

## Year 8 Drama

|   | Content Taught   | NC Ref  | Essential Knowledge  | Assessment   | Rationale  |
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| HT1<br><br>Gang Culture<br>TIE (Theatre in Education) | Students will be introduced to TIE (Theatre in Education) and explore why it is an important style within Drama and the techniques used to create theatre with an educational message. | <p><b>Speaking and Listening.</b><br/>B. Engage in specific activities that develop speaking and listening skills<br/>•D. Evaluate and respond constructively to their own and others' performances<br/>•H. Participate actively in drama workshops and discussions wherever possible.</p> <p><b>4.2 Reading.</b><br/>•A. Develop independence in reading.<br/>•C. Develop reading skills through work that makes cross-curricular links with other subjects.</p> <p><b>4.3 Writing.</b><br/>•A. Develop independence in writing.<br/>•E. Evaluate and respond constructively to their own and others' writing.<br/>•G. Develop writing skills through work that makes cross-curricular links with other subjects.<br/>Cultural capital – Live theatre experiences, cultural references and classical plays/stories explored.</p> | <ul style="list-style-type: none"> <li>Pupils will be introduced to TIE (Theatre in Education) and explore why it is an important style within Drama and techniques used.</li> </ul> <p>Applying key T.I.E techniques to a performance to educate an audience. Techniques such as:</p> <ol style="list-style-type: none"> <li>There is a <u>clear educational</u> or social message throughout</li> <li><u>Audience involvement</u> – Direct questioning, audience participation, catch phrases to shout out.</li> <li><u>Direct address</u> and <u>Narration</u> used.</li> <li>They may include <u>facts</u> and figures to educate the audience.</li> <li>End on a key phrase or <u>message</u>.</li> <li><u>Flashback/Flashforward</u></li> <li><u>Cross-cutting</u></li> </ol> <ul style="list-style-type: none"> <li>Pupils will explore the effects of Gang culture and devise a piece of theatre to show these.</li> </ul> | <p>Summative Assessment (SA)</p> <p>Practical/ theory assessment:</p> <p>Practical - Pupils will apply and bring together new TIE techniques to create a educational performance.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p> | Pupils will be introduced to TIE (Theatre in Education) and explore why it is an important style within Drama. Pupils will explore the dangers of Gang culture and devise a piece of theatre to raise awareness. Pupils will recap and build on skills and explorative strategies learnt throughout Year 7 at a more advanced level. This scheme is explored at the start of the year to highlight to pupils the dangers of becoming involved in Gangs and falling to peer pressure Using their theatrical knowledge to now start to stylise a performance for a target audience |

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| <p><b>HT2</b><br/><b>Romeo &amp; Juliet</b></p> | <p><b>Students will expand their knowledge on a Shakespeare's play – Romeo and Juliet. Exploring elements of a tragedy.</b></p> | <p><b>Speaking and listening.</b><br/>B. Engage in specific activities that develop speaking and listening skills</p> <ul style="list-style-type: none"> <li>•D. Evaluate and respond constructively to their own and others' performances</li> <li>•H. Participate actively in drama workshops and discussions wherever possible.</li> </ul> <p><b>4.2 Reading.</b></p> <ul style="list-style-type: none"> <li>•A. Develop independence in reading.</li> <li>•C. Develop reading skills through work that makes cross-curricular links with other subjects.</li> </ul> <p><b>4.3 Writing.</b></p> <ul style="list-style-type: none"> <li>•A. Develop independence in writing.</li> <li>•E. Evaluate and respond constructively to their own and others' writing.</li> <li>•G. Develop writing skills through work that makes cross-curricular links with other subjects.</li> </ul> <p><b>Cultural capital</b> – Live theatre experiences, cultural references and classical plays/stories explored.</p> | <p>Understanding of the plot of Romeo and Juliet.</p> <p>Understanding of the key characters in Romeo and Juliet<br/>Pupils will explore key characters motivations</p> <p>Pupils will be able to make links between the Shakespearean language and a modern-day translation/situation</p> <p>Pupils will refine their knowledge and understanding of Shakespeare's life and The Globe Theatre learnt in Year 7. They will explore the plot of Romeo and Juliet whilst making links between Shakespearean and modern themes. Pupils will also explore stage fighting and including a range of Shakespearean language into their performance.</p> | <p><b>Summative Assessment (SA)</b></p> <p><b>Practical/ theory assessment:</b></p> <p><b>Practical</b> - Pupils will stage a scene from Romeo &amp; Juliet bringing together and sing knowledge of the play to add Asides and a prologue to the performance.</p> <p><b>Theory</b> – Knowledge test.</p> <p><b>Formative Assessment (FA)</b> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p> | <p>Pupils will expand their knowledge on a Shakespeare's play – Romeo and Juliet. They will explore the plot of Romeo and Juliet whilst making links between Shakespearean and modern themes. Pupils will also explore stage fighting and including a range of Shakespearean language into their performance. This is explored at this point as pupils will make links back to when they looked at Midsummer Night's Dream, comparing the elements of Shakespearean comedy with Tragedy. Year 7 and 8 both explore Shakespeare at this point in the year.</p> |
