

KESTEVEN AND SLEAFORD HIGH SCHOOL

Drama Scheme of Learning Year 9 – Term 5 & 6 – Blood Brothers

Intent – Rationale

To give students the experience of studying a full-length drama script and considering the characterisation, staging and audience response to this.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> Improvisation (Y7-Y9) Freeze-frames (Y7-Y9) Scripted drama (Y7-Y9) 	<ul style="list-style-type: none"> GCSE Drama – Set Text (Blood Brothers) – Y10 and Y11
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> English (Drama texts) Music (Musical Theatre) 	<ul style="list-style-type: none"> SP 1-3, M1-3, SO 2-3, C1,2 & 4, BV 1-5
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Reading and analysing texts 	<ul style="list-style-type: none"> N/A

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u></p> <p>Introduction to the play. How a script is constructed, how to perform roles in character .</p> <p><u>Apply</u></p> <p>Explore themes and the staging of particular scenes, sections and characters.</p> <p><u>Extend</u></p> <p>Links between “Blood Brothers” and other plays (eg “Romeo and Juliet”)</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Group work and co-operation • Off-text improvisation • Monologue • Characterisation • Narration • Freeze-frames • Chorus and choral acting 	<p>Students will be assessed every 2 weeks based on the in house KS3 GRADING CRITERIA</p> <p>Foundation, core, proficient, exceptional. This will be logged in their drama booklets</p>

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Intent – Concepts please see full lesson plans here on T Drive

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. "GIVE ONE OF THEM TO ME": off-text improvisation	Off-text improvisation	Consider how this idea is adapted in the plot of the play. Consider, in particular, Mickey's words at the end (p.99) – "I could have been him!"	[SEE individual lesson plan]
2. "I WISH I WAS OUR SAMMY": characterisation of a child	Characterisation of a child	Discuss how this can be done to get the audience to accept the actor is a child when they are an adult. The effect has to be produced by mannerisms and behaviour.	[SEE individual lesson plan]
3. "THERE'S A GIRL INSIDE THE WOMAN": characterisation and narration	Characterisation and narration	Who is the real victim of the story?	[SEE individual lesson plan]
4. "THERE'S NO GETTING OFF WITHOUT THE PRICE BEING PAID" - Mickey's fate: off-text improvisation	Mickey's fate: off-text improvisation	This could be written down as a script, a story or a storyboard.	[SEE individual lesson plan]
5. THERE'S A MAN GONE MAD: five freeze frames	Five freeze frames	Consider the importance of this scene and how the tension is built up for the audience	[SEE individual lesson plan]
6. THE DEVIL'S GOT YOUR NUMBER: the function of the Narrator	The function of the Narrator	Who or what they think the Narrator is and what is his function in the play?	[SEE individual lesson plan]
Final year 9 assessment	Directing and performing a set text	Developing their own interpretation of the play including costumes set and learning lines.	[SEE individual lesson plan]

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<p>To work on a 10minute extract from blood Brothers in groups</p> <p>4 x lesson rehearsal time 2 x lessons performance 1 x lesson watch back and evaluate</p>			
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