

Scheme of Learning

Curriculum area: Drama

Key Stage: 4 – Year 11

Unit/Topic Title: Blood Brothers Revision

The first seven lessons should be delivered in the last three weeks of term 1B as revision for the mock exam. The rest of the lessons should be delivered during term 2B if there is any time after the practical exam and then in 3A before the written exam. Additional lunchtime and after school sessions will also be provided in the run up to the written exam

Lesson	<u>Objective and Outcome</u>	<u>Lesson Content</u> <u>(specific resources hyperlinked)</u>	<u>Assessment</u>	<u>Notes, Resources and Cross Curricular</u>	<u>Prior Learning</u>
1	Objective – revise basic plot of Blood Brothers Outcome – Students will do the blood Brothers Plot quiz and address areas they could not recall	Do the Blood Brothers Revision Quiz without students looking at any notes at all. Using their notes from Yr 10 each student should write their own revision quiz. Ideally ask students which area they think they need to revise most, and they write a quiz on that. If possible, aim to have a spread of different areas covered by the whole class. HWK – Write up your quiz and share with the class team on 365. You should then do at least three quizzes uploaded by other students in the class.	Monitor scores on the quiz and look at areas that need to be addressed with the whole class	I Can I Will – Reflectiveness – students will have to reflect on their knowledge of Blood Brothers from last year. IEU/Covid https://www.bbc.co.uk/teach/class-clips-video/english-literature-drama-gcse-making-a-scene-blood-brothers-plot/z4qtscw	Blood Brothers has been covered in Yr 9 and 10
2	Objective – Begin revision for the mock exam Outcome – Students will go through Yr 10 Mock paper to identify areas for extra revision and support	In this lesson students will go through their Yr 10 exam paper and as a class discuss the questions using the mark scheme. Firstly, discuss how they think the questions should be answered. Secondly, use the mark scheme to explain what the exam board was looking for as a response. Thirdly, students should look at what they wrote compared to what the question required and purple pen to show what they needed to improve.	Check the papers to see which questions most students struggled with. Look for areas that most of the class struggled with that might need to be recapped.	Students will need their copy of their Yr 10 mock paper. I Can I Will – Resilience – students will need to be resilient to look back over their paper and consider how to develop their answers. IEU/Covid https://www.bbc.co.uk/teach/class-clips-video/english-literature-	Students have looked at the mock paper previously and this is further development on that

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		HWK – Students should choose the three questions where they need to make most improvements and do these for homework.		drama-gcse-making-a-scene-blood-brothers-main-characters-overview/zhqg92p	
3	Objective – Better understand how to answer and exam question Outcome – Students will break down a model answer and then apply that to exam questions	Use the exam practice power point to go through how to structure an exam answer. Also share the top tips for section A. Based on the areas that the class struggled with in the quiz and common errors on the mock paper choose one four mark, one six mark and one eight mark question from the previous exam papers and complete these under timed conditions. Do not use questions that will be on the Yr 11 Mock paper These should be peer marked using the mark scheme for the selected questions and then purple panned to show areas to improve.	Teachers should take in the peer marked answers to monitor where students may need more direct input	I Can I Will – Curiosity – Students will be encouraged to be curious about how they can improve their exam technique Cross curricular – Any subject with a written exam will need to break down the exam paper IEU/Covid https://www.bbc.co.uk/bitesize/guides/zbdp2sq/revision/1	Students will have broken down exam questions in previous revision lessons
4	Objective – Prepare for section B of the mock paper Outcome – Students will have revised key moments from the live performance and will have	In the lesson students should revise the performance they have seen to write about in the review. The lesson should focus on going over key moments of the play and discussing how they could be written about in the exam. HWK – Give students a copy of the review answer by Dominique Garmston that gained 27/30. Ask them to highlight where they she has done well in their opinion and annotate to explain why,	Teacher should ensure students are making thorough notes	I Can I Will – Curiosity – Students will be encouraged to be curious about how they can improve their exam technique Cross curricular – Any subject with a written exam will need to break down the exam paper IEU/Covid https://www.bbc.co.uk/bitesize/guides/zrisxyc/revision/1	Students will have discussed the performance and made notes when we first watched the play