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| <p><b>HT3 Soap Operas</b></p> | <p><b>Students study a unit of work that focus on Naturalistic acting for screen and stage whilst exploring the conventions for a soap opera performance.</b></p> | <p><b>Speaking and listening.</b></p> <p>B. Engage in specific activities that develop speaking and listening skills</p> <ul style="list-style-type: none"> <li>•D. Evaluate and respond constructively to their own and others' performances</li> <li>•H. Participate actively in drama workshops and discussions wherever possible.</li> </ul> <p><b>4.2 Reading.</b></p> <ul style="list-style-type: none"> <li>•A. Develop independence in reading.</li> <li>•C. Develop reading skills through work that makes cross-curricular links with other subjects.</li> </ul> <p><b>4.3 Writing.</b></p> <ul style="list-style-type: none"> <li>•A. Develop independence in writing.</li> <li>•E. Evaluate and respond constructively to their own and others' writing.</li> <li>•G. Develop writing skills through work that makes cross-curricular links with other subjects.</li> </ul> | <p><i>Understanding the key features of soap operas.</i></p> <p><i>Understanding the origins and history of soap operas.</i></p> <p><i>Pupils will explore typical characters that feature in soaps and understand why there are so many</i></p> <p><i>Naturalism on stage</i></p> <p><i>Consider and understand the main difference between acting for the stage and acting for screen</i></p> <p><i>During this unit pupils will make links between acting for the stage and acting for camera. During this scheme pupils will have the opportunity to develop a naturalistic style of acting whilst exploring a range of current themes in today's soap operas.</i></p> <ul style="list-style-type: none"> <li>• Acting for the stage and acting for camera.</li> <li>• Naturalism in theatre</li> <li>• Key features of soap operas.</li> </ul> <p>Key word- naturalistic acting</p> <p>Key word- stereotypical</p> <p>Key word- rolling/at speed</p> <p>Key word- cut</p> <p>Key word- action</p> | <p>Summative Assessment (SA)</p> <p>Practical/ theory assessment:</p> <p>Practical - Pupils will apply and bring together soap opera conventions to their own devised soap opera episode.</p> <p>Theory – Knowledge test.</p> <p>Formative Assessment (FA) includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p> | <p>During this unit pupils will make links between acting for the stage and acting for camera. During this scheme pupils will have the opportunity to develop a naturalistic style of acting whilst exploring a range of characters and key soap opera conventions. Pupils will use skills used in 'Truancy' to create convincing and realistic characters.</p> |
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| <p><b>HT4<br/>Titanic</b></p> | <p><b>Pupils will gain an understanding of what life was in in 1912 and explore the historical context of the script. Using comprehension and character analysis to explore the types of people who would have been board the Titanic.</b></p> | <p><b><u>National Curriculum.</u></b><br/><b>Speaking and listening.</b></p> <p>B. Engage in specific activities that develop speaking and listening skills</p> <ul style="list-style-type: none"> <li>•D. Evaluate and respond constructively to their own and others' performances</li> <li>•H. Participate actively in drama workshops and discussions wherever possible.</li> </ul> <p><b>4.2 Reading.</b></p> <ul style="list-style-type: none"> <li>•A. Develop independence in reading.</li> <li>•C. Develop reading skills through work that makes cross-curricular links with other subjects.</li> </ul> <p><b>4.3 Writing.</b></p> <ul style="list-style-type: none"> <li>•A. Develop independence in writing.</li> <li>•E. Evaluate and respond constructively to their own and others' writing.</li> <li>•G. Develop writing skills through work that makes cross-curricular links with other subjects.</li> </ul> <p><b>Cultural capital</b> – Live theatre experiences, cultural references</p> | <p>During this unit pupils will gain an understanding of what life was like in 1912 and the Edwardian period. Pupils will explore the Titanic disaster and consider the emotional impact this had. Pupils will focus on how to express emotion using a range and key skills and Drama techniques. Pupils will also explore the class system at the time and consider how this had an impact. Pupils will use a section of script to perform. They will adapt their script accordingly.</p> | <p><b>Summative Assessment (SA)</b></p> <p><b>Practical/ theory assessment:</b></p> <p><b>Practical</b> -Stage a performance from the text bringing together the context of the Edwardian Period and learnt skills of expressing emotions.</p> <p><b>Theory</b> – Knowledge test.</p> <p><b>Formative Assessment (FA)</b> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p> | <p>Pupils will gain an understanding of what life was in in 1912 and explore the historical context of the script. Using comprehension and character analysis to explore the types of people who would have been board the Titanic and the Edwardian society, using creativity and empathy to reflect on how passengers would have felt onboard. A range of Drama techniques will be exported to promote character development and portraying characters emotional state on stage from a script, applying previous learning on physical and vocal skills.</p> |
