

Year 11 Curriculum Overview Drama 2023-24

Year 11 Drama – 3 Lessons a fortnight	Term 1	Term 2	Term 3
Unit Title	Blood Brothers Revision	Presenting and Performing Texts	Exam Revision
Curriculum Content	Students will study their set text 'Blood Brothers'. Students will practically explore the contextual factors and the play. Students will consider the role of an actor and director in Blood Brothers. Students will perform an extract from the play as a practice for the P&P unit in Year 11.	Students will work in groups and will be given a play text to read and study – they will be expected to perform an appropriate extract from the play to a visiting examiner. Alongside the performance, students will complete a written Concept Proforma which states their intention and preparation for the performance.	Students will be revising the knowledge gained in previous units to prepare them for their Performance and Response written exam paper. Section A – Blood Brothers Section B – Evaluating Live Theatre
Links to prior learning	Semiotics, Evaluating Theatre, acting and directing skills.	Theatre practitioners, intention of performances, acting skills, performance skills, strategies and techniques in performance, contextual factors and research skills.	Theatre practitioners, intention of performances, acting skills, performance skills, strategies and techniques in performance, contextual factors and research skills. Semiotics, Evaluating Theatre, Design skills within performance.
Cultural Capital Opportunities	Complete some research into Willy Russell and his other plays that he has written. What similarities are there to Blood Brothers?	Use YouTube to find some videos of the script that you are performing – analyse and evaluate their use of techniques and the directorial decisions that they have made. Use this to help you develop your own performance.	Use YouTube to watch performances of Blood Brothers – make notes/discuss about the use of design skills (music, lighting, set, costume) in the performance. These will give you ideas that you can mention in your written exam.
Assessment Focus	Mickey and Eddie's first meeting <i>Practical Performance</i>	NEA – Presenting and Performing Texts <i>Practical Performance to a visiting examiner and Concept Pro Forma</i>	Performance and Response Exam Paper
Name of Knowledge Organiser	1. Blood Brothers	2. Presenting and Performing Texts	3. Written Exam

GCSE DRAMA: BLOOD BROTHERS

This is your SECTION A set text. You will answer 8 questions about the play in your written exam at the end of Year 11. This side of the knowledge organiser will help you recognise the things you need to know about Blood Brothers.

KEY INFORMATION

Playwright:	Willy Russell	Written:	1980s
Genre:	Comedy/Tragedy Naturalistic with non-naturalistic elements (Narrator, Songs)	Location:	Liverpool
Style:	Musical Theatre	Themes:	Social Class, Education, Nature vs Nurture, Superstition, fate, education, crime
Set:	1950-1980	Context:	Margret Thatcher, Housing, Cinema, Music, Dancing, Education divide, unemployment, class divide
Structure:	Cyclical		

CHARACTERS

Mickey, Edward, Mrs Johnstone, Mrs Lyons, Linda, Sammy, Mr Lyons, Narrator

PLOT – Twins separated at birth never knowing their true relationship – follows the ups and downs of their friendship.

SUBPLOTS – Linda and Eddie's relationship, Mickey and Linda's relationship, Mrs Lyon's paranoia, Sammy's life of crime

GCSE DRAMA: BLOOD BROTHERS

This side of the knowledge organiser shows you what type of questions may come up in Section A of the exam. You should be confident in all of these areas.

<p>Different types of staging and what would/wouldn't be appropriate for Blood Brothers.</p> <p><i>Proscenium arch, traverse, thrust, in the round, end on, site specific, promenade, black box</i></p>	<p>How you would create mood and atmosphere through acting or design elements.</p>	<p>How meaning is communicated: <i>relationships on stage, between performers and audience, design elements, acting skills, interpretation of character</i></p>
<p>How you can show relationships through acting, staging and design elements.</p>	<p>How acting skills could be used to play any of the characters from Blood Brothers.</p>	<p>How stage directions are used: <i>Exits, Entrances, setting of scene, how to deliver lines, positioning, dramatic irony</i></p>
<p>Different theatre roles – what they do and how you would do them for Blood Brothers</p>	<p>The features of Blood Brothers: <i>Structure, characters, dialogue, flashback, monologues, plot, subplot, stage directions</i></p>	<p>How blocking, characterisation and improvisation can be used in performance and rehearsal.</p>
<p>Key moments of the plot that can be used to create a certain impact on the audience</p>	<p>How context and themes can be seen within the play: <i>acting, plot, design</i></p>	<p>KEY MOMENTS OF THE PLOT: <i>Opening scene, Making the pact, first meeting between the boys, school scenes, cinema, Mrs L trying to kill Mrs J, Mickey and Eddie's argument, the shooting, Mickey on pills, final scene</i></p>

GCSE DRAMA: ACTING AND DESIGN

This side of the knowledge organiser breaks down the specific things that you should know regarding acting skills for your written exam.

