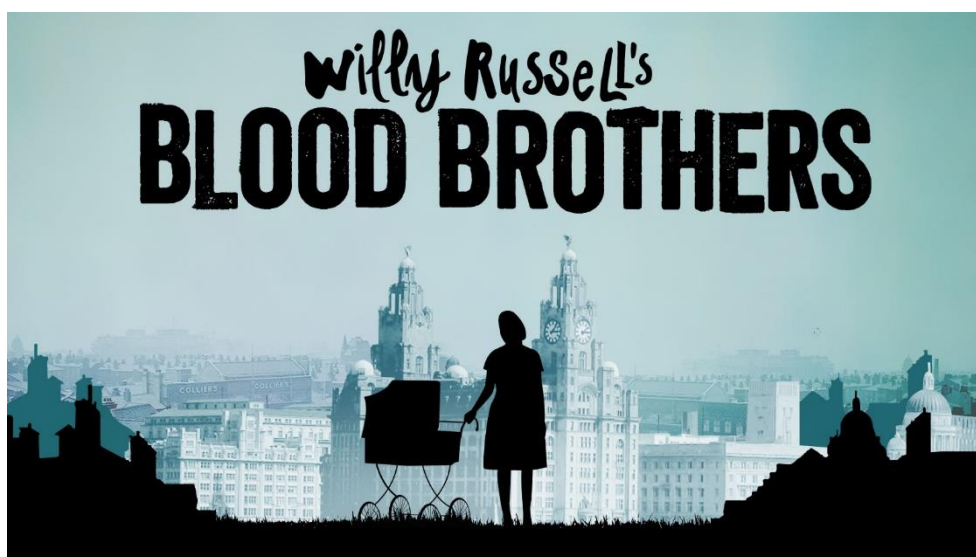


Name: _____



English

Homework Booklet



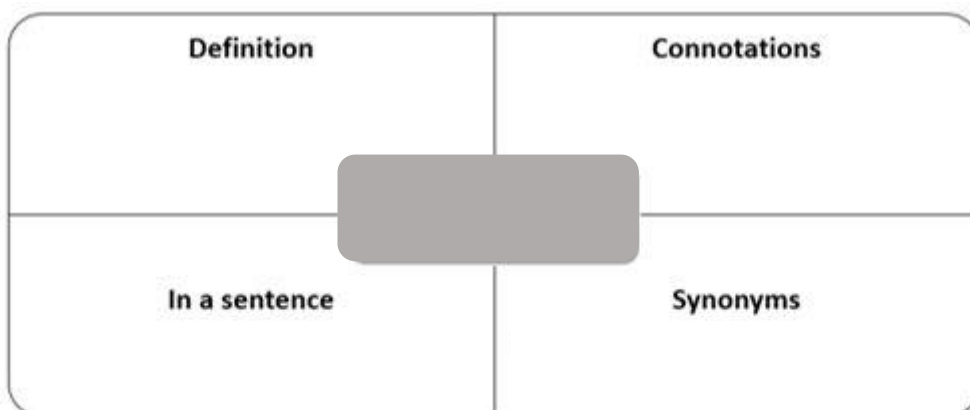
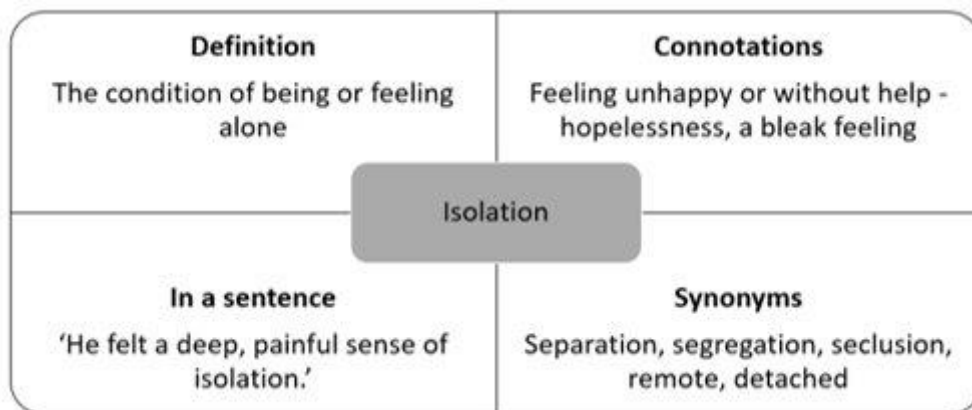
Year 9

Term 1: Blood Brothers

Homework 1	Learn keywords	Due date:	Completed?
Homework 2	Guided Reading Activity	Due date:	Completed?
Homework 3	Prepare for knowledge test	Due date:	Completed?

