

Scheme of Learning

Curriculum area: Drama

Key Stage: 4 – Year 10

Unit/Topic Title: Blood Brothers 15 lessons



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	<p>Objective – to revise aspects of Blood Brothers covered in Yr 9</p> <p>Outcome – Students will have refreshed their Blood Brothers knowledge</p>	<p>Individually students should write down as much as they can remember about Blood Brothers. It does not matter what aspect of the study of the script what they can remember is connected to. They should have 5 minutes to do this.</p> <p>They should then compare what they have remembered with the person next to them and add in any details they had forgotten in a different colour. They should have 5 mins to do this.</p> <p>The pairs should then join another pair and share what they have remembered and again, in a different colour add in anything they had forgotten. They should have 5 minutes to do this.</p> <p>Then place 5 large sheets of paper on the floor with the headings 'PLOT' 'CHARACTERS' 'CONTEXT' 'STYLE AND GENRE' 'DESIGN'. The groups should rotate around the room, so they have the opportunity to add to each sheet. Give 5 mins for the first rotation, then 4 then 3 and so on.</p>	<p>Teachers should assess what the class has been able to recall and factor anything they have not added during the revision session into future lessons.</p>	<p>I Can I Will – Reflectiveness – Students will need to reflect on what they learnt when they last studied Blood Brothers and see what they can recall without revision.</p> <p>Cross Curricular – All subject areas require students to recap and revise</p> <p>IEU/Covid Links</p> <p>https://www.bbc.co.uk/bitesize/topics/xv7sq8</p> <p>This link is from the GCSE English section of Bitesize and is intended to be used to remind yourselves of the plot and key characters</p> <p>https://woodgreenacademy633.sharepoint.com/:f:/s/DramaHub/EheT3LIZ7i5IkFpCcC8Ch_cB1OyLEYu5cuvvAKwkowEifQ?e=qbxUBX</p>	<p>Students initially covered Blood Brothers in Yr 9</p>

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		These sheets should then be put up around the room so that all students can make sure they have everything the class has remembered in their notes.		This is a link to the text in the Drama hub	
2	<p>Objective – Develop knowledge on Context</p> <p>Outcome – Students will develop strategies to remember all the aspects of context relevant to Blood Brothers</p>	<p>Start the lessons with the context quiz to test the student's knowledge of what was covered in Yr 9. Students peer mark.</p> <p>Introduce the full range of context for Blood Brothers. Use the Context power point on the T:drive. Students should note the Mnemonic's in the power point then teachers should go into more detail discussing each point. One Mnemonic should be written in the centre of each page and the points expanded out in a mind map.</p> <p>To further encourage curiosity students should be asked to find out if anyone in their family remembers the 60's, 70's or early 80's. There might be some parents who can contribute but most Grandparents should have some recollection of the period. HWK – Interview a family member who remembers the time the play is set. How much can they remember? Decide on the character in Blood Brothers you think they could most relate to and explain why.</p>	Make sure students are making sufficiently detailed notes	<p>Help can be found by using the CGP revision guide.</p> <p>I Can I Will – Curiosity – students will be encouraged to be curious about what life was like in the 60's</p> <p>Cross curricular – History and social sciences – this lesson directly relates to these curriculum areas.</p> <p>IEU/Covid links</p> <p> Blood Brothers Context Quiz.docx</p> <p> Blood Brothers Context - 3 areas de</p> <p>https://woodgreenacademy633.sharepoint.com/:b:/s/DramaHub/EWQr14V42-hPggM-poSpTmsBNvceO8IEEjjiMubzICsj8g?e=WH9ZhV</p>	Students have covered some of the main aspects of social and historical context in Year 9 (Class, unemployment and industrial decline)

