

Drama Unit Overview Year 8

During lockdown theory work was set for Year 7 that reflected areas we would have covered in school, primarily developing their creativity, empathy and independent skills. Work was also linked to elements of theatre that are covered at GCSE level, where more theoretical study is introduced, this includes design, covering; set, costume, sound and lighting. Students also carried out evaluations of theatre, again, this is an area ordinarily covered in class. Therefore, on our return to school students will start, as normal with the planned first scheme for Year 8. Learning will initially take a theoretical approach with the addition of some individual interactive tasks, performance skills missed will be developed from October half term onwards where further opportunities to develop our 5 key skills will be built into the lesson content.

Within every scheme of work in Drama we aim to develop our 5 key skills- confidence, independence, communication, empathy and creativity. As well as the development of these transferable skills, students will also learn dramatic skills-

1. The Drama Techniques of; freeze frame, thought-tracking, slow motion mime, physical theatre, soundscape, asides, split scene, forum theatre and hot-seating
2. The creation of tension
3. The impact of technical elements of theatre
4. Script and devised work- plots, Interpretation of a character (characterisation)- Use of voice, body language, movement, language, interaction.
5. Style/genre

The foundation for all schemes comes under one of the following categories; Script work, story-telling, historical/real life and style.

Drama - Year 8 Autumn A- Anti-Bullying Real Life				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
Objective of scheme: To use Drama to explore bullying, it's affects, support and preventions. Students are introduced to the idea of a stimulus and how this can be used to develop an idea. Drama techniques and the creation of tension are also developed throughout this scheme with the addition of forum theatre, and	Knowledge: The different categories of bullying, how and where to seek help from the perspective of the bully, the victim and the bystander, bullying statistics. Practitioner, Augusto Boal's 'Forum Theatre'. Creation of tension. Stimulus. Understanding: Independently using a stimulus to form the base of a performance idea. Opportunities for role-play to develop empathy from different perspectives of those involved. Opportunity to use the technique of forum theatre within the context of a scene. To use statistics and facts to communicate a news report. To develop a tense atmosphere through the	A mature and sensitive approach to the topic. A clear grasp on empathy and how this can be communicated to an audience. Correct demonstration of how to seek support. Self and peer evaluations reference skills learnt and an appreciation for empathy . Theory work demonstrates	The start of this scheme begins with the use of a stimulus, this is extending students' independent thinking from their normal way of working, where the start of an idea is often teacher led. Student have already explored empathy , this extends this skill by	BBC bitesize Drama Club Multiple charities including - The Diana Award and WWW.Childline.com YouTube videos of peoples experiences https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/celebrating-difference-schools/secondary-school-pack

<p>touching upon silence vs noise and slow vs fast. Cross curricular: PDT</p>	<p>creative use of techniques, acting skills and technical elements inclusive of music. Skills: To be able to choose appropriate and creative ways to communicate a tense atmosphere to an audience. To be able to create and perform an accurate news report that has a clear aim to an audience. To be able to demonstrate character perspectives by employing empathy.</p>	<p>excellent understanding.</p>	<p>putting it into a 'real life' context. Students have already explored performance techniques and stated to experiment with atmosphere, this develops this by encouraging students to be sensitive with their creation of atmosphere and consider a further technical element, music.</p>	
---	--	---------------------------------	---	--

Drama - Year 8 Autumn B- Harry Potter Story Telling

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Objective of scheme: To develop characterisation and introduce the idea of the ensemble. Drama techniques are also continually developed. Cross curricular: English- exploration of character and genre.</p>	<p>Knowledge: Plot and characters. What an ensemble is. How to move from screen to stage. Use of props. Silence vs Noise/Slow vs Fast. Understanding: Creatively using props, taking moments from the film and adapting them for stage. Independently developing and demonstrating creation of the characters in an 'audition' setting. Using previously learnt techniques to demonstrate the use of an ensemble in a variety of scenes. Skills: To be able to make creative choices on techniques to create the use of an ensemble. To be able to perform as an ensemble with confidence. To be able to create believable characters (empathy) that are true to the writer's intentions (communication). To be able to come up with creative ways for taking scenes from screen to stage, inclusive of set and props.</p>	<p>An in-depth development of character with a clear understanding of the writer's intentions. Creativity in the use of props and ensemble and how screen can be created for stage. Being given their desired role in our mock audition. Self and peer evaluations reference skills learnt. Theory work demonstrates excellent understanding.</p>	<p>The heightened importance of an audition setting builds on prior learning of character development and encourages students to strive for true believability within their roles. Students have already learnt the performance techniques but now put these into the context of an ensemble. Students have previously used set and props but are now challenged to adapt scenes using these, from screen to stage. Silence vs Noise and Slow vs Fast are further developed in this scheme.</p>	<p>BBC bitesize Drama Club Harry Potter professional production and play script Harry Potter films Harry Potter books</p>

