

KESTEVEN AND SLEAFORD HIGH SCHOOL

Drama Scheme of Learning Year 10 – Blood Brothers Term 1 and 2

Intent – Rationale

- To be able to analysis a full set text
- To have a clear understanding of the historical and social context of the set text
- To be able to analysis in depth character development and articulate this as a performer in a written format.
- To analysis theatrical elements as a performer, director and designer.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Blood Brother- Practical exploration	<ul style="list-style-type: none"> • Component 3- Written examination
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
History, PSHE, English lit and English Lang	SMSC, M, SO, C British Values- BV4, BV5 Careers- A, B,C,D,F,I
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
Students will be reading out loud a full play text. Students will be writing examination style questions based on the play text.	n/a

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Drama Scheme of Learning Year 10 – Term 1 and 2

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

The plot/storyline of Blood Brothers by Willy Russell
To clearly identify the themes and context within the play
To understand the characteristics of key characters
To have a clear understanding of vocal and physical skills in drama

Apply

To be able to include key themes and context in examination style questions
To apply vocal and physical terminology to examination style questions when analysing a character.
To apply intentions as a performer, designer and director to the examination style questions

Extend

To confidently write examination style questions that should a sophisticated level of understanding for the play and it's original intent.

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What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Historical context, vocal skills, tone, pitch pace, intonation, emphasis, physical expression, proxemics, levels, relationships, stage design, director, lighting, costume. Social class, genre, style.	Students will be assessed termly through written practice questions in lessons. They will also be formally assessed in the year 10 mock examination.

Intent – Concepts Please see full scheme on T Drive

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Week 1- Plot and historical context	Please see full Scheme		
Week 2- Historical context	Please see full Scheme		
Week 3 Britain in the late 20 th Century	Please see full Scheme		
Week 4 Willy Russell and Blood Brothers on stage	Please see full Scheme		
Week 5-Mickey and Edward	Please see full Scheme		
Week 7 Mrs Johnstone and Mrs Lyons	Please see full Scheme		

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Week 7- Linda and Sammy	Please see full Scheme		
Week 8- Act 2	Please see full Scheme		
Week 9 The Narrator	Please see full Scheme		
Week 10 Scenes	Please see full Scheme		
Week 11 Scenes	Please see full Scheme		
Week 12 Question	Please see full Scheme		