Homework 1 - Learn the keywords below for a mini test at the start of next lesson. Fill out the table below with the word you are least familiar with.

Keyword	Definition
Playwright	A person who writes plays.
Narrator	a person who narrates something, especially a character who recounts events
Dialect	A form of language related particularly to a specific region or social group
Isolation	The condition of being or feeling alone
Didactic	Intending to teach, particularly in having moral instructions
Epic Theatre	A type of theatre that is didactic and often used to talk about socio-economic issues
Dramatic irony	When the audience are aware of something that the characters are not
Foreshadowing	An indication of a future event or incident



Homework 2 – Read the following carefully and answer the comprehension questions below.

Epic Theatre: ‘Blood Brothers’ and Brecht

- Blood Brothers is a non-naturalistic play.
- Willy Russell has created it as a piece of didactic theatre. He intends for it to make us think. He wants us to feel for the characters but he always wants us to know that we are watching a play and that we should be concerned about more than just being entertained.
- Epic theatre has been used throughout the ages in one form or another. Ancient Greeks would use a chorus to narrate the action on stage as did Shakespeare and so does Russell. For many hundreds of years, we did not have the technology to make a stage, the costumes or lighting to transform us to another place, only the words of the writer and the skill of the performers. However, the person most famous for exploring “Epic Theatre” and its political use in engaging an audience, was German playwright, actor and director Bertolt Brecht.
- Brecht stated: 'Art is not a mirror held up to reality, but a hammer with which to shape it'. His intention was for 'the audience [to] hang up their brain with their coats in the cloak room.'
- Epic theatre is a type of theatre that Brecht created in order to challenge the audience and make them think about socio-political issues.
- Brecht believed that within Epic theatre:
 - ✓ The message should be clear and the audience must be aware all the time that it is a play
 - ✓ It should be un-emotional (that does not mean that the audience will not have an emotional response)
 - ✓ He recognised that while the audience believed in the action onstage and became emotionally involved, they often lost the ability to think and to judge.
 - ✓ He wanted his audiences to remain objective and distant
 - ✓ Epic Theatre was didactic. This means it was based on morals and made the audience think.

Comprehension questions:

- **What type of play is ‘Blood Brothers’?**
- **What does didactic mean?**
- **Who is the most famous playwright to have explored epic theatre?**
- **Name other playwrights who have used epic theatre?**
- **Rephrase this saying in your own words: ‘Art is not a mirror held up to reality, but a hammer with which to shape it.’**
- **What did epic theatre intend to do to the audience? (List three or more)**

Homework 3 – Recap and revise for your knowledge test. You may choose to create flashcards, mind maps or get family or friends to test you.

