***LECTURE 1 - SHOEHORN SONATA***
Presentation started with an excerpt from ‘Paradise Rd’ (11min-15min)
Presenter then discussed the concept of war in terms of empathy. “Imagine being the age you are now 17, 18 just. Heading off on an adventure” He asked the students to think about their own human experience and recognize that it is uniquely different to those of generations previous. He introduced the play as Dealing with heavy, yet beautiful themes.

***SETTING OUT PARAGRAPHS***
Topic sentence
What is the image? This doesn’t have to be literal. It can be image of mateship or horrors of war
How is it created? Technique/language/symbols
What effect does this image have?
Why did Misto want this image/effect? Purpose – shock/outrage/elation/upset
What does this say about distinctively visual OR how can this experience be communicated through language.
LINK

The above is the same as using PETAL structure (how) but it also adds in the why which is crucial in HSC essays.

***MODULE A***
- How does language help us understand perceptions and relationships of the world?
- Think about our relationships with others and others experience.

VISUAL is defined as what we see AND what we visualize.

***THE CONTEXT***The play is like a time capsule for Australia in the 1940s. Its worth looking at both the history of the time of when it is set but also what was happening in the 90s when it was written and released.

The play was written in 1994-1995, performed in 1995 and published in 1996. 1995 was the 50th anniversary of the end of WWII. There were major commemorations and celebrations right across Australia. It was the last major milestone of WWII veterans. The passing of veterans meant many stories ended up lost or untold.

In terms of war stories cinematically most of our stories come from Americans. We often forget that Australia was even threatened. Its important to remember that Japan attacked Malaya prior to Pearl Harbour. When they took Singapore, over 10,000 Australian soldiers were captured. During the war Darwin was bombed and Sydney was shelled. We were certainly not as isolated and protected as many would think. In 1939 we had sent soldiers to war so of the 5million people in Australia in 1941 which such vast land to cover we were left very vulnerable. In 1939 Australia was still considered British but was starting to develop a strong Australian identity. YELLOW PERIL was rife in Australia with fears of invasion bordering on paranoia. Singapore was considered a stronghold, the fortress of The Empire. It was impenetrable, heavily defended and very racist.

***NOTE: Presenter then showed a news article from Feb 13th and discussed propaganda.***

The article suggested the defenses in Singapore had significantly hurt the Japanese. The presenter explained how the Japanese had actually lost very little because they attacked from behind leaving the coastal defenses useless. Aircraft sank the two massive British battleships that were considered giants of the sea. These ships could have annihilated any other ship in the ocean. The English General surrendered 120 000 allied troops of these 10 000 were Australian and of the 10 000 only 3000 came home. The Japanese would rather commit suicide than surrender, as it was dishonorable. Therefore they treated POW’s horrendously. Many POW’s saw death barbarically and many war crimes were committed. Those who survived were psychologically scarred and yet instead of helping the government suppressed images and stories from the war.

Women in the war were treated like soldiers, despite being little more than civilians. The ANZAC culture is very blokie and there was no recognition of the woman who had served. Women were not recognized until the 80s when we lost our first woman in conflict. Misto’s play is dedicated to all the women who were never recognized for their service. The attribution reads: for all the women who were there.

***THE PLAY***
The play revolves around two distinctly different characters. Their friendship crosses a really significant class divide, Catholic vs. Protestant. The play begins set in 1942. Misto uses ***binary pairing*** in the characters of Sheila and Bridie. Sheila is a young British girl only 15 years old. Bridie, an Australian Army nurse, is not much older at 17. These two opposite characters become unlikely friends. Their strengths compensate for the others weakness.

