


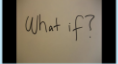
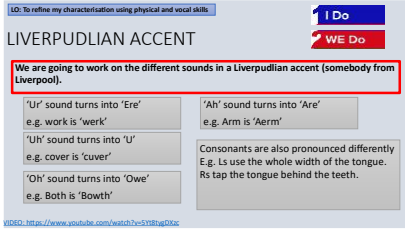
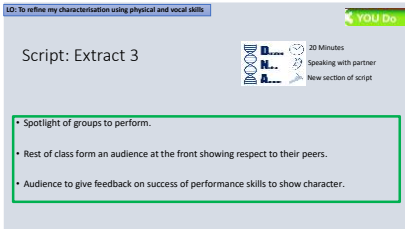
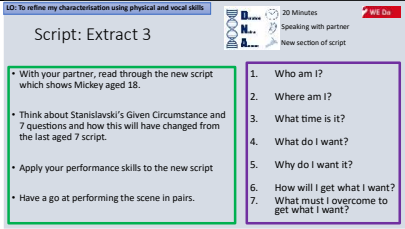


Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
<p>Week 1</p> <p>To understand the context and plot outline of 'Blood Brothers'</p>	<p>Plot, social context, tableaux</p>	<p>To understand the events that led to the context of the story</p>	<p>Red Zone recap</p>	<p>-Describe the social context of Blood Brothers</p> <p>-Create tableaux to present the plot of Blood Brothers</p> <p>-Discuss the agreement between Mrs Johnstone and Mrs Lyons</p>		<p><small>LO: To understand the context and plot outline of 'Blood Brothers'</small></p> <p>Class read through- The Binding Agreement</p> <p>We have read through a key moment in Blood Brothers. It involves Mrs Lyons and Mrs Johnstone making an agreement. This moment sets up the whole plot</p> <p>In pairs, rehearse this scene considering how you would use physical and stagecraft to portray the characters.</p> 
<p>Week 2</p> <p>To understand how to communicate characters in Blood Brothers</p>	<p>Leading technique, stance, movement</p>	<p>To be able to explore different physicality to create different characters</p>	<p>Reflection questions</p>	<p>Watch and discuss the child-like traits in Eddie and Mickey's first meeting and the differences between the two.</p> <p>Use stance, movement and the leading technique to communicate the characters Eddie and Mickey</p>		<p><small>LO: Use stance, movement and the leading technique to portray the characters Eddie and Mickey.</small></p> <p>Extract 2 – The first meeting</p> <p>Mickey and Eddie are 7 years old (nearly 8!)</p> <ol style="list-style-type: none"> Read through the scene (5 minutes) Have a go at performing the scene. Think about the physical child-like traits we have just explored – how could you apply these physical traits to the scene? (10 minutes) <p>CHALLENGE: Think carefully about how Eddie and Mickey would sound different to each other. How could you use your vocal ability to communicate their social class?</p> <p>REMEMBER – Leading body parts. Think about GSPEED: <ul style="list-style-type: none"> Gestures Stance Posture Expression Eye Contact Dynamics </p>  

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<p>Week 3</p> <p>To develop the knowledge and skills to use Stanislavski's characterisation techniques</p>	<p>Stanislavski, Magic IF, Seven Questions</p>	<p>To understand who Stanislavski was and his key concepts for acting</p>	<p>Quiz</p>	<p>Communicate the characters Mickey and Eddie in rehearsals</p> <p>Use the Seven Questions to deepen my characterisation.</p> <p>Apply the Magic IF to develop my characterisation.</p>		<div> <p>Red zone</p> <p>Answer the questions for your character on your white board – we'll do it one by one and show our answers.</p> <ol style="list-style-type: none"> Who am I? Where am I? What time is it? What do I want? Why do I want it? How will I get what I want? What must I overcome to get what I want? </div>
<p>Week 4</p> <p>To develop the knowledge and skills to use Stanislavski's characterisation techniques</p>	<p>Stanislavski, Magic IF, Seven Questions</p>	<p>To create a deeper understanding of character through developing Stanislavski's ideas</p>	<p>Discuss understanding of Stan and his concepts with peers</p>	<p>Communicate the characters Mickey and Eddie in rehearsals</p> <p>Use the Seven Questions to deepen my characterisation.</p> <p>Apply the Magic IF to develop my characterisation.</p>		<div> <p><small>10 Apply the Magic IF to develop my characterisation</small></p> <p>Reminder– The Magic IF</p> <ul style="list-style-type: none"> Stanislavski said that the character should answer the question, 'What would I do if I was in this situation?' Also known as the 'Magic IF', this technique means that the actor puts themselves into the character's situation. This then stimulates the motivation to enable the actor to play the role. How could you use the 'MAGIC IF' to help you with the creation of Mickey or Eddie? Give it a go!  </div>

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Week 5 To refine my characterisation using physical and vocal skills	Characterisation, physical, vocal, levels of tension, mood, personality, pronunciation, accent	To add layers on to the character by adding accent	Red chat	Demonstrate the seven levels of tension Use 'levels of tension' to communicate mood and personality Explore pronunciations to speak with an accent		
Week 6 To rehearse my scene using Stanislavski techniques to create character	Rehearse Magic if Given circumstances	To rehearse the scene to make it as realistic as possible	Watch and analyse rehearsal	Demonstrate an understanding of the techniques explored Be able to put these techniques into practice in rehearsal		
Week 7 To be able to perform a scripted extract from Blood Brothers.	Characterisation – GSPEED, DEPART, Stanislavski, Realism	To be able to perform using all the techniques we have explored throughout the half term	Performance	Week 7 Perform using physical and vocal skills to communicate a character.		

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				<p>Use the techniques of Stanislavski to perform in the style of realism</p> <p>Respond positively to teacher and peer feedback</p>		