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<p>3</p>	<p>Objective – Apply knowledge on context to practical situations</p> <p>Outcome – Students will explore the role of director and consider how context can be communicated to the audience</p>	<p>In groups choose either the scene when Mickey and Edward meet Linda and her friend after the cinema, of the montage scene when the narrator describes the things they do as older teenagers, or the Miss Jones song. Consider what aspects of Social, Historical or Cultural context can be seen in those scenes.</p> <p>Decide on what your set design for the moment would be and explain how this would communicate some or all of the aspects of context. Develop a performance of part of the scene and explain how the way actors are using voice and movement is helping to communicate context. Performances should be shared, and feedback given about how clearly context was communicated.</p> <p>Make notes on what your practical decisions were, why you made them and their effectiveness. This should be done for HWK if there is insufficient lesson time.</p>	<p>Give feedback on the performance</p>	<p>I Can I Will – Risk taking – Students will need to take a risk to see of their ideas work in performance.</p> <p>Cross curricular – again aspects of History and Social sciences are being discussed but also how these are communicated. Contextual study also occurs in English Practical communication of meaning occurs in Art, Music and Dance.</p> <p>IEU/Covid</p> <p>https://woodgreenacademy633.sharepoint.com/:b:/s/DramaHub/ERr0kU2W831QsXFFxYDDLlyBmQ2oH0bD91URPA7jKkdxGQ?e=CzBoHo</p> <p>Focus on the set design section</p>	<p>Students have deepened their knowledge of context in the previous lesson</p>
<p>4</p>	<p>Objective – To discuss lighting and sound and how it can be used in theatre</p> <p>Outcome – Students will become more familiar with key terminology and uses of lighting and sound</p>	<p>Use pages 34 – 37 of the CGP revision guide to study the key information for sound and lighting.</p> <p>Students should make notes on the key information from these pages. Ensure they have recorded the following terms –</p> <p>Sound - Diegetic and non-diegetic sound, balance, soundscape, underscoring, sound effects, live and pre-recorded, amplification, mixing desk. Lighting – Intensity, colour, direction – uplighting, downlighting, lanterns – profile spotlight, Fresnel spotlight, floodlight, Strobe, Gobo, shadow, gel</p>	<p>Monitor notes to ensure key terms are recorded</p>	<p>Use a performance on Digital Theatre + to show a short clip of a performance so that students can discuss how lighting and sound have been used.</p> <p>I Can I Will – Drive – students will need to work with focus this lesson to ensure they make their notes in enough detail in the time available</p> <p>Cross curricular – Music – some of the terminology is also applicable</p> <p>IEU/Covid</p>	<p>Students have some of these terms in their Starter for 10 booklets and have covered some aspects of design</p>

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		If there is not time, watching a Digital Theatre + performance can be set for HWK.		 <p>Sound and Lighting Terms.pptx</p> <p>https://woodgreenacademy633.sharepoint.com/:b:/s/DramaHub/ERr0kU2W831OsXFFxYDDLlyBmO2oH0bD91URPA7jkKdxGQ?e=CzBoHo</p> <p>Focus on the sound and lighting section</p>	
5	<p>Objective – Discuss mood and atmosphere of Blood Brothers</p> <p>Outcome – Students will develop ideas for how lighting and sound can communicate mood and atmosphere to the audience</p>	<p>Discuss the mood and atmosphere of the play Blood Brothers and how this changes throughout the performance.</p> <p>You need to cover – a mixture of serious and humorous moods which shift regularly throughout the play, underlying tension (the opening reveals the tragic ending meaning there is underlying tension – or a tense atmosphere – at times throughout), the presence of the Narrator creates an ominous atmosphere, act two is generally darker than act one when humorous moments are immediately followed by serious ones.</p> <p>From the OCR text book complete the tasks 3.20B and 3.22 on pages 39 and 40. You can use the CGP guide to help give you ideas if you need to.</p>	<p>Answers to the tasks should be deep marked and checked for use of subject terminology</p>	<p>I Can I Will – Initiative – students will need to use their initiative to be able to develop lighting and sound designs.</p> <p>Cross curricular – the technical elements discussed also relate to music</p> <p>IEU/Covid</p> <p>https://woodgreenacademy633.sharepoint.com/:b:/s/DramaHub/EUuQ-LB-5YxAsvWCmxSdKtcBSdBbJo5G9eBQozFVt1JMRw?e=cFGKCp</p>	<p>This is applying their knowledge of key lighting and sound terminology from last lesson</p>
6	<p>Objective – Students will familiarise themselves with different stage spaces</p>	<p>Using pages 8 – 11 of the OCR text book students will need to note down the key terms associated with staging and link them to a particular stage type if applicable.</p> <p>Students should then use the 'Picture Power' memory technique to draw a sketch of each main</p>	<p>Make sure sketches are accurate and key terms are noted</p>	<p>I Can I Will – Flexibility of Mind – students will need to use this character to be able to imagine the play performed in different ways</p>	<p>Students will have some familiarity about the main stage types e.g. Proscenium Arch and In-The-Round and</p>