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	considered how to answer the review question				
5	<p>Objective – Practice the review question</p> <p>Outcome – Students will write a practice answer based on the exemplar</p>	<p>In pairs, share their homework on what they thought was good about Dominique’s review. Discuss as a class and point out what they should have identified.</p> <p>Give the students the same question to answer but for the play they have studied. They should write then answer in 30 minutes in exam conditions.</p> <p>Peer mark their answer using the mark scheme</p>	Teacher to take in the review answers and deep mark	<p>I Can I Will – Flexibility of mind – Students will need to have an open approach see what others thought about the exemplar and apply that to their work</p> <p>Cross curricular – any subject which has a written exam and needs to prepare for questions</p> <p>IEU/Covid</p>  <p>Section B Review Exemplar.pdf</p>	Students are using the exemplar work shared for HWK and building on that.
6	<p>Objective – further revise for the review question</p> <p>Outcome – Students will create a knowledge organiser for the review question</p>	<p>In this lesson students should use their experience of writing the exam response to consider what they need to revise more for section B of the paper.</p> <p>The knowledge organiser can be whatever the students wish, based on the ways they find it best to revise.</p> <p>This should be completed for homework.</p>	Monitor to ensure students are on task and making good use of the time.	<p>I Can I Will – Initiative – students will need to use initiative to develop their own revision materials</p> <p>Cross curricular - any subject which has a written exam and needs to prepare for questions</p> <p>IEU/Covid</p> <p>https://www.bbc.co.uk/bitesize/questions/zrjsxyc/revision/1</p>	Students have created revision resources in previous lessons

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7	<p>Objective – further revise for Blood Brothers</p> <p>Outcome – Students create a knowledge organiser for the Blood Brothers</p>	<p>In this lesson students should use their experience of revision and writing exam answers to consider what they need to revise more for section A of the paper.</p> <p>The knowledge organiser can be whatever the students wish, based on the ways they find it best to revise.</p> <p>This should be completed for homework.</p>	<p>Monitor to ensure students are on task and making good use of the time.</p>	<p>I Can I Will – Initiative – students will need to use initiative to develop their own revision materials</p> <p>IEU/Covid</p> <p>https://www.bbc.co.uk/teach/class-clips-video/english-literature-drama-gcse-making-a-scene-blood-brothers-main-themes/zn6kjhv</p> <p>Cross curricular - any subject which has a written exam and needs to prepare for questions</p>	<p>Students have created revision resources in previous lessons</p>
<p>This is roughly when I would expect the Christmas Holiday to fall and then the mock exams will start when students are back in January. In the first week back in January students should use the Flash cards from Yr 10 and the CGP guide to tailor their revision based on what they need to cover.</p>					
8	<p>Objective – Revise a key moment in Blood Brothers from all points of view</p> <p>Outcome – students will work in groups to prepare to teach the rest of the class about a key</p>	<p>In groups of four students should choose a key moment from the play, this must not be the same as any other moment another group is working on.</p> <p>The groups must consider the moment from every viewpoint – the context, mood and atmosphere, style and genre, place within the structure of the play, characterisation, direction, types of stage, costume, set, lighting, sound and what all these would be communicating. They can use their notes from previous Blood Brothers work to help.</p>	<p>Teacher to monitor student’s progress and to ensure their work will be in sufficient detail.</p> <p>At the teacher discretion they could decide to aware a prize to the group they think teaches the</p>	<p>I Can I Will – Initiative – Students will need initiative to develop their ideas for teaching their scene to the rest of the class</p> <p>Cross curricular - any subject which has a written exam and needs to prepare for questions</p> <p>IEU/Covid</p> <p>https://woodgreenacademy633.sharepoint.com/:b:/s/DramaHub/EXm</p>	<p>Students have studied key moments from Blood Brothers, this is applying their learning in a practical way</p>

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	moment in the play	The group then needs to think of a way to teach everything about the scene to the rest of the class. There should be some practical element to the way they teach e.g. acting a small section, a still image of the staging. There should also be some sort of visual aid (poster, diagram, handout etc.) Every member of the group should play and equal part in developing the 'lesson' as well as the delivery of the 'lesson'. Each lesson should last no more than ten minutes.	best lesson. There could be a prize for content and one for delivery. The prize should be a small taken e.g. bag of sweets or	aMj-QmD5EraKpN3W7ryMBm7g3fnqJhhtzd-3urAzH2g?e=X1f7vR	
9	Objective – Further revise a key moment from Blood Brothers Outcome – students will complete their work on a key moment ready to teach it to the class next lesson	Students will carry on with the task from last lesson so they will be ready to teach their scene to the class next lessons. Students should time their work to make sure they will be able to teach their scene in the ten-minute limit.	Teacher to monitor the students plans and suggest ideas to guide them.	I Can I Will – Drive – students will need drive to ensure their lesson is ready to teach Cross curricular - any subject which has a written exam and needs to prepare for questions IEU/Covid https://woodgreenacademy633.sharerepoint.com/:b:/s/DramaHub/EXm aMj-QmD5EraKpN3W7ryMBm7g3fnqJhhtzd-3urAzH2g?e=X1f7vR	
10	Objective – Improve understanding of several Key	Students will teach their scene to the class.	Teacher should give feedback on the lessons and add in any important	I Can I Will – Risk taking – students will have to take a risk when teaching their lesson to the class	Students have been developing their lessons for the last week and have

