



EDUCATION PACK

BRIDGE
THEATRE

INSIDE THIS PACK

Welcome to the Bridge Theatre

Explore the Bridge Theatre, including how its versatile space is transformed for various productions.

Live Production Analysis

Capture your observations with our structured guides to analyse the production during the interval and after the show.

Theatre Trip Risk Assessment

Plan your visit to The Bridge with the help of our example risk assessment template.

Activity Included

This symbol indicates that the section contains an interactive activity



LIVE PRODUCTION ANALYSIS

When writing about a Live Production you've seen for your GCSE or A Level, it's important to take detailed notes at interval and immediately after the performance in order to recall specific examples for your essays.

Use the templates below to add your own notes when you see the show, and take a look at the terminology banks to structure your ideas.

PRODUCTION INFORMATION

Name of play:	
Playwright:	
Director:	
Designers:	
Venue:	
Date you attended:	
Actors' names & roles:	
Key themes:	
How did the show make you feel:	


LIVE PRODUCTION ANALYSIS

ACTING

Use the terminology bank to record your observations in the grid below immediately after watching the show

TERMINOLOGY BANK

Pitch, Pace, Tone, Volume, Accent, Emphasise, Projection, Diction, Articulation, Breath control, Accent, Posture, Eye contact, Mime, Carriage, Facial expression, Levels, Gesture, Body language, Proxemics, Stillness




Vocal skills	Physical skills	Characterisation

LIVE PRODUCTION ANALYSIS

TERMINOLOGY BANK

Colour, Texture, Shape, Scale, Intensity,
Distribution, Distortion, Direction



LIGHTING

Use the terminology bank to record your observations in the grid below immediately after watching the show

LIVE PRODUCTION ANALYSIS

TERMINOLOGY BANK

Texture, Shape, Scale, Variation, Intensity,
Distribution, Distortion, Direction



SOUND

Use the terminology bank to record your observations in the grid below immediately after watching the show

LIVE PRODUCTION ANALYSIS

When writing about Live Production Analysis in your assessments, your Teachers and the Examiners are looking to see that you understood both **what** you saw on stage, and also the **impact** it had. In order to ensure you communicate both these priorities, you need to make sure that your descriptions, explanations, analysis and evaluations have a balance of both AO3 and AO4 terminology.

This means:

AO3: Knowledge and understanding of how theatre and performance is made and developed

AO4: Analysis and evaluation of the ideas of others (in this case, Live Production)

To ensure each of your Live Production references adequately balances these two outcomes, the model below can be used to structure your notes:

1. Describe what you saw/heard on stage
2. Explain how that moment was created using in-depth AO3 terminology
3. Analyse how this moment impacted the audience
4. Evaluate how this impact was achieved and what the outcome was

AO4 TERMINOLOGY BANK

Humour, Empathy, Fear, Affection, Pride, Tension, Shock, Disapproval, Nostalgia, Familiarity
Effective, Impressive, Engaging, Precise, Amusing
Contextually appropriate, Narrative links
Effectiveness of intent
Playwright's intentions
Director's intentions
To indicate the original context
To make relevant to a contemporary audience
To recontextualise
To highlight a specific theme
To reinterpret historic facts
To reframe an assumption





RISK ASSESSMENT FOR SCHOOLS

BRIDGE
THEATRE

THEATRE TRIP RISK ASSESSMENT

Title	School Trip to the Bridge Theatre
Staff member conducting assessment	
List of all staff accompanying the trip	
Year group/class	
Date of trip/activity	
Activity Location	Bridge Theatre, 3 Potters Flds Pk, London SE12SG
Details of activity/ task	Students and staff to view stage production at the Bridge Theatre
Date of assessment	
Checked by	

		Likelihood		
	Risk Rating	High (certain or near certain to occur on most trips)	Medium (reasonably likely to occur, may be expected once every few trips)	Low (unlikely to occur)
Severity	High (death, major injury or illness causing long term disability)	High	High	Medium
	Medium (injury or illness causing short term disability, eg. admission to hospital)	High	Medium	Low
	Low (minor injury or illness, eg. first aid required or short A&E visit)	Medium	Low	Low

Ref. Number	Hazard & Risk (including who may be affected)	Mitigations	Likelihood	Severity	Risk Rating	Is this risk adequately controlled?
1	Public Health Advice	Current public health advice will be followed. At the time of writing, no additional control measures are required.	Low	Low	Low	
2	Trips, slips and falls	Check students are wearing suitable footwear (not heeled shoes). Advise students to take care where they step and pay attention to their surroundings.	Low	Low	Low	

THEATRE TRIP RISK ASSESSMENT

3	Pupil lost or separated from group, inadequate supervision.	Pupils briefed prior to departure Staff to pupil supervision ratio will be:	Low	Low	Low	
4	Illness or Injury	Staff briefed on day of trip on protocol for emergencies First Aid kit available at theatre First aid trained staff attending:	Low	Low	Low	
5	Abduction by strangers	Students remind to remain with at least one other student at all times. Staff briefed on school's policy for missing students.	Low	High	Medium	
6	Crossing Roads	Clear instructions provided for crossing roads, quiet route used and crossings always used where available Staff will supervise crossing of all roads.	Low	High	Medium	
7	Insect bites and stings	Remind pupils to bring any medication with them on the trip. Unlikely travelling through London	Low	Low	Low	
8	Terrorist attack	Move away from possible danger areas. In case of attack follow staff and emergency service guidance.	Low	High	Medium	
9	Safeguarding concerns	Ensure staff are aware of safeguarding policy and children know to report any concerns they may have about their peers or adults to a teacher.	Low	Medium	Low	
10	Petty theft	Students advised to bring a small amount of cash with them, no valuables and keep belongings on them or in sight.	Low	Low	Low	
11	Physical violence (pupil to pupil / pupil to staff)	Briefing of students regarding expected behaviour and actions	Low	Medium	Low	
12	Drugs (including alcohol and nicotine)	Briefing of students regarding expected behaviour and actions	Low	Medium	Medium	
13	Interaction with actors or public	Pupils briefed on expected behaviour and to adhere to instructions provided by Stage Management Staff able to have 'eyes on' all students throughout performance	Low	Medium	Low	
14	Use of mobile phones results in behaviour or safeguarding concern	School policy on phone use is adhered to Students are briefed by staff prior to departure	Low	Medium	Low	