

<b>Topic: Blood Brothers (characters)</b> <b>Year 10 Spring term 1 and 2</b> Last updated January 2024		<b>Duration: 22 lessons</b>		<b>Composite:</b> <ul style="list-style-type: none"> <li>• Mock exam (3 questions)</li> <li>• End of unit test</li> </ul>	
<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>
Storyline and plot Key moments Emotions Characters Monologue Duologue Stage directions Vocal qualities - pace, pitch, tone, volume, articulation, projection Physical qualities – gait, facial expressions, posture, gesture, mannerism Proxemics Staging Themes Context Social and historical context Time period – 1960-80's	<ul style="list-style-type: none"> <li>• Understand the emotions characters feel throughout the play and how this constantly changes</li> <li>• To be able to justify why the characters emotions change</li> <li>• Learn how to practically explore either Micky's monologue or/and a duologue changing your voice and physicality where appropriate.</li> <li>• Learn how to practically explore a duologue as Eddie sounding and looking like him.</li> <li>• Learn how to practically explore a scene as Mrs Johnstone changing your voice and physicality where appropriate</li> <li>• Learn how to practically explore a scene as Mrs Lyons changing your voice and physicality where appropriate</li> <li>• Learn how to perform as the narrator</li> <li>• Learn how to perform as Linda using appropriate vocal and physical skills</li> <li>• Experiment with the staging of various scenes</li> </ul>		<ul style="list-style-type: none"> <li>• Recap the storyline of Blood Brothers by Willy Russell</li> <li>• Understand the main events in Blood Brothers (key moments)</li> <li>• Understand the emotions the characters feel – Mrs Johnstone, Mrs Lyons, Micky and Eddie</li> <li>• Understand Micky's journey in the play</li> <li>• Understand Edward's journey in the play</li> <li>• Understand Mrs Johnstone and the decisions she makes in the play</li> <li>• Understand Mrs Lyon's and why she makes the decisions she does</li> <li>• Understand the role of the Narrator</li> <li>• Understand Linda's journey in the play</li> <li>• Start to understand some of the themes in the play</li> <li>• Start to understand the social and historical context of the play – 1960's-80's, class divide, Margret Thatcher, industrialization, social inequality</li> <li>• Plan the characters costume at various stages in the play</li> <li>• Start to justify decisions for vocal and physical skills for the main characters</li> <li>• Understand the requirements of the written exam – 4 questions about a section of the text but focus on the first 3 questions (costume, 1 given line, select 3 moments from the extract given)</li> </ul>		<b>Previous:</b>  Blood Brothers (Year 9 Autumn term)  Techniques and characterisation (year 10 Autumn term 1)  Blocking and devising (Year 10 Autumn term 2)  <b>Future:</b>  Component 1: Written exam Blood Brothers (Year 11)  Component 2: devising (year 10)  Component 3: Texts in Practice – performing (year 11)
<b>Impressive reading</b>	<b>Impressive speaking</b>	<b>Impressive writing</b>	<b>Resilience</b>	<b>Employability and Careers via:</b>	
<ul style="list-style-type: none"> <li>• Reading from the board</li> <li>• Reading short extracts from the play.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in group work – discussing and planning ideas.</li> <li>• Performing as the characters in Blood Brothers</li> <li>• Participation in whole class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking where this is relevant.</li> <li>• Completion of timeline</li> <li>• Costume decision</li> </ul>	<ul style="list-style-type: none"> <li>• Working with others to create and perform to others</li> <li>• Respond to feedback from</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Employability:</b> evaluative skills, imagination, creativity, teamwork, public speaking, understanding our choices/decisions, interpreting others, refining/developing ideas.</li> </ul>	

<ul style="list-style-type: none"><li>• Reading exam questions</li></ul>	<ul style="list-style-type: none"><li>• Analysing performances.</li><li>• Voicing the answer to questions similar to that in the exam</li></ul>		teacher and peers.	<ul style="list-style-type: none"><li>• <b>Careers:</b> understanding the importance of theatre and performance in society– appropriate for those seeking to work as actors, directors, or designers. Any career involving creativity and developing ideas.</li></ul>
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### **Communication and Interaction, Cognition and Learning, SEMH and Physical/Sensory**

- Opportunities to read/talk/rehearse/perform in front of others.
- Multi-sensory approach through use of speech, movement, literature, PowerPoints, music, lights and space.
- Dual coding in PowerPoints where possible.
- Repetition of key vocabulary in every lesson – in both verbal and written form.
- Opportunities for different levels of participation.
- Photocopies of handouts on appropriately coloured paper and the font size required.
- Large open space to support issues of mobility