



<b>Subject:</b> Drama	<b>Year Group:</b> 8	<b>Unit:</b> Blood Brothers (Willy Russell)
<p><b>Unit objectives:</b>                  Learning objectives: The learning objectives here are over-arching to incorporate the whole scheme. By the end of this scheme students will have:</p> <ul style="list-style-type: none"> <li>- Developed script reading skills.</li> <li>- Worked on characterisation through use of body language and vocal technique</li> <li>- Looked at the messages conveyed within a play and the sociohistorical background of the playwright with the aim of portraying this to an audience</li> <li>- Used a variety of rehearsal techniques and strategies to consider the motivation of characters.</li> <li>- Considered the background of characters; their economic status, family background, educational opportunities, etc., when building a character.</li> <li>- Worked as an ensemble and in pairs.</li> <li>- Taken characters from a play and transferred them to their own imaginary scenarios to give more depth in exploring their personality and life.</li> </ul>		

**Context for study:**  
 The main themes in Blood Brothers are connected with differences in social class, and the effects these have on the lives of the main characters. Although superstition and fate are presented as themes, the political message of the play seems to be saying that it is real-world social forces that shape people's lives. Russell shows how wealth brings privilege, even down to the way the Johnstone's and the Lyons are treated differently by the law. Russell seems to be asking us to consider whether there really is such a thing as fate or destiny or whether life pans out because of natural rather than supernatural reasons, because of the way we are educated and live. Through exploring the text with this level of detail, KS3 pupils are getting their first experience of the study of a dramatic piece with wider context in line with some of the written elements that would be covered in KS4 studies.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)*

- To recognise links between Our Day Out and Blood Brothers – nature vs. Nurture, social class etc.
- To recall key information on the **playwright** Willy Russell.
- To consider the **nature vs nurture theme**
- To **locate** and **retrieve** key information from a text and present back to the class.
- Use **hot-seating** or **role play** to present information **in character**.
- **Stage** a scene that represents the relationship between Mickey & Eddie at age 7, age 14 and age 18.
- Stage a scene involving Mrs Lyons & Mrs Johnstone, exploring **subtext**
- To identify appropriate Drama techniques to use when **staging - cross cutting/split stage/freeze frame**
- To create identifiable **characters** using **physical** and **vocal** skill
- To consider use of **staging positions**
- Explore the views and attitudes of authority, and the way they are presented to the **audience**

## The Warriner School Subject Curriculum Map

- Use the text to **develop scenes** that consider the background of the characters

**Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.***

**Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?***

Practical work and performance will reflect the knowledge and learning gains made so far with the different mediums/elements appearing present in student's drama work.

Students will be heard regularly using subject specific vocabulary as they discuss both their own performance work and the work of their peers.

Students will be able to answer mini-quiz questions at the start of each lesson to assess learning gains made

Assessment to be conducted with the final performance piece and developed scenes.

**Literacy and Oracy development opportunities:**

***Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.***

Teacher taught vocabulary will be regularly tested through teacher led differentiated Q&A sessions allowing take up time before asking students what they can recall from previous lessons

Group work develops students use of oracy, encouraging speaking and listening skills

Peer evaluation assessment opportunities creates opportunities for students to use subject specific vocabulary whilst using speaking and listening/oracy skills

Students are encouraged to use subject specific vocabulary in response to teacher questioning throughout lessons