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| **Year 8 – Drama**  |
| **Curriculum intent** | The aim of the curriculum is that students are able to continue to develop understanding of the key theatrical concepts and values required to be able to collaborate and develop practical work using theatrical styles such as physical theatre. By exploring socially relevant themes as stimuli students will be able to express their views, ideas and recognise the connections between classroom and the world around us |
| **Term** | **Autumn 1-Topic 1** | **Autumn 2 – Topic 2** | **Spring 1 – Topic 3** | **Spring 2 – Topic 3** | **Summer 1 – Topic 4** | **Summer 2 – Topic 5** |
| **Knowledge** | Dramatic Tension and stylised theatre  | Exploring physical theatre through script ‘Walking with Shadows’: Playwright Ben Meyers | **Rehearsals and Planning:**Developing a scripted scene from ‘Johnny and the Dead’: Playwright Terry Pratchett | **Staging and performance:**Performing a scripted scene from Johnny and the Dead’: Playwright Terry Pratchett | Digital/Live Performance- Approaches and Processes ‘Wonder’ by R J Palacio: | Devised performance;‘Wonder’ – Themes: Prejudice, Differences and Kindness |
| **Skills** | To have started to understand the importance of vocal and physical skills: Choral**SKILLS:** Fiction reading skills Script writing skills Creative thinking skills – stimulus. Performance skills/techniques**Keywords:**StyleGenreAnalysing EvaluatingCharacterisationStaging (ideas)MonologueTableauxSupernaturalThemes | To rehearse and perform a stylised scripted scene for performance: Choral movement, timing.**Keywords**StagingStage DirectionsLightingCostume – reference toCharacterisationSocial class – accentStyleLine learning | To have started to understand the content of the play and its style: Characterisation, research, planning**SKILLS:** Fiction reading skills. Script writing skills Creative thinking skills – stimulus**.** Performance skills/techniques.**Keywords:**StyleGenreAnalysing EvaluatingCharacterisationStaging (ideas)MonologueTableaux | To have continued to understand the storyline, structure and style along with how choral voice and movement are used.**Keywords:**StyleGenreAnalysing EvaluatingCharacterisationStaging (ideas)MonologueTableaux | To have started to understand the themes in the film ‘Wonder’.**SKILLS:** Creative thinking skills. Stimulus Research Creative Writing skills Performance skills/techniques**Keywords:**GenreAnalysing EvaluatingCharacterisationThemesPrecepts | To start to plan and rehearse the scene for performance.**Keywords**AnalysisEvaluationThemesCharacterisationIntentionStagingRoles and responsibilities |
| **Assessments** | In a practical performance and theory task on the knowledge and skills learned throughout the topics. | In a practical performance and theory task on the knowledge and skills learned throughout the topics. | In a practical performance and theory task on the knowledge and skills learned throughout the topics. | In a practical performance and theory task on the knowledge and skills learned throughout the topics. | An analysis and evaluation of a successful performance written task | In a practical performance and theory task on the knowledge and skills learned throughout the topics. |
| **Enrichment****\*\*Drama Club open to all year groups to develop vocal and physical skills** | Character monologue writing, researching key themes, website links.<https://www.youtube.com/watch?v=yDPSr8gbnxA> | Theatre visit – Pantomime tbcDeveloping stage plans, researching key themes and the playwright’s intentions. Also website links | Visiting theatre company to deliver themed performance; tbcCharacter monologue writing, researching key themes and the playwright’s intentions. Also website links<https://www.youtube.com/watch?v=Nv-Ok-nVxE8><https://www.youtube.com/watch?v=r_9stkeOEGE> | Character monologue writing, researching key themes, website links | Theatre Visit to watch professional performance; tbcResearching key themes, website links and the novelist<https://www.youtube.com/watch?v=YFaHehFe5A><https://www.gradesaver.com/wonder/study-guide/themes> | Character monologue writing, researching key themes: Prejudice, bullying, differences; website links |