**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 understanding  Links to GCSE C3 | Inference, script, character |
| 2 | Social Class  How 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 development  Using 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. |