

Subject: English Medium term plan Y8 - Blood Brothers Unit planning and evaluation sheet:

Y8 Term 4	Title: Blood Brothers
<p>Why are you teaching it? What do they need to know? Misconceptions?</p>	<p>"Blood Brothers" is a play written by Willy Russell in 1981 that tells the story of twin brothers, Mickey and Edward, who were separated at birth and raised in different environments. Mickey grows up in poverty, while Edward is raised in a wealthy family. Despite their different upbringings, the two boys become friends and pledge to always look out for each other. However, as they grow older, their circumstances and societal expectations lead them down different paths. Through the story of the brothers, Russell highlights themes of class inequality, friendship, and the consequences of societal expectations.</p> <p>Through the study of the play, students will gain:</p> <ul style="list-style-type: none"> ● Understanding of social and class issues: "Blood Brothers" deals with themes of social class, poverty, and inequality. ● Developing empathy: The characters in "Blood Brothers" are complex and multifaceted, and many of them face difficult challenges and struggles. ● Analysing literary techniques: "Blood Brothers" is a well-crafted piece of literature that uses a variety of literary techniques, such as foreshadowing, symbolism, and dramatic irony. ● Examining the nature of fate and destiny: The play explores the idea that people's lives are shaped by their circumstances and the choices they make. ● Appreciating theatre as an art form: "Blood Brothers" is a powerful example of theatre as an art form, with its complex characters, engaging storyline, and thought-provoking themes. ● Development of Critical Thinking: By studying Blood Brothers, students can develop their critical thinking skills by analysing the text, evaluating different interpretations and perspectives, and forming their own opinions.
<p>Why are you teaching it now? What prior learning do students have?</p>	<p>The study of a 20th century play will build on students' experiences of studying Shakespeare's A Midsummer Night's Dream in Year 7 and develop the necessary skills for studying The Tempest later this year, Romeo and Juliet in Year 9 and Macbeth and An Inspector Calls in Year 10 and 11.</p>

<p>How will students be assessed?</p>	<ul style="list-style-type: none"> ● Weekly key concept tests, reviewing key vocabulary for the unit. ● Peer assessment of a comparative paragraph on Mickey and Edward (lesson 7). ● End of Unit assessment: How does Russell emphasise the impact of social class in Blood Brothers?
<p>Key vocabulary used in the unit</p>	<p>Accent, alleviate, ambivalent, animosity, deficient, derive, dialect, diligent, dissent, escalate, exacerbate, exemplify, feign, implication, incentive, indolent, jeopardise, lucrative, oblivious, squander, tangible, transgression.</p>
<p>Cultural Capital</p>	<ul style="list-style-type: none"> ● Understanding of Social and Historical Context: Blood Brothers is set in the working-class Liverpool of the 1960s, 70s, and early 80s. Through studying this play, students can gain insight into the social and historical context of this era, including the economic conditions, class divides, and political movements. ● Appreciation of Literature and Drama: Blood Brothers is a well-known and well-regarded example of modern British theatre. By studying the play, students can gain an appreciation for the craft of writing and the techniques used in drama, such as character development, dialogue, and plot. ● Exploration of Themes and Issues: Blood Brothers deals with themes such as nature versus nurture, social class, and the impact of fate and superstition on people's lives. Students can explore these themes and issues through the characters and events of the play and apply their insights to their own lives and society as a whole. ● Exposure to Diverse Perspectives: Blood Brothers explores a variety of perspectives, including those of working-class families, the middle class, and superstitions and beliefs. Through this exposure, students can broaden their understanding of different cultures, beliefs, and experiences.
<p>What are you expecting students to be able to do at the end of the module that they couldn't do at the start?</p>	<p>Oracy: Express their views on characters and their development using key vocabulary; express views on the impact of social class.</p> <p>Literacy: Analyse how language, structure and dramatic devices are used to engage the audience and create character e.g. through the use of accent and dialect.</p> <p>SEND: Express their views on characters and action; understand that characters come from different social classes and be able to state ways in which this has affected them in the play.</p>