**HTCS Curriculum Intent**

**Creativity**

**Subject: Drama Year: 9 Half term: 2**

**Topic: Blood Brothers**

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|  |  **To Improve I will** |
|  | **R** | **A** | **G** |  |
| I can identify the key themes within Blood Brothers |  |  |  |  |
| I can identify how colour can be used for symbolism within a performance |  |  |  |  |
| I can explain how to use performance skills to interpret a character  |  |  |  |  |
| I can explain how through characterisation and costume characters can differ.  |  |  |  |  |

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| **Lesson** | **Learning Focus** | **Skill** | **Key Words** |
| 1 | Plot and characters Understanding the storyline of Blood Brothers  | Extended piece of writing demonstrating understandingLinks to GCSE C3 | Inference, script, character  |
| 2 | Social ClassHow is social inequality and class an underlying theme in the play Blood Brothers.  | Identifying themes within a script - Links to GCSE C3 | Evaluation, Drama terminology , Rehearsal |
| 3 | Costume and colour symbolism The use of colour symbolism to establish understanding of characters | Links to GCSE C1, & 3 & media studies | Symbolism, use of colour.  |
| 4 | Character developmentUsing performance skills how can you adapt your characterisation.  | Interpreting scripts. Characterisation and answering exam style questions GCSE links C1, 2 & 3  | Characterisation, performance skills, facial expressions, gesture, movement, body language  |
| 5 & 6  | Stage and lighting design  | staging and lighting design (Links with C2 GCSE) | Staging, lighting, gobos, colour symbolism.  |
| 7  | Blood Brothers exam assessment  | GCSE links to C3  | Performance skills, costume, characterisation.  |