

Year 11 – Autumn

Term	Autumn 1
Topic	Study of Blood Brothers – practical and theory
Big Question	<u>How can we apply physical skills to convey a playwright's intentions?</u>
Concepts	<p>Brechtian theatre Social Class and inequality Superstition and fate Nature vs Nurture Musical theatre / tragedy conventions Theatrical analysis Evaluation</p>
Knowledge	<p>How can we physically embody a character, using vocality and physicality, to showcase key themes and contextual links? How can we use technical elements when staging Blood Brothers to create a convincing and compelling performance? How can we achieve realistic characterisation, whilst complimenting the playwright intentions, in performance?</p>
Skills	<p>Dramatic elements: Understanding and utilising elements like plot, character, setting, dialogue, and theme in creating a compelling performance.</p> <p>Characterisation: Developing skills in embodying characters through physicality, voice, and emotional expression.</p> <p>Stagecraft: Gaining knowledge about the technical aspects of theatre, including lighting, sound, set design, and costume, to contribute to a well-rounded production.</p> <p>Improvisation: spontaneity and creativity through improvisational exercises to enhance performance skills and quick thinking on stage.</p> <p>Directing Techniques: Exploring the role of a director, understanding blocking, pacing, and working with actors to bring a cohesive vision to the stage.</p>
Common Misconceptions	<p>Blood Brothers is strictly a musical. In fact, it is a dramatic play with elements of tragedy and social commentary.</p> <p>The plot line of Blood Brothers is a predictable storyline: the narrative delves into complex social issues, class disparities, and consequences, offering more depth than a simple sibling tale.</p>
Key Vocabulary	<p>Semiotics Proxemics Embodiment Physical Embodiment Expression Vocality Accent and dialect Sound – diegetic / non-diegetic sound Lighting – gel, gobo, Fresnel, shadow, silhouette, follow spot, profile spot, general wash. See key vocabulary knowledge organiser for more</p>
Assessment Points	<p>Regular peer and self-reflection when watching the work of others Consistent verbal feedback offered by the teacher on small scenes created in class when exploring different scenes. Blood Brothers assessment booklets are used weekly, for homework tasks. This is then marked with self and peer assessment. Mid unit assessment: Duologue between Mickey and Edward / between Mrs Johnstone and Mrs Lyons assessed by GCSE criteria. End of unit assessment: Blood Brothers in 5 minutes – task of creating a mini Blood Brothers performance in under 5 minutes, telling a bitesize version of a story, led by a narrator. Students will also go to see a live piece of theatre and will have practise in writing an extended piece of analytical writing about the chosen performance text.</p>

<p>Diversity, Inclusion and Personal Development</p>	<p>The study of Blood Brothers can encompass diversity and inclusion in several ways:</p> <p>Social Class Diversity: The play highlights the stark contrast between the socio-economic backgrounds of the characters, emphasising issues related to social class. Analysing this aspect can foster discussions about economic disparity and the impact on individuals' lives.</p> <p>Cultural Diversity: While the play primarily focuses on characters in a British setting, it provides opportunities to explore cultural elements and societal norms. Discussions can arise around how cultural factors influence characters' perspectives and choices.</p> <p>Inclusion of Different Perspectives: The narrative involves various characters with distinct viewpoints, experiences, and aspirations. Studying these diverse perspectives can encourage students to appreciate different voices and understand the complexity of human relationships.</p> <p>Examination of Gender Roles: Although not the primary focus, the play touches on traditional gender roles. Exploring how characters conform or resist these roles contributes to discussions about gender diversity and expectations.</p> <p>Live theatre trip will allow inclusivity as all pupils studying GCSE Drama have the opportunity to attend. This adds cultural capital, as some students will not have had the opportunity to attend live theatre before. It will also allow for discussions around technical and practical elements that have helped to enhance the performance, building up to effective analysis for all pupils to access the extended writing on the exam.</p>
<p>How parents can be of support</p>	<ul style="list-style-type: none"> • Watching performance of Blood Brothers • Go over key vocabulary and terminology to ensure confidence with students in the written exam • Monitoring completion of Blood Brothers homework booklet and supporting this thoroughly • Watch performances and initiate discussions surrounding all of the theatrical elements – costume, sound, special effects etc.
<p>Extra Curricular Links – further/wider reading, TV or film, useful websites etc.</p>	<p><i>Students / parents could do the following to help skills in this unit:</i></p> <ul style="list-style-type: none"> • Watch short clips of Blood Brothers and different staging interpretations online – YouTube to establish understanding • Watch different examples of facial expression, body language and emotive expression in films and short clips. • YouTube clip of Blood Brothers plot - https://www.youtube.com/watch?v=wZsd_wvoF0 • YouTube clip of Blood Brothers characters - https://www.youtube.com/watch?v=ZqQh1d1J-98