



Year 8 Drama

Aims:

Developing skills and knowledge will emerge through:

- *Creating and developing imaginative work based on given themes/topics/stimuli*
- *Performing and creating original character using a range of vocal and physical skills*
- *Reflecting upon rehearsal and performance*
- *Working effectively as a member of a team, showing leadership skills, support for others and commitment to the work.*

Content:

- Drama in Year 8 will develop students' application of skills, techniques and theoretical understanding through practical exploration. Practical Drama is realised through the process of creating work, performing work, and responding to the work. The development of Drama work is underpinned by exploring key themes, issues and periods of history in which they will learn about working as part of an ensemble, developing and performing characters. Selecting and using style and genre and analysing the purpose and influence of Theatre Makers.

Curriculum Map:

Year	Term	Curriculum	Assessment
7	Term 1	Silent Movie/Mime Students will practically explore how to create and perform as an actor focusing on stock characters and narratives from this form of drama. Students will incorporate elements of mime and physical theatre to help develop their characterisation within their own silent movie. Students will record their final performance as an iMovie using an iPad.	Creating: Developing scenes as an ensemble for performance Performing: Applying the skills and techniques from the chosen theatre style Responding: Self review of performance
	Term 2	Slavery & Civil Rights – 'Rosa Parks Story' Students will explore and understand the struggle face by African Americans from the beginning of slavery to the modern-day Black Lives Matter campaign. This scheme of work will run alongside Black History Month in October. Students will be able to recall and implement, within practical work and evaluation, accurate factual information related to the Migration of African American slaves, the Rosa Parks story, and the Black Lives Matter campaign. As performers, students will develop their vocal and physical skills as actors to explore the key characters within this story. As actors, students will begin to develop	Creating: Students will create a piece of drama which is both naturalistic and non-naturalistic in form Performing: As an actor, they will incorporate and use drama techniques which help to portray the style of theatre

		character work which will focus on emotional, psychological and physical aspects. Drama Focus: Using research and facts to help build a character.	Responding: Self and peer assessment of practical work through written evaluation
	Term 3	Blood Brother/Theatre Makers Students will discover the wider aspects of the theatre alongside the role of a performer. Students will learn about how theatre makers use production values to support the communication of the key vision for the production. This includes the way in which lighting, costume, props and sound are used to enhance the artistic vision. Students will be assigned as a theatre maker and a production value. They will research the role of the theatre maker and their given production value before applying them into context of a production of Blood Brothers.	Creating: Research of production values will help create a 'moment' from an original set play Performing: As a theatre maker, students will use a set production value to convey meaning to a live audience Responding: Self-assessment of their intended use of production value on a live audience

Assessment:

Every unit of work will be assessed in three ways: Creating, Performing, and Responding. Creating includes the development of ideas, being creative and imaginative, leadership of others, ability to work as part of a team. Performing includes being an actor, director, or theatre maker. Responding includes reflection of work, refining and developing work, and consideration of how to work more effectively as a team.

Extended Learning:

Extended learning will provide a key component to the students' development in Drama. Students will be expected to research the topics being studied, which includes finding factual information that can be used within the work, as well as watching programmes and films to develop their reference points when creating work.

Connection to the JTFS Approach

Whole School Theme	How does Drama support this?
STRIPE	Self-Manager: By taking responsibility for themselves during group work and through creating their character/role. Team Player/Participant: By working cooperatively with others when creating work. Reflective and Resilient: By offering ideas for the development of their work and making suggestions about how work could be improved. Innovate and Create: By exploring a range of ideas before choosing the best one. By experimenting with theatre styles. Enquirer: By completing research to support the development of work.

STEAM	Students will utilise the vast array of technology available to support development in Drama both inside and outside of the classroom. The use of lighting and sound will be explored to enhance practical work, with students being given increasing responsibility for making appropriate choices throughout the year.
Literacy	Development of literacy will be primarily focused on oral literacy. Exploration of the use of language and practical realisation of language devices to aid understanding of key topics, different opinions and internal thoughts of characters. Students will also work from text to create work. This will require students to decipher meaning from the language provided in order to create practical work. Students will also complete some written work to reinforce their understanding of key Drama vocabulary. Learning of lines and writing of scripts will also take place during the course of Year 8.
Numeracy	The key aspects of numeracy that will be in use in Drama are time and scale. Students will be expected to manage their own rehearsal time, which will mean they have to keep focused on how much time is remaining in order to fully complete tasks set. Scale will be used by considering how a performance can be increased or decreased in size and the impact that this might have for an audience.
SMSC, British Values and Citizenship	Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop drama work based on a wide variety of subject matters and stimuli. Throughout the exploration of a range of characters and roles, all students will develop their understanding and perspective of how people in society act and see things. Year 8 Drama will look at subject matter which is rich in both historical content, such as Rosa Parks (civil rights), and social matters of living within a modern society - Black Lives Matters campaign.