the amount of important information I wanted to deliver was poor.
- My target for the audition is to know what to say, have the relevant information and be confident when I am speaking.



Audition

Before my audition I came into college hour and a half early and got myself prepared for the audition by going over my lines and practicing my monologues with sound. After some time practicing I had a discussion with my tutor how the sound will be used and at what volume it should be at in order for the audition panel to hear me clearly and understand my monologue. When it came to the audition, I have performed all 3 pieces while adapting to all of my feedback and targets in order to deliver the pieces to the standard I wanted it to be at. It was very strange performing the pieces without any stage lights which is what is the main part of the performance in order for the audience to adapt to the piece and feel like they are in the place. Stage lights play an important part in a performance so when stage lights were not included, I could tell that the audience/audition panel were not as drawn to the pieces as they would be if the pieces was an actual performance so I've tried to make them at least see the visuals by using my acting skills and also explaining it to them when I was asked questions, to help them understand and be more drawn to the pieces I have performed one of the pieces without the sound and instead of being seated just like I did in my rehearsals, I stood up and used stage directions.

The target I gave myself for the future is to not get easily distracted by little things and to get used to performing in places that have limit to things like lights, space, sound or other things that would be used in a performance. In a performance, stage light prevent me from getting easily distracted so it was a challenge to perform. If I was to do this again, one thing I would do differently is to give clear information to the audience so they would understand everything about every piece without being confused.