

KESTEVEN AND SLEAFORD HIGH SCHOOL

Drama Scheme of Learning Year 11 – Terms 4-5 – Blood Brothers

Intent – Rationale

To prepare students for the GCSE Drama examination Section B: Study of a Set Text

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 9 “Blood Brothers” workshops Year 10 “Blood Brothers” sketch books containing annotated key extracts, costumes project (costumes in 1960s, 1970s and 1980s), notes on Liverpool 1960s to 1980s and other background work.	<ul style="list-style-type: none">GCSE Drama examination - Y11
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none">English (Drama texts)Music (Musical Theatre)	<ul style="list-style-type: none">SP 1-3, M1-3, SO 2-3, C1,2 & 4, BV 1-5
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none">Reading and analysing texts	<ul style="list-style-type: none">N/A

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Drama Scheme of Learning

Year 11 – Terms 1- 4 – Blood Brothers 1x hr per fortnight

Intent – Concepts

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

Know

Text of the play

Apply

Explore themes and the staging of particular scenes, sections and characters.

Extend

Links between “Blood Brothers” and other plays (eg “Romeo and Juliet”)

What subject specific language will be used and developed in this topic?

- Characterisation and Character Profiles
- Context and Design: set, lighting, costume, sound
- Stage positioning and proxemics
- Practitioners (Stanislavski’s ideas)

What opportunities are available for assessing the progress of students?

- Practice questions throughout (teacher assessed)
- Practice questions throughout (peer assessed)
- Mock examination

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Intent – Concepts – For full scheme and resources please see T Drive

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. EXAMINATION OVERVIEW	Overview of and introduction to examination questions content and technique.	Retaining and remembering the examination structure and technique without needing to check in future lessons	[SEE individual lesson plan]
2. CHARACTER PROFILES	Character profile - class task, in pairs	Share the information with the class at discuss different interpretations	[SEE individual lesson plan]
3. TWENTY MARK QUESTION INTRODUCTION AND WRITING FRAME	Apply answering techniques for the 20 mark question using a writing frame.	Start with the frame and develop answers beyond the structure of the frame but using the same techniques.	[SEE individual lesson plan]
4. TWELVE MARK QUESTION INTRODUCTION	Understanding of the performance space and how the specified character should interact with another character line by line.	Answering beyond the “line by line” technique but keep the stated effect in mind – not just what and where but explain <i>how</i> this creates the effect.	[SEE individual lesson plan]
5. TWENTY MARK QUESTION – LINKING TO THE REST OF THE PLAY	Learning a technique to link the answer to rest of (class task) Refer to specific points or moments in the rest of the play to explain and justify the reasons they would play Mrs Lyons this way.	Refer to specific points or moments in the rest of the play to explain and justify the reasons in greater sufficient depth.	[SEE individual lesson plan]

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6. TWENTY MARK QUESTION – USING STANISLAVSKI’S UNITS AND OBJECTIVES	RECAP on units and objectives and how to use these to structure an answer.	Use units and objectives consistently throughout the homework task.	[SEE individual lesson plan]
7. TWENTY MARK QUESTION – PRACTICE TASK	Use the “locket scene.”	Apply both the Lesson 5 and Lesson 6 learning to the homework task	[SEE individual lesson plan]
8. FOUR MARK QUESTION – VISUALISING DESIGN QUESTION	Each writes a four mark question response to a costume design question. Working in pairs, the partner tries to draw this realisation as it is read.	Apply the same techniques to a set design question.	[SEE individual lesson plan]
9. FULL PRACTICE PAPER (1)	Practice Paper - Mickey and Eddie meet.	Fully developed and high mark response in timed conditions.	[SEE individual lesson plan]
10. TEXT REVISION: BLOOD BROTHERS PUB QUIZ	Text and plot knowledge quiz – revision.	Achieve full marks.	[SEE individual lesson plan]
LESSON ELEVEN: FULL PRACTICE PAPER (2)	Practice Paper - The Bus Incident.	Fully developed and high mark response in timed conditions.	[SEE individual lesson plan]
LESSON TWELVE: FINAL EXAMINATION PREPARATION	Final summing up and questions.		[SEE individual lesson plan]