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	<p>Outcome – students will develop an understanding of the advantages and disadvantages of different stage types</p>	<p>stage type and note down the advantages and disadvantages. They could draw lines to link advantages and disadvantages to areas of the sketch.</p> <p>For HWK – students should think about each stage type and whether it could work effectively for staging Blood Brothers and what they would do if they had to use this staging type.</p>		<p>Cross curricular – DT – students will need to think about the design of the space</p> <p>IEU/Covid</p> <p>http://www.theatrust.org.uk/discover-theatres/theatre-fags/170-what-are-the-types-of-theatre-stages-and-auditoria</p>	<p>this lesson will build on that</p>
7	<p>Objective – To practically explore possible stage types</p> <p>Outcome – Students will develop a stage design for an alternative stage type and perform a key scene on the stage type they have chosen</p>	<p>Students will be asked to get into groups of four. If there are not enough acting parts for everyone then one can be the director. Otherwise joint responsibility for direction should be shared between the group.</p> <p>Assign the groups a key scene of your choice, ideally one they have not worked on too much before. E.g. the end of the scene where Eddie comes home from University and Sammy talks Mickey into the robbery or Mickey’s school scene.</p> <p>Students should draw slips of paper with a one of the key stage types on – Proscenium arch, Thrust, In-the-round. They should then begin to stage the scene on the stage space they have picked (thinking about the advantages and disadvantages of that stage type). They should consider mood and atmosphere and how the stage positioning they use communicates this as well as the meaning of the scene. They should also consider style and genre and how this stage type makes communicating this easier or harder. Notes on how they have aimed to</p>	<p>Monitor the groups as they are rehearsing to ensure they are considering the staging accurately</p>	<p>I Can I Will – Resilience – students will be encouraged to be resilient as they will need to keep trying different ways of positioning to make the staging work.</p> <p>Cross curricular – PE – students need to consider different options for how to set up a team in some sports.</p> <p>IEU/Covid</p> <p>https://woodgreenacademy633.sharepoint.com/:b:/s/DramaHub/EUrKoHGxsO5JmIp8R7wm8jsB6v_4wnmss2NVZcwBBAl8fw?e=zpKpMv</p> <p>Use this to help you with idea for Style and Genre etc but draw a sketch of how you would stage the scene, annotated to explain and justify your choices</p>	<p>Students are attempting to practically apply the theory then learn about staging in last lesson</p>

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		consider each of these areas in the way they have staged the scene should be in their books.			
8	Objective – Students will have a practical understanding of stage types Outcome – Students will perform their chosen scene and consider how well that stage type works for Blood Brothers	Students will have some time to rehearse before sharing their work. There needs to be enough time to watch and discuss how effective that stage space is for the performance, what worked and what didn't. Notes should be made to reflect on the success of their scene and choices about staging.	Make sure you guide the student's discussion, so they make appropriate notes. Give feedback on the quality of performances	I Can I Will – Reflectiveness – students will need to reflect on their performances and whether they managed to successfully use their allocated stage type. Cross curricular – Music, Dance, PE – practical subjects with an element of performance have links to this lesson IEU/Covid Repeat the work from last lesson but for a different key scene	Students are exploring whether their practical application of learned skills has been successful
9	Objective – Revise costume Outcome – Students will consider how costume can communicate meaning for a range of characters	Students should use pages 56 -58 of the CGP guide to consider how costume could be used in Blood Brothers. They should complete the Costume Plan sheet from the T:drive making sure they have considered what the costume should be for each character. HWK – Memory tool – to help remember their costume ideas they should aim to find an image that is as close to their design as possible. Images should be saved to a power point slide that can be printed off to go into their notes.	Make sure students are considering all aspects of how costumes can be designed and what it is communicating to the audience	I Can I Will – Initiative – students will be encouraged to use initiative to think about how the elements that need to be considered when designing costumes can be applied to characters in Blood Brothers. Cross curricular – Art and DT – image, design, function, use of colour etc are all involved in this work	Students did some work on costume in the Blood Brothers scheme of work in Yr 9
10	Objectives – Consider how to answer exam questions from the perspective of an Actor,	Students will work on the following exam style question –	The designers answer written up for homework should be deep marked	I Can I Will – Flexibility of Mind – Students will need to be able to see the way to answer the question from different perspectives.	Students will be able to draw on their learning about staging, design and their performances of characters to be able to apply that to

