

<b>Topic: Blood Brothers – Year 9</b> <b>Autumn term 1, 2 and Spring term 1</b> Last reviewed January 2022		<b>Duration: 10 lessons</b>	<b>Composite:</b> Scripted performance assessment and creating assessment throughout
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
Play, script, staging, stage directions, proscenium Arch, Narrator, Stage direction, Freeze Frame, transition, contrasts, voice, physicality, proxemics, duologue. monologue, accent, class, split-stage/split-scene, narrative, state and private education, multi-role, props, theme, units and objectives, tone, pitch, volume, pace, eye contact,	<ul style="list-style-type: none"> <li>● What are stage direction?</li> <li>● What are production notes?</li> <li>● What is proscenium arch theatre/ end on?</li> <li>● What is a narrator?</li> <li>● What is a monologue?</li> <li>● What does transition mean?</li> <li>● What is a freeze frame?</li> <li>● What is the pact – the promise between Mrs Lyons and Mrs Johnstone?</li> <li>● What is a contrast?</li> <li>● What are proxemics?</li> <li>● What are vocal skills?</li> <li>● What is an accent?</li> <li>● What are physical skills?</li> <li>● What is a duologue?</li> <li>● To be able to name members of the Johnstone family?</li> <li>● Who are the members of the Lyons family?</li> <li>● What is the class system?</li> <li>● What is split-stage or split-scene?</li> <li>● To start to understand the difference between state and private education.</li> <li>● What is eye contact?</li> <li>● What is a theme?</li> <li>● What are objectives?</li> <li>● Why has Micky and Eddie's relationship changed?</li> <li>● What is vocal tone</li> <li>● What is vocal pitch?</li> <li>● What is vocal pace?</li> <li>● What is volume?</li> <li>● What is important about staging?</li> <li>● To understand the narrative of Blood Brothers</li> </ul>	<ul style="list-style-type: none"> <li>● To understand how to follow detailed stage directions and read from a script</li> <li>● How does the opening engage the audience?</li> <li>● What do you know about Mrs Johnstone. Her life and the passing of time?</li> <li>● Explain the differences between Mrs Johnstone and Mrs Lyons?</li> <li>● Why is the pact a key moment in the play?</li> <li>● Why are proxemics important?</li> <li>● How does a 7 year old differ to a teenager?</li> <li>● How could you change your vocal and/or physical skills to play the role of a 7 year old?</li> <li>● To understand how Micky and Eddie contrast</li> <li>● To understand how props are useful when rehearsing and performing</li> <li>● What makes the Johnstone family and the Lyons family different class?</li> <li>● To understand how Micky and Edward's educational experience differs.</li> <li>● To understand why Mrs Lyons results to violence towards Mrs Johnstone</li> <li>● To understand the importance of eye contact when performing.</li> <li>● Understand why you might use units and objectives when working on a play</li> <li>● How is vocal tone, volume, pitch and pace used to show how the characters feel?</li> <li>● To understand the decisions characters have made and why. To develop a personal response but to understand others opinions.</li> </ul>	<b>Previous:</b> Drama Elements (year 8 Autumn term) Tension and Suspense (Year 8 Spring term) Crime (Year 8 Spring term)  <b>Future:</b> Scripted component – perform extracts from an existing play  Questions on the play Blood Brothers in the written exam.

Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> <li>• Full-length script.</li> <li>• Script includes some complex language.</li> <li>• PowerPoint includes key words.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud.</li> <li>• Performance opportunities in all lessons.</li> <li>• Participation in whole class discussions.</li> <li>• Analysis of peer work.</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking where required</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of a full length script.</li> <li>• Working with others to create and perform to a live audience.</li> <li>• Respond to feedback from teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Employability</b> Reading skills, Working as a member of a team, Creativity, Public speaking, Understanding how difference should be acknowledged, Interpreting others.</li> <li>• <b>Careers</b> Understanding the page to stage process – appropriate for those seeking to work as actors, directors or designers.</li> </ul>

**Communication and Interaction, Cognition and Learning, SEMH and Physical/Sensory**

- Opportunities to read aloud – voluntary and encouraged.
- Multi-sensory approach through use of speech, movement, PowerPoints, music, lights and space
- Repetition of key vocabulary in every lesson – in both verbal and written form.
- Practical skills logically and sequenced with an increase in complexity.
- Opportunities for different levels of participation.
- Photocopies of scripts on appropriately coloured paper.
- Topics and themes chosen to engage and challenge all learners.
- Large open space to support issues of mobility