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	<p>moments in Blood Brothers</p> <p>Outcome – Students will teach the class about their key scene and make detailed notes whilst the listen to other groups</p>	<p>Whilst watching another groups lesson the rest of the class will make notes. They can use the Key Moments sheet to do this.</p> <p>If the teacher has decided to award a prize or prizes this should be announced.</p> <p>HWK – Students should choose three key scenes they are going to revise in detail for the exam. They should make a revision resource for each scene</p>	<p>points if they are missed out</p>	<p>Cross curricular - any subject which has a written exam and needs to prepare for questions</p> <p>IEU/Covid</p> <p>https://www.ocr.org.uk/Images/289116-blood-brothers-teacher-guide.pdf</p> <p>Look at activities on page 7 to give you ideas</p>	<p>previously studied key moments</p>
11	<p>Objective – Improve knowledge of key terminology</p> <p>Outcome – Students will choose a revision method to revise key terms</p>	<p>In pairs students should take an area of the course and using the CGP guide, the Blood Brothers guide and their terminology booklet, should develop a revision tool for the terminology associated with that area. The areas should be –</p> <p>Lighting, sound, set, costume, staging and stage space, vocal performance skills, physical performance skills, conventions of theatre, characterisation</p> <p>Ideally there will be two pair covering each topic if the class size allows.</p> <p>Each pair should choose a revision or memory tool which will help them learn the key terms e.g. Quiz, thinking map, flash cards, story, pictures linked to words etc. They should then create the revision resource, and these should be shared with the rest of the class.</p>	<p>Teacher ensures the key terms have been accurately covered</p>	<p>I Can I Will – Initiative – students will need to use initiative to think of the revision method they will use for the key terminology</p> <p>Cross curricular - any subject which has a written exam and needs to prepare for questions and focus on key terminology</p> <p>IEU/Covid</p> <p>https://woodgreenacademy633.sharepoint.com/:f:/s/DramaHub/EiBluN7Qh2FOv9bfuG2kHnoBFEktfAzfLqYp7R_58GGXCA?e=NV6wMJ</p> <p>https://woodgreenacademy633.sharepoint.com/:f:/s/DramaHub/EiBluN7Qh2FOv9bfuG2kHnoBFEktfAzfLqYp7R_58GGXCA?e=NV6wMJ</p>	<p>Students have covered this terminology before</p>

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<p>12</p>	<p>Objective – understand areas which require improvement</p> <p>Outcome – students will use their January mock paper to inform the areas they need to revise</p>	<p>In this lesson students will go through their Yr 11 exam paper and as a class discuss the questions using the mark scheme.</p> <p>Firstly, discuss how they think the questions should be answered. Secondly, use the mark scheme to explain what the exam board was looking for as a response. Thirdly, students should look at what they wrote compared to what the question required and purple pen to show what they needed to improve.</p> <p>HWK – Students should choose the three questions where they need to make most improvements and do these for homework.</p>	<p>Check the papers to see which questions most students struggled with. Look for areas that most of the class struggled with that might need to be recapped.</p>	<p>Students will need their copy of their Yr 11 mock paper.</p> <p>I Can I Will – Resilience – students will need to be resilient to look back over their paper and consider how to develop their answers.</p> <p>Cross curricular – any subject with a written exam will need to go through past papers</p> <p>IEU/Covid</p> <p>You will need to move on to the next lesson as you will not have your past paper at home.</p>	<p>Students have looked at the mock paper previously when first completed and this is further development on that</p>
<p>13</p>	<p>Objective – Revise for section B of the exam paper</p> <p>Outcome – Students will refresh their knowledge of the performance for review</p>	<p>Students should, without checking their notes or discussing with anyone else, individually try to note down as much as they can remember about the plot and main events of the play for review in section B of the paper.</p> <p>They should then share what they can remember with the person sitting next to them. When they have added any information from their partner they should join with another pair and share what they can remember with them and further develop their notes.</p>	<p>Monitor that they have made the notes in as much detail as possible.</p>	<p>I Can I Will – reflectiveness – students will need to reflect on their knowledge of the play for section B</p> <p>Cross curricular - any subject with a written exam will need to go through past papers</p> <p>IEU/Covid</p> <p>https://woodgreenacademy633.sharepoint.com/:p:/r/sites/DramaHub/_layouts/15/Doc.aspx?sourcedoc=%7BC0FB72CA-580E-46CE-A021-FE60D59223E5%7D&file=TIKTBT%</p>	<p>Students have covered this work in earlier revision sessions</p>