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	<p>Director and designer</p> <p>Outcome – Students will draft and exam answer from three different point of view</p>	<p>Explain three different ways you would communicate mood and atmosphere to the audience during the final scene of the play? 6 marks</p> <p>Discuss that questions in the exam are often phrased from the perspective of either an actor, a director or designer. Use the power point on the T:drive to show what can be written about from each perspective.</p> <p>Show the students an answer from the perspective of the director that is on the power point. Ask them to point out where the question has been answered effectively. Students should write the model answer in their book, annotating to show the effective parts.</p> <p>Then they should, in pairs, plan how they would answer the question from the point of view of a designer. Ideas should be shared with the class.</p> <p>As individuals they should be given 6 minutes (as this is the time, they would get in exam conditions) to answer the question from the point of view of an actor. Peer mark the answers.</p> <p>HWK – write up the full answer from the perspective of a designer using your notes. Take no more than 6 mins to write it.</p>		<p>Cross curricular – Any subject that has a written exam will need to consider exam preparation</p> <p>IEU/Covid</p> <p>https://www.bbc.co.uk/bitesize/guides/zbdp2sg/revision/1</p>  <p>Exam answers from Different Perspective</p>	<p>answering an exam question</p>
11	<p>Objective – Developing an all-round understanding of key moments of Blood Brothers</p>	<p>Use the link to access a recorded performance of Blood Brothers. Look at clips of the following key moments –</p> <p>When Mrs Lyons sacks Mrs Johnstone and pays her off</p>	<p>Make sure notes are in sufficient detail</p>	<p>https://www.youtube.com/watch?v=A9mbfRiZ2Bk&list=PL0E92EA79249BA724</p> <p>I Can I Will – Curiosity – students will be encouraged to be curious to understand how all elements of theatre come together to create meaning.</p>	<p>Students have been thinking about each aspect of semiotics individually, this is bringing them all together</p>

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	<p>Outcome – Students will make detailed notes on two key moments considering the semiotics of the moment</p>	<p>When Mickey and Edward meet and become Blood Brothers</p> <p>Observe and discuss all aspects of how meaning, context, mood and atmosphere are communicated in the moment. Students should make thorough notes on all aspects of the semiotics that are working together to communicate to the audience. Students can use the key moments table available on the T:drive to help them structure their notes if they wish.</p>		<p>Cross curricular – Media – semiotics also occurs in media as Mise-en-scene and they study how different elements work together in film and television to create meaning</p> <p>IEU/Covid</p> <p>https://www.youtube.com/watch?v=A9mbfRiZ2Bk&list=PL0E92EA79249BA724</p> <p> Key Moments revision sheet.docx</p>	
12	<p>Objective – To further develop and all-round understanding of additional key moments of the play</p> <p>Outcome - Students will make detailed notes on two key moments considering the semiotics of the moment</p>	<p>As last lesson but look at clips of the following key moments –</p> <p>The two school scenes</p> <p>The scene when Linda hides Mickey’s tablets</p> <p>The same aspects of how meaning is created should be discussed and noted.</p>	As last lesson	<p>I Can I Will – As last lesson</p> <p>Cross Curricular – As last lesson</p> <p>IEU/Covid</p> <p>https://www.youtube.com/watch?v=A9mbfRiZ2Bk&list=PL0E92EA79249BA724</p> <p> Key Moments revision sheet.docx</p>	As last lesson