PHYSICALITY

Facial Expression

Showing how you feel with your face

Movements

How you are moving on the stage

Posture

The positioning of your shoulders/back

Body Language

How you are showing character/emotion with your body

Stillness

Gait

the manner of your movement

VOCAL

Pitch

How high or low

Pace

The speed of your voice

Tone

the emotion you are showing

Volume

How loud or quiet you are speaking

Accent/Dialect

Showing different pronunciation

Pause/Silence

TOP TIP: You need to make sure that you READ THE QUESTION to ensure you are using the right examples of acting skills – is it asking for PHYSICAL or VOCAL or BOTH?

GCSE DRAMA: ACTING AND DESIGN

This side of the knowledge organiser breaks down the specific things that you should know regarding lighting and set design elements for your written exam.

Lighting Design

Profile Spot/Spotlight

Highlights a particular performer or area

Fresnel

soft edged spotlight

Bridie

A miniature light – useful to hide in parts of set

Floodlight

Provides lots of light to a wide area

Parcan

lighting large areas or providing intense colours

Gel

Coloured plastic placed in front of the lantern to alter colour

Barn Door

Four hinged flaps on front of a lantern. Positioned to block light from reaching certain areas.

Gobo

A small metal disk with a pattern cut into it

Set/Stage Design

Composite Setting

Several locations represented in the same place

Flat

A lightweight wooden frame covered with a design – used to hide areas of the stage or provide a backdrop of scenery

Gauze

Cloth used to partially hide a scene that is going on behind it

Props

Furnishings, set dressings and all items on stage.

TOP TIP: You need to make sure that you **READ THE QUESTION** to ensure you are using the right examples of design skills.

GCSE DRAMA: ACTING AND DESIGN

This side of the knowledge organiser breaks down the specific things that you should know regarding sound and SFX design elements for your written exam.

Sound Design

Ambient Noise

The sound heard in a room with no sound sources

Microphone

What an actor speaks/sings into to amplify or record their voice

Radio Mic

A microphone worn on their actor's body

Soundscape

Using a range of sounds to create an environment for a scene. Repeated words or phrases can also be used.

Diegetic Sound

Sound that the characters on stage can hear

Non-Diegetic Sound

Sound that the characters on stage cannot hear (creates mood and atmosphere through underscoring)

Technology/Effects

AV

Audio-Visual – projected or screened

Dry Ice

Frozen gas that forms a mist or fog when dropped into water

Pyrotechnics

Firework effects – usually electronically fired

Rigging

The equipment that suspends lighting and above the stage

Smoke Machine

produces clouds of coloured or white fog

TOP TIP: Remember to link your design ideas back to the impact they will have on the audience or the performance.

GCSE DRAMA: ACTING AND DESIGN

This side of the knowledge organiser breaks down the specific things that you should know regarding the different theatre roles that you need to be aware of for your written exam.

Actor	The person whose role it is to play a character in the performance
Choreographer	Creates and sets the dance and movement sequences during the production
Costume Designer	Responsible for the costume worn by the actors – they design and source/create them.
Director	Responsible for the overall vision of a performance. They direct the scenes and instruct the actors
Lighting Designer	Designs the lighting for the show while considering any issues such as sight lines of the audience, the safety and the cost
Lyricist	The person who writes the words of the songs in the musical
Playwright	The author of the play
Set Designer	Designs the set/stage for the show
Sound Designer	Responsible for the planning of the sound – they will source any music and sound effects
Stage Manager	Head of the stage management team – works backstage
Understudy	They learn a main role in the performance and step in if needed. Often an understudy performs in the chorus of a performance too.

TOP TIP: You need to be confident in all of these theatre roles. You also must be prepared to explain what you would do if you were in that role. Remember to always justify your ideas.