



Term 1.2 and 2.1 Nov-Feb	Lesson 1 The Iron Lady 1980's Britain	Lesson 2 Understanding Plot and key characters	Lesson 3 Being 7 Years Old Characterisation Performing duologues	Lesson 4 Performing Duologues Performing and Responding	Lesson 5 Differences Education Law	Lesson 6 Creating Tension	Lesson 7 Theatrical Design
<b>TOPIC (S)</b> <b>Blood Brothers</b> <b>(Component 1</b> <b>section B of GCSE)</b>	<p>Objective: To understand the social, cultural, historical and political aspects of 1980's Britain To develop a series of still images from theme words related to context.</p> <p>Gold- Perform with conviction, control and focus characters that highlight the cultural stereotypes of 1980s Britain – Able to clearly use facial expression, gesture and body language. Use voice effectively through thoughts aloud</p> <p>Silver – Perform clear stereotypes of characters using gesture and some vocal examples.</p> <p>Bronze- Perform using gesture to highlight emotions of the people from different social backgrounds.</p>	<p>Objective: To be able to recall key scenes in the plot and understand key characters present in Blood Brothers</p> <p>Create a series of still images from key scenes in the plot bringing to life using script.</p> <p>Rehearse, Perform, analyse</p>	<p>Objective: To adopt the characteristics of the Mickey and Edward at 7 years old. Understand how the different techniques can affect voice. Learn lines incorporating use of intonation, pace, pitch, tone and accent.</p>	<p>Objective: To incorporate movement and gesture that represents the characteristics of Mickey or Edward Perform the duologue of M+E first meeting. To perform with conviction and sustain focus throughout the piece. To evaluate the effectiveness of performance skills</p>	<p><b>Objective:</b> To be able to use cross cutting to highlight contrasts in Education Police attitudes to different social classes</p> <p>Students will develop their use of characterisation through voice, movement, gesture Rehearse and perform, analyse</p>	<p><b>Objective:</b> Final scene Students will use script and perform the final scene understanding how to build tension to a climax Rehearse and perform, analyse</p>	<p><b>Objective:</b> To be able to make informed decisions based upon historical context to design set and costumes for key scenes To be able to articulate reasons for your decisions</p>
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>Know the cultural context of Blood Brothers</li> <li>Developing characterisation using stereotypical movement, gestures</li> <li>Developing the subtleties of facial expression, vocal and physical movement to adopt characteristics that are real in order to capture emotions</li> <li>Understanding the effects of stage, costume and set design to communicate meaning</li> </ul>						
<b>Assessment / Feedback Opportunities</b>		Teacher feedback	Formative Assessment- Recorded with feedback	Verbal peer and teacher feedback			Formative assessment Assessment questions-linked to understanding of performance and design

<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>• Understanding student's place in society in comparison to the characters</li> <li>• Relating their own education, family and Friendships to the themes in the play</li> <li>•</li> </ul>
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>• Social cultural historical and political aspects of 1980's Britain</li> <li>• Making comparisons to current political issues</li> <li>• Understanding the democratic systems</li> <li>•</li> </ul>
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Blood Brothers Musical- Script</li> <li>• Militant Liverpool: A city on the Edge by Diane Frost and Peter North</li> <li>• Liverpool '81 Remembering the Riots by Diane Frost</li> <li>• No such thing as society: A History of Britain in the 1980's- Andy Mc Smith</li> <li>•</li> </ul>
<b>Key Vocabulary</b>	Politics, workers unions, Conservative, Labour, government, character, gesture, movement, space, gesture, conviction, focus, audience
<b>Digital Literacy</b>	Research using internet. Word processing homework.
<b>Careers</b>	Actor, Designer, Director, Teacher, Historian, Politician, Journalist, Theatre manager, Stage manager