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<p>13</p>	<p>Objective – Develop a practical understanding of a key scene considering all aspects of semiotics</p> <p>Outcome – Students will work in groups to develop a performance that explores how meaning is communicated by all elements of theatre at a key moment in the play</p>	<p>Students will get into groups of between 3 and 5 and in that group choose a key scene not yet covered, depending on their group size. Possibilities include –</p> <p>When Mrs Lyons persuades Mrs Johnstone to give up one of the babies</p> <p>When Mickey, Edward and Linda go to the park and are caught by the police</p> <p>When Mickey and Eddie meet again at 14</p> <p>When Eddie comes back from University</p> <p>The final scene</p> <p>In their group they should develop a performance of and extract of the scene considering as many aspects of semiotics as possible. Students should bring in a suggestion of costume, use the lighting available, include diegetic and/or non-diegetic sound, suggest the set as far as possible, bring in or use props. They need to make notes in their books about what they are communicating to the audience about context, issue and themes, mood and atmosphere in the way they have chosen to perform and stage the scene.</p>	<p>Monitor groups so that they are considering all elements and have not chosen too much script to be able to perform in the time available</p>	<p>I Can I Will – Drive – student will need to have drive as they will be aiming to include more in a performance than they have before and only have a short time frame to do the work.</p> <p>Cross curricular – Practical subjects such as media studies when they make videos and dance when selecting costume to company a dance</p> <p>IEU/Covid</p> <p>You should do the same as is set out in the lesson but should need to write an explanation of how you would direct the performance, how you would use positioning and how the characters should be performed with justification about why.</p> <p>This is in addition to making the note directed in the lesson</p>	<p>Students have been watching a professional production of the play and have been thinking about semiotics at key moments and are applying that study to their own practical work</p>
<p>14</p>	<p>Objective – Consolidate understanding of how meaning is communicated through semiotics</p> <p>Outcome – Students will</p>	<p>Students will have some rehearsal time but will then perform the extracts they have developed.</p> <p>They will evaluate their own success as well as make notes while watching on when they think is successful about the work of others. Particular attention should be paid to have the various element have worked together to communicate meaning to the audience.</p>	<p>Give detailed feedback comments on the quality of performance and how well they have fulfilled the task</p>	<p>I Can I Will – Reflectiveness – students will have to reflect to be able to evaluate their work and the work of others considering how effectively they have communicated meaning through semiotics</p> <p>Cross curricular – as last lesson</p>	<p>As last lesson plus building on previous practical work on the script</p>

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	perform and evaluate how well the meaning of key moments has been communicated and by what means			IEU/Covid Continue with and complete the work from last lesson. If you finish early or finished this work last lesson then repeat for a different key scene.	
15	Objective – Apply theoretical and practical understanding of key moments to exam questions Outcome – Students will answer a four, six- and eight-mark question about a key moment of their choice	Students should go through their notes to see if they have any gaps or any work that was not completed during the scheme of learning. This should be finished in the student’s own time. Then show the students the 2018 exam paper and tell them you want to them to answer questions 1, 5 and 6. Give them 18 minutes to answer the three questions. Then swap papers and peer mark the answers using the 2018 mark scheme. Ask students to highlight what they have been able to award marks for. Students should then look at their own answers and, based on the peer marking and their own experience of reading someone else’s answer, they should use purple pen to explain how they could have improved their answers. Then ask the class to choose either their 6 or 8 marks answer to do again considering what they felt they could have improved. Give 8 mins for the task, those who need to stop after 6 mins can highlight their answers to show where they feel they would gain marks.	Assess whether they have been able to improve their work based on using the marks scheme and peer/self - assessment	I Can I Will – Resilience – students will need to be resilient to be able to take constructive criticism about their answers and improve their work Cross curricular – any subject with a written exam needs to break down how to respond to exam questions IEU/Covid  Exam paper June 2018.pdf Do all the questions – 1 – 6 in 35 minutes When you finish, look over your answers and make notes in purple pen about what you could improve.	Student have looked at how to answer exam questions earlier in the scheme of learning and have been shown model answers. They are applying their study and practical work from the preceding lessons to being able to answer exam questions