



Subject	Year	Term																
Drama	10	2																
Topic																		
Component 1 Understanding Drama: Blood Brothers and Theatre Terminology																		
Content (Intent)																		
<p>Prior Learning (Topic) What make a successful GCSE Drama Student? Bouncers and Shakers: Mock Component 2</p> <p>Component 1 Understanding Drama Section A and B AO3 and 4:</p> <p>Section A: Theatre roles and terminology: students understand how to answer four multiple-choice questions on professional theatre maker roles and/or terminology.</p> <p>Section B: Students will study the set text Blood Brothers and learn how to answer short and extended questions on the set play. They will develop knowledge of play’s characteristics, social, cultural and historical contexts and how meaning is interpreted and communicated on stage.</p>																		
<p>Future Learning (Topic) Component 2: Devising Drama</p>																		
What Knowledge and Skills will be taught (Implementation)	How will your understanding be assessed & recorded (Impact)																	
<p>Component 1 Understanding Drama Section A and B</p> <p>Students will know how to write confidently about the plays genre, structure, form, style, language, sub-text, character motivation, interaction demands and the creation of mood and atmosphere. They will understand the social, cultural and historical context of Blood Brothers and the theatrical conventions of the 1950-80’s. They will learn how to discuss a performers' vocal and physical interpretation of character within an unseen extract from the play. They will memorise the required stage positioning and staging configurations for Section A of the exam.</p>	<p>Assessment:</p> <p>Recorded in written exam workbooks.</p> <p>Students will make notes in workbooks and answer teacher and peer assessed exam questions (folders) in preparation for their mock and actual exam.</p>																	
How can parents help at home?																		
<ul style="list-style-type: none"> • Support with research into the social, cultural and historical context of Blood Brothers. If able too, watch a live performance of Blood Brothers. Discuss Liverpool society in the 1950-80’s and ask questions about students’ learning and exploration. • Facilitate timed sessions to answer practice questions. 																		
Helpful further reading/discussion (including Reading and Vocabulary Lists)																		
<p>Reading</p> <p>Blood Brothers - Willy Russell</p> <p>AQA GCSE Drama Revised Version (Paperback) Annie Fox</p> <p>Blood Brothers Play Guide for AQA GCSE Drama Paperback – 7 Jan 2019 Annie Fox</p> <p>GCSE POD English Literature Blood Brothers videos</p>	<p>Vocabulary Lists</p> <table border="0"> <tr> <td>Recession</td> <td>Accent</td> </tr> <tr> <td>Dramatic Climax</td> <td>Liverpudlian</td> </tr> <tr> <td>Class System</td> <td>End On Stage</td> </tr> <tr> <td>Sub-Text</td> <td>Context</td> </tr> <tr> <td>Theatrical Conventions</td> <td>Motivation</td> </tr> <tr> <td>Nature</td> <td>Stage Configuration</td> </tr> <tr> <td>Nurture</td> <td>Stage Positioning</td> </tr> <tr> <td>Superstition</td> <td></td> </tr> </table>		Recession	Accent	Dramatic Climax	Liverpudlian	Class System	End On Stage	Sub-Text	Context	Theatrical Conventions	Motivation	Nature	Stage Configuration	Nurture	Stage Positioning	Superstition	
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