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		<p>From what they have remembered, split their notes into key areas – acting, design, direction, moments of impact, style and genre, conventions. They should organise the information they have recalled into these sections.</p> <p>Hwk – Use the Blood Brothers power point revision document to go through elements you feel you need to improve your knowledge of</p>		<p>20Key%20Scenes%20%26%20Info.pptx&action=edit&mobileredirect=true</p>	
14	<p>Objective – prepare for section B of the exam</p> <p>Outcome – students will work through the tips on writing about live theatre noting key language and considering the questions applied to the play they have seen</p>	<p>Use the OCR text book pages 172 – 189.</p> <p>Work through the sections making notes on the key terminology and undertake some of the tasks but linked to the play they have seen.</p>	<p>Monitor the quality of the notes being taken</p>	<p>I Can I Will – Curiosity – students will need curiosity to examine the text book for the terms and advice they need to focus on and note in good detail</p> <p>Cross curricular - Any subject with a written exam will need to go through past papers</p> <p>IEU/Covid</p> <p>https://woodgreenacademy633.sharepoint.com/:f:/s/DramaHub/EjyZc6turL1BsX0o9tTM6VgB34KKtcE523fDhinMeIWLzA?e=6UfT3N</p>	<p>Students will have considered the play for review, this is building on the depth of that knowledge</p>
15	<p>Objective – prepare for section B of the exam</p>	<p>Use the OCR text book pages 172 – 189.</p> <p>Work through the sections making notes on the key terminology and undertake some of the tasks but linked to the play they have seen.</p>	<p>Monitor the quality of the notes being taken</p>	<p>I Can I Will – Curiosity – students will need curiosity to examine the text book for the terms and advice they need to focus on and note in good detail</p>	<p>Students will have considered the play for review, this is building on the depth of that knowledge</p>

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	Outcome – students will work through the tips on writing about live theatre noting key language and considering the questions applied to the play they have seen			Cross curricular - any subject with a written exam will need to go through past papers IEU/Covid https://woodgreenacademy633.sharepoint.com/:f:/s/DramaHub/EjyZc6turL1BsX0o9tTM6VqB34KKtcE523tDhinMeIWLzA?e=6UfI3N	
16	Objective – prepare for section B of the exam paper Outcome – Students will have undertaken a practice of section B of the exam	Choose a previous section B question or a section B question from the OCR text book and complete under exam conditions in 30 minutes. Compare your answer with the person next to you. What do you think they have done well, what do you think they could improve? Based on your partners advice and your own thoughts, make notes at the end of your answer about what you think you could do to improve Hwk – use Blood Brothers revision power point and any notes/knowledge organisers made so far to revise for a practice section A paper next lesson	Teacher to mark the practice answers. The purpose of this is to be able to direct students revision so they focus on the areas that need improvement.	I Can I Will – drive – students will need drive to do the best they can on the practice question Cross curricular - any subject with a written exam will need to go through past papers IEU/Covid https://www.bbc.co.uk/bitesize/guides/zrj5xvc/revision/1	Students have previous experience of practice questions in exam conditions
17	Objective – Prepare for section A of the exam	Students will need to arrive on time as they will need at least 55 mins to answer section A. Ideally this should be a lesson leading into or just after break or lunch so the lesson can start precisely on	Teacher to read exam papers to identify areas of focus for the last	I Can I Will – drive – students will need drive to do the best they can on the practice question	Students have previous experience of practice questions in exam conditions

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	Outcome – students will complete one of the practice papers from the OCR text book	time or run slightly over. This could be swapped for the previous lesson in the order of teaching. Students should answer the practice paper in exam conditions.	two weeks of revision	Cross curricular - any subject with a written exam will need to go through past papers IEU/Covid https://www.bbc.co.uk/bitesize/quiz/zbdp2sq/revision/1	
18	Objective – Further develop revision for the written exam Outcome – Students will use the past questions to identify areas for revision	Teachers should share with students the section B answer they recently completed. Feedback should be which areas they need to focus their revision on for the last few lessons. Based on this, students should spend the lesson revising the area suggested. This can be in any way they find most helpful. HWK – Write a paragraph for a section B question to act on the areas that needed to be addressed	Teachers should monitor that the suggested revision is being undertaken	I Can I Will – Resilience – students will need to be resilient to act on the feedback and maintain their revision Cross curricular – any subject that needs to prepare students for a written exam IEU/Covid https://www.bbc.co.uk/bitesize/quiz/zrisxyc/revision/1	Students have previously been revising section B
19	Objective – Further develop revision for the written exam Outcome – Students will use the past questions to identify areas for revision	Teachers should share with students the section A answer they recently completed. Feedback should be which areas they need to focus their revision on for the last few lessons. Based on this, students should spend the lesson revising the area suggested. This can be in any way they find most helpful. HWK – Choose three practice questions from a past paper that address the areas you need to improve and attempt them in timed conditions	Teachers should monitor that the suggested revision is being undertaken	I Can I Will – Resilience – students will need to be resilient to act on the feedback and maintain their revision Cross curricular – any subject that needs to prepare students for a written exam For next lesson students must bring the revision resources created in lesson 11 IEU/Covid	Students have previously been revising section A