Drama - Year 8 Spring A - Macbeth Script Work

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Objective of scheme: To broaden student's range of known Shakespeare plays, to develop the use of script work, characterisation, technical elements of theatre and atmosphere. Drama techniques are continually developed. To touch on the idea of symbolism and abstract theatre.</p> <p>Cross curricular: English- exploration of a text inclusive of characters and atmosphere. History- 15-1600's Britain</p>	<p>Knowledge: Plot and characters from another of Shakespeare's plays. Facts about renaissance theatre and commonalities in Shakespeare's writings. Shakespearian language (communication). Lines from a variety of scenes. Recall technical language for lighting.</p> <p>Understanding: This will be demonstrated through creation and performance of scenes, with the use of previously learnt techniques and creation of atmosphere. Opportunity to make independent decisions on lighting. Understanding of abstract theatre and symbolism will be demonstrated through the final performance of Lady Macbeth's monologue scene.</p> <p>Skills: To be able to learn/speak the work of Shakespeare's text, to decode language, to confidently perform scenes from Macbeth choosing creative and appropriate use of techniques and lighting to support the desired atmosphere.</p>	<p>To be able to use familiar and unfamiliar language to decode text. To approach Shakespeare's work with confidence and an open mind, identifying key themes. To confidently make creative choices on performance techniques, characterisation and reactions to support telling the story and to communicate desired atmospheres inclusive of the use of lighting. To have used symbolism clearly within the final performance. To self and peer evaluate with reference to the plot, atmosphere, lighting and the use of symbolism/abstract theatre. Theory work demonstrates an excellent understanding.</p>	<p>This scheme adds to students' repertoire of Shakespeare. It provides them the opportunity to creatively employ previously learnt performance techniques and skills as well as the creation of atmosphere and pushes this a step further with the opportunity to develop a scene with the use of symbolism in a more abstract style. Students also have a further opportunity to add their choices of lighting into their performances to support desired atmospheres.</p>	<p>BBC bitesize Drama Club Macbeth play script The animated tales on media server. Spark Notes or No Fear Shakespeare for understanding language. Visiting theatre companies to perform. Resources provided by RSC associate schools programme for example, visiting practitioner and story Wooshes. Online theatre via RSC YouTube videos of particular scenes</p>

Drama – Year 8 Spring B – Evacuees- Historical

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Objective of scheme: To use Drama to develop empathy and an understanding of life as an evacuee during WW2. Students will continue to develop characterisation skills and Drama techniques. Cross curricular: English- characterisation History- WW2 evacuees</p>	<p>Knowledge: Life during 1939-1945 from the perspective of the children, mothers and hosts. Cliff hangers. Extended thought tracking. Understanding: students will have the opportunity to demonstrate empathy from the perspectives of the children, mothers and hosts through a variety of scenarios that follows the journey of the evacuees, as well as developing confidence through the use of extended thought tracks (monologues). They will demonstrate a use of cliff hangers by creating 'episodes' of a story, inclusive of previously learnt techniques. Skills: To be able to use the skill of empathy to clearly demonstrate a character's perspective. To be able to use performance techniques to heighten the tension of a cliff hanger. To be able to extend the use of thought tracks into a mini-monologue.</p>	<p>Complete sensitivity towards the topic demonstrating an excellent use of empathy within each task, irrespective of the given character. A confidence in the use of mini-monologues and creativity in the use of cliff hangers, employing the use of previously learnt techniques, technical elements and atmosphere. Self and peer evaluations demonstrate an empathetic viewpoint and reference creativity. Theory work demonstrates an excellent understanding.</p>	<p>This scheme provides opportunity for students to make independent choices on the techniques they have previously learnt, but extends their use of thought-tracks into mini monologues. It builds on the skill of empathy, this is a main focus within this scheme, again encouraging students to use the skill to explore a real-life scenario.</p>	<p>BBC bitesize including history section https://www.bbc.co.uk/teach/class-clips-video/history-ks3-the-lives-of-ww2-evacuees/zn4knrd Drama Club YouTube videos Goodnight Mister Tom on media server</p>

Drama - Year 8 Summer A – Genre/Style

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Objective of scheme: To develop an understanding of a variety of genres and styles and how you can communicate these to an audience. Cross curricular: English- genre</p>	<p>Knowledge: Different genres/styles of film and theatre and how to identify and perform these through character, language, action, settings and scenarios. Stage fighting. Understanding: Understanding of these genres will be demonstrated through a variety of tasks, including devising and performing, with a focus on communication for the audience. Skills: To be able to identify and perform a variety of different genres, employing the correct use of character, language, action, setting and scenarios to communicate with an audience. To be able to choose appropriate previously learnt performance techniques to support these styles. To be able to use stage fighting techniques safely and effectively.</p>	<p>Each genre/style is absolutely clear within each task set. Character, language, action, setting and scenarios have been carefully considered and clearly communicate the correct genre/style to an audience. Stage fighting is carried out with complete control and focus, choreography is effective. Self and peer evaluative comments reference elements of genre/ style. Theory work demonstrates an excellent understanding.</p>	<p>Within this scheme students will incorporate previously learnt performance techniques and skills into the context of an unexplored genre or style, extending their thinking on what and how they are communicating with an audience.</p>	<p>BBC bitesize Drama Club</p>

Drama – Year 8 Summer B – Our Day Out Story Telling/Script Work

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning	What additional resources are available?
<p>Objective of scheme: To develop script work, inclusive of characterisation and performance techniques. An opportunity for students to consolidate learning from the year. In addition, students will learn the performance technique of marking the moment. Cross curricular: English- script work</p>	<p>Knowledge: Plot and characters. Identifying playwright intentions (linked to GCSE). An introduction to the work of the playwright Willy Russell. Marking the moment. Understanding: Through a variety of task students will bring sections of the play to life, whilst making independent choices for character, performance techniques, creation of atmosphere and technical elements. Skills: To be able to identify playwright's intentions. To be able to make appropriate and effective, creative choices for bringing a play to life to engage an audience.</p>	<p>Clear understanding of the plot and characters demonstrated through creative choices. Appropriate and effective performance techniques and skills independently chosen to communicate story to the audience and demonstrated with confidence. Self and peer evaluations reference previous learning. Theory work demonstrates an excellent understanding.</p>	<p>Within this scheme students have scope to creatively and independently apply their previously learnt skills from the year, with the addition of one further technique.</p>	<p>BBC bitesize Drama Club The play script</p>