

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Week 1 To understand the context and plot outline of 'Blood Brothers'	<i>Plot, social context, tableaux</i>	To understand the events that led to the context of the story	Red Zone recap	<ul style="list-style-type: none"> -Describe the social context of Blood Brothers -Create tableaux to present the plot of Blood Brothers -Discuss the agreement between Mrs Johnstone and Mrs Lyons 		<div style="background-color: #e0f2ff; padding: 10px;"> <p>LO: To understand the context and plot outline of 'Blood Brothers'</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>  </div>
Week 2 To understand how to communicate characters in Blood Brothers	Leading technique, stance, movement	To be able to explore different physicality to create different characters	Reflection questions	<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>		<div style="background-color: #e0f2ff; padding: 10px;"> <p>LO: Use stance, movement and the leading technique to portray the characters Eddie and Mickey</p> <p>Extract 2 – The first meeting Mickey and Eddie are 7 years old (nearly 8!) 1. Read through the scene (5 minutes) 2. 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> <p>CHALLENGE: Think carefully about how Eddie and Mickey would SOUND different to each other. How could you use your vocal skills to communicate their 'sound'?</p> <p>I Do WE Do YOU Do</p> <p>D M E A 15 Minutes Speaking with partner First section of script</p> <p>REMEMBER – Leading body parts. Think about GSPEED: - Gesture - Posture - Expression - Eye Contact - Dynamics</p> </div>

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Week 3 To develop the knowledge and skills to use Stanislavski's characterisation techniques	Stanislavski, Magic IF, Seven Questions	To understand who Stanislavski was and his key concepts for acting	Quiz	Communicate the characters Mickey and Eddie in rehearsals Use the Seven Questions to deepen my characterisation. Apply the Magic IF to develop my characterisation.		<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"> 1. Who am I? 2. Where am I? 3. What time is it? 4. What do I want? 5. Why do I want it? 6. How will I get what I want? 7. What must I overcome to get what I want?
Week 4 To develop the knowledge and skills to use Stanislavski's characterisation techniques	Stanislavski, Magic IF, Seven Questions	To create a deeper understanding of character through developing Stanislavski's ideas	Discuss understanding of Stan and Eddie in rehearsals with peers	Communicate the characters Mickey and Eddie in rehearsals Use the Seven Questions to deepen my characterisation. Apply the Magic IF to develop my characterisation.		<p>Apply the Magic IF to develop my characterisation</p> <p>Reminder – The Magic IF</p> <p>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!</p> 

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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	<p>Demonstrate the seven levels of tension</p> <p>Use 'levels of tension' to communicate mood and personality</p> <p>Explore pronunciations to speak with an accent</p>		<p>LO: To refine my characterisation using physical and vocal skills</p> <p>1 I Do</p> <p>LIVERPUDLIAN ACCENT</p> <p>WE Do</p> <p>We are going to work on the different sounds in a Liverpudlian accent (somebody from Liverpool).</p> <p>'Ur' sound turns into 'Ere' e.g. work is 'werk'</p> <p>'Uh' sound turns into 'U' e.g. cover is 'cuber'</p> <p>'Oh' sound turns into 'Owe' e.g. Both is 'Bowth'</p> <p>'Ah' sound turns into 'Are' e.g. Arm is 'Aerm'</p> <p>Consonants are also pronounced differently E.g. Ls use the whole width of the tongue. Rs tap the tongue behind the teeth.</p> <p>VIDEO: https://www.youtube.com/watch?v=sYHtgD0xc</p>
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	<p>Demonstrate an understanding of the techniques explored</p> <p>Be able to put these techniques into practice in rehearsal</p>		<p>LO: To refine my characterisation using physical and vocal skills</p> <p>YOU Do</p> <p>Script: Extract 3</p> <p>20 Minutes Speaking with partner New section of script</p> <p>• Spotlight of groups to perform.</p> <p>• Rest of class form an audience at the front showing respect to their peers.</p> <p>• Audience to give feedback on success of performance skills to show character.</p>
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.		<p>LO: To refine my characterisation using physical and vocal skills</p> <p>WE Do</p> <p>Script: Extract 3</p> <p>20 Minutes Speaking with partner New section of script</p> <p>• With your partner, read through the new script which shows Mickey aged 18.</p> <p>• Think about Stanislavski's Given Circumstance and 7 questions and how this will have changed from the last aged 7 script.</p> <p>• Apply your performance skills to the new script</p> <p>• Have a go at performing the scene in pairs.</p> <p>1. Who am I? 2. Where am I? 3. What time is it? 4. What do I want? 5. Why do I want it? 6. How will I get what I want? 7. What must I overcome to get what I want?</p>

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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>		