

Curriculum Overview

Subject: DRAMA

Year Group: 8



Drama in Year 8 is taught twice over a fortnightly timetable. Students are given 1 hour lessons within our 3 drama spaces. Students build on the skills they have learnt in Yr7. They are encouraged to participate in all activities, further building confidence and rapport. Practical work is at the heart of our Drama curriculum, Students are marked against a criterion of Creating Drama, Performing Drama and Evaluating Drama. Students are regularly asked to complete self and peer assessments.

TERM 1		TERM 2	TERM 3	
AUTUMN 1	AUTUMN 2	SPRING 1 & 2	SUMMER 1	SUMMER 2
MURDER ENQUIRY	DEVISING THEATRE AND SCRIPT WRITING	PHYSICAL THEATRE / SCRIPT	DEVISING	DRAMA IN INDUSTRY
<p>KNOWLEDGE/SKILLS</p> <p>The scheme is a murder mystery where students need to uncover clues, use evidence and make decisions. Students analyse a scenario and characters through a range of hot-seating and interviews taking on roles throughout. They develop the storyline building on evidence given to them. Role play, improvisation and script work is used. This accumulates in a spontaneous improvised court case.</p> <p>Throughout the scheme students use improvisation, scripts and scenarios. They work using partners, small groups and whole class approaches.</p>	<p>KNOWLEDGE/SKILLS</p> <p>Using the previous scheme as a starting point we revisit Stanislavski and the importance of knowing a character.</p> <p>This develops into devising theatre. Students are given a range of scenarios using forum theatre.</p> <p>Students use a skeleton script as a starting point before creating their own scripts. They then have the opportunity to create and direct their own plays.</p> <p>Students are taught the 5 steps of scriptwriting learning about form and structure of a play.</p>	<p>KNOWLEDGE/SKILLS</p> <p>In the spring term we dedicate the whole term to exploring the concept of Physical Theatre. Students learn essential skills in team building and trust.</p> <p>This scheme brings us to our 2nd practitioner where we look at the work of Frantic Assembly. The script of Curious Incident is used to combine student's prior knowledge skills of using a script as well as learning how to use synchronisation, and movement to enhance a performance.</p> <p>Students work in small groups throughout the scheme allowing them to perform their work at the end of each session for instant verbal peer feedback.</p>	<p>KNOWLEDGE/SKILLS</p> <p>Within this term students focus on devising and performance which is a major element of KS4 Drama.</p> <p>Students use a range of social and moral themes such as bullying and road safety as stimuli to generate performance ideas and scenarios for new and original theatre.</p> <p>Students use prior knowledge skills learnt through Yr7 and 8.</p> <p>Students work in small groups throughout the scheme allowing them build their plays each week to a final performance. Students receive instant verbal peer feedback.</p>	<p>KNOWLEDGE/SKILLS</p> <p>Following on from devising, students are given the opportunity to look at a range of published plays based on social and moral issues.</p> <p>Students then use their ideas to create an 'advert' / public information film.</p> <p>Students are also made aware of the size of the performing Arts industry and the roles and responsibilities involved.</p>
<p>KEY ASSESSMENTS</p> <ul style="list-style-type: none"> - Whole class Performance using spontaneous Improvisation - Script writing and performance (Pairs) 		<p>KEY ASSESSMENTS</p> <ul style="list-style-type: none"> - Small group performances - Peer feedback 	<p>KEY ASSESSMENTS</p> <ul style="list-style-type: none"> - Filmed performance and review. - Self assessment- - Peer and teacher feedback <p>End of year assessment</p>	