



Year 10 Drama – Blood Brothers – Spring Term 1 – KNOWLEDGE OVERVIEW

Lesson Focus	Week commencing (w/c)	Pupils should be able to:	Online learning resources – Use Year 10 Drama Microsoft Team	Offline learning resources	Key vocabulary
Understanding the context, plot and characters in Blood Brothers.	4.1.21	<p>Demonstrate an understanding of the plot and main characters in Blood Brother.</p> <p>Explore the prologue of the play focusing on the choices they would make as a director.</p>	Check on Microsoft Teams (<u><i>Year 10 Drama Team</i></u>) for resources prepared by your Drama teacher.	Carefully read pages 2, 3, 4, 5, 6 and 7 in your Drama offline resource pack and complete all of the tasks.	Social status Plot Characters Context Physical skills Vocal skills Director
Exploring the significance of the character of Mrs Johnstone.	11.1.21	<p>Demonstrate an understanding of hot-seating and be able to apply this to writing a short scene.</p> <p>Understand the significance of costume design in communicating meaning.</p> <p>Design a suitable costume making secure justifications of their design choices.</p>	Check on Microsoft Teams (<u><i>Year 10 Drama Team</i></u>) for resources prepared by your Drama teacher.	Carefully read pages 8, 9, 10 and 11 in your Drama offline resource pack and complete all of the tasks.	Hot-seating Communication of meaning Costume Symbolism Colour
Exploring characterisation skills to effectively portray a younger character.	18.01.21	<p>Explain the physical and vocal skills needed to effectively play a younger character.</p> <p>Apply their knowledge and understanding as an actor to discuss how they would perform a specific character.</p> <p>Practically develop physical and vocal skills to highlight age and social class.</p>	Check on Microsoft Teams (<u><i>Year 10 Drama Team</i></u>) for resources prepared by your Drama teacher.	Carefully read pages 12, 13, 14, 15, 16 and 17 in your Drama offline resource pack and complete all of the tasks.	Physical skills Vocal skills Communication of meaning Characterisation

<p>Understanding how social status is represented throughout the play.</p>	<p>25.01.21</p>	<p>Identify how tension is created in performance work and explain how they would create tension from a key scene in Blood Brothers.</p> <p>Understand the significance of lighting in enhancing the communication of meaning to an audience.</p>	<p>Check on Microsoft Teams (<u>Year 10 Drama Team</u>) for resources prepared by your Drama teacher.</p>	<p>Carefully read pages 18, 19, 20, 21, 22 and 23 in your Drama offline resource pack and complete all of the tasks.</p>	<p>Tension Lighting Semiotics Justification</p>
<p>Set design to support the communication of meaning.</p>	<p>01.02.21</p>	<p>Understand the elements to consider when designing a set for performance.</p> <p>Design their own set making clear justifications of their design choices linking specifically to the text and characters.</p>	<p>Check on Microsoft Teams (<u>Year 10 Drama Team</u>) for resources prepared by your Drama teacher.</p>	<p>Carefully read pages 24, 25 and 26 in your Drama offline resource pack and complete all of the tasks.</p>	<p>Set Justification Social class Semiotics</p>
<p>Understanding the play Blood Brothers</p>	<p>08.02.21</p>	<p>Demonstrate their understanding of the play, themes and main characters in Blood Brothers.</p>	<p>Check on Microsoft Teams (<u>Year 10 Drama Team</u>) for resources prepared by your Drama teacher.</p>	<p>Carefully read pages 27, 28, 29, 30 and 31 in your Drama offline resource pack and complete all of the tasks.</p>	<p>Characters Plot Context</p>