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				https://www.bbc.co.uk/bitesize/guides/zbdp2sq/revision/1	
20	<p>Objective – Revisit key terminology and exam question understanding</p> <p>Outcome – students will use the second paper in the OCR text book to discuss what needs to be the content for exam answers. They will then revise key terminology</p>	<p>As a class look at the second past paper in the OCR text book. Discuss what is needed to answer each question, students make notes to ensure they know how to tackle each question.</p> <p>The rest of the lesson should be spent revising key terminology to aim to ensure they will have the best chance whatever comes up on the paper</p>	Teachers to ensure students can tackle all the questions then monitor revision	<p>I Can I Will – Curiosity – students will need to be curious about all the key terminology as well as how to break down exam questions to know what to write for the answer</p> <p>Cross curricular - any subject that needs to prepare students for a written exam</p> <p>Tell students to make sure they have got revision materials for whatever they personally want to focus on for the next lessons</p> <p>IEU/Covid</p> <p>https://www.youtube.com/watch?v=U4pWmEQmONs</p> <p>https://woodgreenacademy633.sharpoint.com/:w:/s/DramaHub/EYtHKw4fm8dJjNdUmQjh7OsBXn8JJ1pF7Dt2XwDcU_8aqQ?e=eFBoV9</p>	This is building on lesson 11 as well as revisiting how to break down exam questions
21	Objective – students will	Students will have brought in the revision materials they wish to use. For any students who has not done this issue the CGP guides.	Teacher will instruct the class to ask questions they need for personal	I Can I Will – Initiative – students will need to use initiative to plan the best	This work is applying all their work so far to personalised revision

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	<p>revise for the written exam</p> <p>Outcome – students will be independent in deciding their revision to best suit them</p>	<p>Students are to revise independently to enable them to focus on their areas of need for section A and/or B. They can ask the teacher for personalised help and clarification</p>	<p>clarification and these will be answered while the rest of the class undertake revision activities</p>	<p>revision activities and to ensure they ask staff for help where needed</p> <p>Cross curricular - any subject that needs to prepare students for a written exam</p> <p>IEU/Covid</p> <p>https://woodgreenacademy633.sharepoint.com/:f:/s/DramaHub/Em_o_uUZJxidLm2wzEi9W5pUBTWUBG7y9x2E4KHGqPWLvKg?e=P3uIct</p> <p>https://woodgreenacademy633.sharepoint.com/:f:/s/DramaHub/Ej4wa0o-BV9JkRyEBLNEaMMB5d9UvWkLNenY4Zez4n73vQ?e=wIeLtu</p> <p>https://woodgreenacademy633.sharepoint.com/:f:/s/DramaHub/EjyZc6turL1BsX0o9tTM6VgB34KKtcE523tDhinMeIWLzA?e=iQwP8S</p>	
22	<p>Objective – students will revise for the written exam</p> <p>Outcome – students will be independent in</p>	<p>Students will have brought in the revision materials they wish to use. For any students who has not done this issue the CGP guides.</p> <p>Students are to revise independently to enable them to focus on their areas of need for section A and/or B. They can ask the teacher for personalised help and clarification</p>	<p>Teacher will instruct the class to ask questions they need for personal clarification and these will be answered while the rest of the class</p>	<p>I Can I Will – Initiative – students will need to use initiative to plan the best revision activities and to ensure they ask staff for help where needed</p> <p>Cross curricular – any subject that needs to prepare students for a written exam</p>	<p>This work is applying all their work so far to personalised revision</p>

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	deciding their revision to best suit them		undertake revision activities	IEU/Covid Use the links in the lesson above.	
I would expect the written exam to be about now. Please ensure you check the date and number of lessons available as some of these lessons may need to be condensed or additional lessons planned for depending on the exact exam date each year.					