***NOTE: Presenter suggested students do a Venn diagram listing similarities and differences between Bridie and Sheila.

TEXTUAL ANALYSIS***
Cliché – “It’s a sign of a lady…” find the rest of the quote, early on something about Mother and gloves.
Reflective tone “I guess I wanted to be like Dad”
Symbolism – Gloves symbol of civility and empowerment

Humour/ Irony “For a race that was myopic”
Colloquialism “never kiss a Pommie on the lips”

***DISTINCTIVLY VISUAL***This can refer to the visual elements; props, photos, lighting, staging, movement or this can refer to what we visualize; descriptive language, symbolism, motifs, metaphors and figurative language. It is important to personally connect our response to emotions, feelings, thoughts and actions. If you feel upset and appalled, Misto has done his job

**SCENE 3 – The boats**
“These toys came drifting” find the rest of the quote
Toys don’t exist without a child nearby the suggestion here is that the children nearby have let go of their toys because they are dead.

Symbolism – toys symbolic of innocence
Metaphor – “open and stared” for death

“It lay like a wounded animal…”find the rest of the quote

Simile – like a wounded animal
Imagery - animal imagery, of death

“Those women who’d jumped were floating” find the rest of the quote
Symbolism – life jackets = hope and salvation
Irony – The life jackets designed to save them were the reason they were dead.

***WRITING PARAGRAPHS – Scene 3***

TOPIC SENTENCE
Image: Death and innocence
How: The use of symbolism/ imagery/ metaphor “These toys came drifting” find the rest of the quote
Effect: Shocks the audience and confronts the way they think and feel. Shows loss of innocence.
Why: To show the brutality of war, terror of experience and to shock/confront the audience.
Shows: power of language to help us visualize the barbaric nature of war.
LINK

**SCENE 5 – The choir**“The sounds of machine gun fire and cries of women”

stage directions/ sounds – contrast between power (machine guns) and innocence (women)
“Taken to a camp… hemmed in by barbed wire” find the rest of the quote
Symbolism – barbed wire, security military power, prisoners in gaol
Irony – hem edge of clothing, dress
Feminine juxtaposed with military barbed wire

“You had to squat in front of everyone”
Colloquialism - humiliation,disempowered

CONTRASTING EXPERIENCE JOY AND HAPPINESS – This allows Misto to give us the full range of human experience deprivation to elation.

“but now we have a metronome”

Motif – shoehorn – symbol of Bridie and Sheila’s friendship.
Symbolism – metronome/beat – symbolic of time and order being restored in the chaos of camp.

Hyperbole: “Glen Miller Orchestra”

“Our hunger, our boils, our barbed wire”

Accumulation of images of adversity, first person plural possessive pronoun “our” shared

The playing of Bolero – Bolero was the height of culture and art in the 20th century.

***WRITING PARAGRAPHS – Scene 5***TOPIC SENTENCE
Image: Hope and Joy
How: The use of motif/symbolism/hyperbole “but now we have a metronome” and “Glen Miller Orchestra”
Effect: lifts audience spirits and creates an atmosphere of culture and civilization in the face of war and hunger
Why: shows the complexity of human emotion that such joy can be felt in peril
Shows: how we can visualize beyond our own experiences beyond our own comfortable lives
LINK

|  |  |
| --- | --- |
| Negative Images  | Positive Images |
| Adversity | Joy |
| Terror | Hope |
| Fear | Friendship and love |
| Horror | Resilience |
| Malnutrition | Strength |
| Brutality | Art and Culture |
| Barbaric Acts | Civilization |
| Power/Force | Stirring Majestic |
| Out of the Darkness comes…. Find rest of quote | Ultimately triumphant…. Find rest of quote |

Related material needs to;
-communicate some form of human experience

-provide strong visuals or visualization
- have a purpose (you need to be able to write why these visuals are exposed)

**Suggested Texts**
**Theme related**
Paradise Road
Thin Red Line
Jarhead
Changi (TV)
Kokoda
Life is beautiful
Boy in the striped pajamas

**Poetry**
Siegfried Sassoons
Aftermath
Kenneth Slessor – Beach Burial

**Photo**Vietnam Napalm attack – Kim Phuc

**Other potential related texts**Life of Pi
The Help
Amelie
Avatar
Silver Linings playbook

Boy Overboard
Twelve Angry Men

Photojournalism – see Guardian Eye Witness