

Key Information		
1	Acting Style	Physical Theatre
2	Design Style	Minimalism
3	Themes	<ul style="list-style-type: none"> Family is at the heart of the play, and through Christopher's relationships with his mother and father, Stephens explores the idea of what makes a parent and also what family means. The challenges of living with other people are also shown as Christopher moves from his father's house to his mother's. Honesty and trust is another key theme, all the characters at different points are either dishonest with others or with themselves. Braving the unknown is largely explored through Christopher and his experiences in the world.
4	Origins	<p><i>The Curious Incident of the Dog in the Night-Time</i> was originally a novel and has been adapted by Simon Stephens into play form. This version of the text is meant to be seen in performance. The staging of the play is original and contributes massively to how the audience perceive the events and characters on stage.</p> <p>The play fits into three possible genres - a family drama, a crime mystery and a coming of age story or bildungsroman (tells us about the psychological development of the main character.</p>

Characters		
1	Christopher Boone	The main character. He has autism and the play is told through his perspective. He loves maths and science.
2	Ed Boone	Christopher's father. He finds it difficult to cope with Christopher's autism and he struggles to understand Christopher. They are not close.
3	Judy Boon	Christopher's mother. Christopher is led to believe she is dead until her discovers she is alive and lives in London.
4	Siobhan	One of Christopher's teachers at school. He seems really fond of her. Although Christopher's father understands him well, Siobhan is the only one who can really speak his language.
5	Mrs Alexander	The neighbour across the street who inadvertently helps Christopher with his detective work.
6	Mr and Mrs Shears	Mr. Shears and Christopher's mother run off together. Mrs. Shears and Christopher's father, left behind, try out a romance, too. Mrs. Shears backs out, though, so Christopher's father kills her dog.
7	Policeman	There are several policemen in the play in Swindon and London. Christopher trusts policemen inherently, but his trust is tested when they bump up against the things that he finds difficult.
8	Mrs Gayscone	The Headteacher at Christopher's school, Mrs Gascoyne is very cautious about her students' education, wanting to make sure they are equally treated, even (shortsightedly) if it stands in the way of individual achievement. Reluctantly, and with some persuading from his father, Mrs Gascoyne allows Christopher to sit his maths A' Level in the school.
9	Reverend Peters	The Reverend tries to explain death and afterlife to Christopher to reassure him about his mother's death. He fails when Christopher stumps him with a question about the precise location of first heaven, and then God.

Creative Team		
1	Director	Marianne Elliott
2	Designer	Bunny Christie
3	Lighting Designer	Paule Constable
4	Video Designer	Finn Ross
5	Movement Directors	Scott Graham and Seven Hoggart from Frantic Assembly
6	Music	Adrian Sutton
7	Sound Designer	Ian Dickinson
8	Associate Director	Katy Rudd
9	Resident Director	Ashley Scott-Lay
10	Fight Director	Kate Waters



Contextual Links:
From Page to Stage:
<https://www.bbc.co.uk/programmes/b03dwq2r/clips>
BBC Bitesize link:
<https://www.bbc.co.uk/bitesize/topics/xpsqyg82>

Main Synopsis		Original Performance Conditions – Physical and Aural Setting		Clips with Physical Theatre techniques	
1	Christopher discovers the body of Wellington the dog and decides to investigate his death despite his dad's warnings not to pry into other people's business.	1	Lights – Projection, such as strobe lighting and pixel mapping is used on the floor and walls to enhance setting but to also help us understand what life 'looked like' in Christopher's world .	1	<p>What is Physical Theatre? https://www.youtube.com/watch?v=P_HfdiC7tZU</p> <ul style="list-style-type: none"> Start of video - astronaut lift to give the impression of space 30 seconds & 2 minutes - learning to fly example 54 seconds - using football to imitate a planet 1.10 & 2.34 - Body as prop, mime, timed with sound effects (for coming home scene) 2.20 - Letters, use of torches 3.05 & 3.42 until the end - round by through, lifts, 'the fives' floor sequence (for station scene), lighting, for sensory overload 3.17 - using body language (going to toilet on the train without wanting to touch anything with hands)
2	Mrs Alexander tells Christopher that his mum had an affair. He then discovers a box full of letters his mother has sent him and realises that she is not dead as he had been led to believe by his dad.	2	Sound – A Large amount of music and speech is projected to enhance our understanding of Christopher's World, for example at the train station the music helps us understand Christopher's anxiety, train announcements are also used in this scene to enhance the narrative.		
3	Ed finds a distressed Christopher and confesses the truth to him. He tries to explain why he lied about his mother - he also reveals it was he who killed Wellington.	3	Set – There is a Perspex floor to show the lighting more effectively. The floor floor is checked black and white but can be written on in chalk therefore there is interaction with the set. They use 'blocks' to represent objects and setting e.g. the train, simple props are also used to assist the narrative e.g. backpack and map.		
4	Losing trust in his father, Christopher decides he cannot live with him anymore and so he must go to London to find his mother, Judy	4	Costume – Simple, modern clothing to enhance character e.g. police uniform for the police officer.		
		Autism – What is it? Importance in the play		2	<p>Train Station Scene https://www.youtube.com/watch?v=iPqplcCE9t0</p> <ul style="list-style-type: none"> The Fives Ensemble Movement
5	Christopher gets on the train to London, very brave considering he has never left Swindon. He uses the London Underground and has a chaotic and eventful journey.	1	A disability which affects the way people process information and is therefore a 'mental' disability.		
6	Eventually he reaches his mother's flat. Her boyfriend, Mr Shears, does not like having Christopher around.	2	often labelled as a hidden disability because many people with autism are not obviously disabled to the rest of the world.	3	<p>Ensemble Acting https://www.youtube.com/watch?v=z7J6mnocp0s</p> <ul style="list-style-type: none"> Ensemble acting Multi-role all the way through 1.42 stylised movement - in unison on the train
7	Christopher and his mum leave, and move back to Swindon.	3	It is very different in everyone. Some autistic people have poor social skills and struggle to recognise complex emotions, others are completely fine in a group of people and can have many friends but perhaps struggle with language or even feel the need to have constant routines.		
8	Christopher starts to rebuild his relationship with dad. After his pet rat dies, Ed gives him a puppy	4	Many autistic people are of above average intelligence and actually perform very well in maths and science because they have a naturally comfort with patterns and rules.		
9	Even though he is only 15, Christopher takes his Maths A-level exam. He passes and gets an A*. By the end of the play Christopher is looking forward to the future.	5	Autism is also described as a 'spectrum'.	<p>Contextual Links: Autism and working on the spectrum - https://www.youtube.com/watch?v=k2bV75ITXlw https://www.autism.org.uk/advice-and-guidance/what-is-autism</p>	
		6	Christopher has a form of autism which means he does not handle physical contact or extreme sensory overloads well. Nor can he understand things like sarcasm, metaphors or complex emotions beyond things like happy or sad.		
		7	The play show the events which happen through his own point of view - we do not always see things we want to see because Christopher doesn't want to see them. There is also a lot of dramatic irony because we understand what other characters mean or do, unlike Christopher.		