BLOOD BROTHERS		KEY VOCAB		DEFINITION
CONTEXT <p>Liverpool was a city of many contrasts; there was a big gap between the rich and the poor. In the 20th Century because of the siltin^g of the river, it was a place of financial depression which led to unemployment and strikes</p> <p>In 1981 Margaret Thatcher had been the British Prime Minister for 2 years. She was the leader of the Conservative party and as Prime Minister she and her party had reduced the power of the trade unions in the hope of making British industry more competitive. This affected cities that relied on their manufacturing industries, including Liverpool. One result was a huge rise in unemployment, leading significant impacts on the lives of the people who lived there. There was an increase of poverty, crime and drug abuse.</p> <p>Grammar Schools:</p> <ul style="list-style-type: none"> - Students had to pass the 11+ test to get into the grammar schools. - 11+ assessed the students academic ability. - Top 20% of students attended grammar schools. - Grammar schools taught a highly academic curriculum. - Grammar school received more funding than secondary modern schools. <p>Secondary moderns:</p> <ul style="list-style-type: none"> - Students who did not pass the 11+ attended secondary modern schools. - Taught more practical subjects, aiming to prepare students for more administrative or manual jobs. - Received less funding than grammar schools. - Students from a lower or working class background attended secondary modern schools <p>Private schools:</p> <ul style="list-style-type: none"> - Only 7% of students were educated in private school. - Students were often boarders, meaning they lived at school. - The average boarding school fees would be approximately 25% of the average wage. - Only affordable to those earning considerably more than the average. 	WILLY RUSSELL <p>Willy Russell was born near Liverpool on the 23rd August 1947 and grew up in a working-class family. After leaving school at 15 with only one O level, he became a hairdresser and ran his own salon before trying his hand at a variety of jobs, including writing songs which he performed in local folk clubs. He also contributed songs and sketches to local radio programmes.</p> <p>At 20 years old, he returned to college and became a teacher in the Toxteth area of Liverpool and two years later his first play, "Blind Scouse", was premiered at the Edinburgh Festival. During this time Russell wrote songs for performers and for radio shows. One of his early plays was about the Liverpool pop group the Beatles. He has a love of popular music and this can be seen in many of his plays, but especially in "Blood Brothers".</p> <p>In 1974, Russell's musical about the Beatles " John, Paul, George, Ringo ...and Bert" which premiered in Liverpool and then transferred to the West End. He went on to write the critically acclaimed plays "Educating Rita" and "Shirley Valentine", both of which were made into films, as well as "Our Day Out" – a TV film which was adapted for stage.</p> <p>Arguably his biggest success is "Blood Brothers". Premiering in 1983, the musical won countless awards, including the Olivier Award for Best New Musical, and ran for 24 years in the West End. It has had countless touring productions around the world and many well-known actors, including soap and pop stars, have played the main roles.</p>	Playwright	A person who writes plays.	
		Narrator	A person who narrates something, especially a character who recounts events	
		Dialect	A form of language related particularly to a specific region or social group	
		Isolation	The condition of being or feeling alone	
		Didactic	Intending to teach, particularly in having moral instructions	
		Epic Theatre	A type of theatre that is didactic and often used to talk about socio-economic issues	
		Dramatic Irony	When the audience are aware of something that the characters are not	
		Foreshadowing	An indication of a future event or incident	
		Repulsion	A feeling of intense distaste or disgust	
		Prejudice	Dislike, hostility or unjust behaviour or deriving from preconceived opinions	
		Status	High rank or social standing	
		Manipulation	The action of manipulating something in a skillful manner	
		Deprivation	The lack or denial of something considered to be a necessity	
		Class	A division of a society based on social and economic status	
		Dysfunctional	Not operating normally or properly	
		Aspirations	A hope or ambition of achieving something	
		Elision	The omission of a sound or syllable when speaking ('I'm or let's)	
		Characterisation	The creation or construction of a fictional character	
		Received pronunciation	The standard form of British English pronunciation	

Term 1: Blood Brothers

Blood Brothers



Week 1: Plot and Character

This week, you'll be introduced to Willy Russell's musical theatre *Blood Brothers*, exploring its **genre and form**. You will understand an overview of plot and cold read Act 1 of the play. You will also be secure in the play's **context** of events / societal issues in Liverpool.

Week 2: Study of Drama

This week, you'll cold read Act 2. You will start to understand and explore the play's **dramatic conventions**. You will learn about epic theatre, looking at its difference to naturalistic theatre, along with the role of the narrator. You will learn key **vocab**, using homework tasks to advance your vocabulary.

Week 3: Poverty and Class divides

This week, you'll focus on the contrast between Mrs Lyons and Mrs Johnstone, and will explore ideas of class and wealth in your Big Write. Students will continue to explore **dramatic conventions**, looking at dramatic devices such as sociolect and dialect.

Week 4: Identifying theme

This week you will look at the contrast between Eddie and Mickey's speech/actions; considering the divide in society, and the themes of class and wealth. You will use feedback from last week to develop **critical writing**, through resilience lessons. You will also practice **Oracy** in debate.

Week 5: Critical Arguments - Character

This week you will look develop your criticality using a range of statements about the play. You will look at the purpose and treatment of the character Linda. By the end of the week you will explore critical arguments around character, using evidence from the text.

Week 6: Assessment

You will be completing the assessment task this week, focusing particularly on the quality of your arguments. You will plan, write and edit your response. In addition to this, you will also take on a knowledge recall test, to support teachers in planning their revision activities.

Unit Roadmap: Y8 Term 1

Montsaye English – Moving towards Excellence in English

KS5: Broadening our Learning Horizons

Year 11: Exam and Future Ready

KS4: Thinking Critically and Applying our Knowledge



KS3: Developing and Responding to Perspectives

Curriculum Roadmap



Montsaye English – Moving towards Excellence in English