

Drama and Theatre

Death and the King's Horseman (Wole Soyinka)



Introduction/background

- Tragedy
- Tragic five-point structure
- Five scenes in chronological order alternating between Yoruba and British contexts

A Level

- Chorus and exarchos (Women and lyaloja) – interact; comment; narrate
- Narrative names Elesin; Iyaloja
- Different language style for different characters
- Metaphysical world and real world coexist
- Marketplace symbolic crossroads and centre of community/world
- Elements of comedy and parody
- Proverb-dense used as dramatic devices to communicate subtext to knowing audience

Context

- Published in 1975
- Staged in 1976; Ife; directed by Soyinka
- Yoruba cosmology understanding needed
- · Concept of abyss of transition
- British colonial Nigeria; cultural domination
- Integration of words, drums, singing, chanting, music
- Second World War
- Integrates African ritual drama influences
- Mythology and Isa (Yoruba religion)
- Egungun

Themes

- Power and duty
- Wisdom and ignorance
- Death and life
- Order and chaos
- Self-control and self-respect
- Honour and shame

Motifs and symbols:

• Drums; European music; leftovers; chains; notes; clothing; Egungun

Key characters

Honourable; vivacious; energetic; loyal; virile; confident; flawed; shamed; articulate; proud; stubborn; traditional; powerful; brave; determined; respected, dutiful, humorous, regretful, decisive.

Iyaloja

Elesin

Wise; articulate; traditional; honest; respected; guiding; cautioning; praising; angry; accommodating; loyal; respectful; direct; strong-willed.

Praise-Singer

Loyal, energetic; intelligent; articulate; respected; guiding; caring; duty-bound; confident; sad; disappointed; honest; traditional; wise.

Dutiful, tactless,

Pilkings

unempathetic, brusque, unpleasant, officious, conflicted, honorable, receptive, duty-bound, tense, out of his depth, sometimes considerate, disrespectful, ignorant.

Jane Pilkings

Honest, conflicted, open to learning, empathetic, sense of emotional intelligence, concerned, reflective, sensible, intelligent, sometimes tactless.

Articulate, dignified,

Olunde

honourable, polite, dutiful, traditional, thoughtful, strong-willed, proud, brave, confident, ashamed, decisive.

Bride

Young, shy, silent, honour-bound, dutiful.

The chorus of women and girls

Direct, confident, outspoken, in control, wise, respectful, mocking, strong, unified, energetic, joyous, mournful, united, traditional.

Acting

- Underpinned by research and off-text work to establish status, social class, motivation, intent; super objective, relationships, backstory, character arc.
- Use live theatre performances to inspire you and influence your acting ideas. Consider: what happened, how, why, what did I like, how could I adapt the idea?
- Experiment and explore practically. Focus
 on ensuring your performance decisions
 communicate your intentions and chosen
 style. Make sure you can clearly explain
 what you are doing, how you are doing it
 and why.

Vocal skills

- Communicate meaning via tone, volume, tempo, pause, pitch, intonation, musicality, accent.
- Also consider vocal sounds: breath, sigh, cry, sing, hum, chant, whisper, hesitation, stutter.
- Consider vocal skills for more stylised approaches.

Physical skills

- Communicate meaning through posture, gait, body language, facial expression, gesture.
- Also consider tempo, rhythm, pace, energy, dynamics, direction, weight, speed, flow.
- Consider physical skills for more stylised approaches, e.g. dance sequences, physical theatre, stylised naturalism: unison; canon; repetition; motif; slow motion; exaggeration.

Interaction

- Communicate meaning through character positioning, spatial relationships, proxemics, vocal choices, physical choices. Driven by motivation and reaction.
- Needs to effectively communicate the relationship between characters.
- Between two or more characters, also with audience or even interaction with the space/ set.

Directing

- Will your production be a faithful interpretation or a reinterpretation?
- · What staging and style are you are using?
- How are you interpreting the text? What do you want to say through your production?
- Which themes will your work emphasise?
- How do you imagine the characters and their relationships?
- How will you direct your actors to communicate relationships and motivation?
- How will you use character positioning and proxemics to communicate meaning?
- How can you link to contemporary context to make the play relevant?
- What rehearsal techniques might you use with your actors, how and why?

Design

Are you creating a faithful interpretation or a reinterpretation? Use live theatre to inspire you and influence your ideas. How will actors interact with the design elements? Decisions must be consistent with your chosen style.

Set and props – *location, setting, period, themes, atmosphere, symbols*

Stage type; style; layout of space; size of space; entrances and exits; colours; materials; textures; shapes; symbols; levels; projection surfaces; floor, backdrop/cyclorama; furniture and props (style, size, colour, material, condition, location, use) above the stage; suspending from above.

Costume, hair, make-up – status, age, context, personality, circumstances, location

Garment: colour; size; condition; texture; material; time period. Hair: style; colour; condition; accessories, masks. Make-up: face; hands; feet; body; special effects.

Lighting – mood, atmosphere, location, time of day, emphasis, emotion

Naturalistic or non-naturalistic; colour; intensity; angle; positioning; type of lantern; birdie; special; practical; wash; gel, gobo; moving head; strobe; torches; phones.

Sound – location, atmosphere, emotion, tension, pace, amplification

Music; atmospheric; ambient; special effect; diegetic; non-diegetic; volume; fade; layering; soundscape; microphones; reverb; echo; delay; effects and treatment; speaker positioning.