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|   |  | and modern plays/stories explored   |  |  |  |
| <b>HT5<br/>THE PLAY THAT<br/>GOES WRONG</b> | <b>Students explore the work of contemporary theatre company “Mischief theatre” studying the text “The play that goes wrong” to building on ability to apply knowledge of physical comedy from year 7.</b> | <p><b>National Curriculum. Speaking and listening.</b></p> <p>B. Engage in specific activities that develop speaking and listening skills</p> <ul style="list-style-type: none"> <li>•D. Evaluate and respond constructively to their own and others’ performances</li> <li>•H. Participate actively in drama workshops and discussions wherever possible.</li> </ul> <p><b>4.2 Reading.</b></p> <ul style="list-style-type: none"> <li>•A. Develop independence in reading.</li> <li>•C. Develop reading skills through work that makes cross-curricular links with other subjects.</li> </ul> <p><b>4.3 Writing.</b></p> <ul style="list-style-type: none"> <li>•A. Develop independence in writing.</li> <li>•E. Evaluate and respond constructively to their own and others’ writing.</li> <li>•G. Develop writing skills through work that makes cross-curricular links with other subjects.</li> </ul> <p><b>Cultural capital</b> – Live theatre experiences, cultural references</p> | <p>Understanding of who Mischief theatre are and the key elements of their work.</p> <p>Understand how exaggeration can add humor to our performance.</p> <p>Develop physical drama skills such as body language, gesture, facial expressions, and gait to develop character and comedy on stage.</p> <p>Pupils will be able to apply the key elements of creating comedy on stage using clowning, comic timing, slapstick and inuendo.</p> <p>Pupils will be able to apply mime effectively in performance using the correct techniques.</p> <p>The importance of physical humor to performing comedy</p> | <p><b>Summative Assessment (SA) Practical/ theory assessment:</b></p> <p><b>Practical</b> - Pupils will stage a scene from The Play that Goes Wrong bringing together the physical drama skills and techniques explored and learnt.</p> <p><b>Theory</b> – Knowledge test.</p> <p><b>Formative Assessment (FA)</b> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p> | <p>During this unit pupils will have the opportunity to read and watch sections of the play. Pupils will focus physical humour, mime, slapstick, clowning, and comedic timing developing their ability to create comedy on stage. Pupils will apply their knowledge from Slapstick in year 7 to build on key physical skills to stage a contemporary text from theatre company - Mischief theatre. This is an excellent opportunity to develop their understanding of physical comedy drawing connections between the history of slapstick studied in year 7 and the work of a contemporary theatre company. Pupils will explore themes and characters from the text to apply their understanding of physical comedy. This unit enriches our pupils with a current and</p> |

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|                            |  | and modern plays/stories explored.   |   |   | popular production to explore their own ability to create comedy on stage.   |
| <b>HT6<br/>Our Day Out</b> | <b>Students study a unit of work that focuses on developing their ability to interpret texts from the page to the stage.</b> | <p><b><u>National Curriculum.</u></b></p> <p><b>Speaking and listening.</b><br/>B. Engage in specific activities that develop speaking and listening skills</p> <ul style="list-style-type: none"> <li>•D. Evaluate and respond constructively to their own and others' performances</li> <li>•H. Participate actively in drama workshops and discussions wherever possible.</li> </ul> <p><b>4.2 Reading.</b></p> <ul style="list-style-type: none"> <li>•A. Develop independence in reading.</li> <li>•C. Develop reading skills through work that makes cross-curricular links with other subjects.</li> </ul> <p><b>4.3 Writing.</b></p> <ul style="list-style-type: none"> <li>•A. Develop independence in writing.</li> <li>•E. Evaluate and respond constructively to their own and others' writing.</li> <li>•G. Develop writing skills through work that makes cross-curricular links with other subjects.</li> <li>• <b>Cultural capital</b> – Live theatre experiences, cultural</li> </ul> | <p>Understanding of the play Our Day Out.</p> <p>Understanding of Willy Russell<br/>Understanding of what Liverpool was like in 1970/1980.</p> <p>Pupils will explore key characters and their characteristics<br/>Pupils will begin to consider Russell's choices and themes he explores in the play</p> <p>During this unit pupils will read and watch sections of the play. Pupils will focus on character development considering how certain characters are presented by the playwright Willy Russell. Willy Russell is a playwright we use at KS4, so this is a great introduction for the pupils to think about how Russell explores themes and character.</p> | <p><b>Summative Assessment (SA)</b></p> <p><b>Practical/ theory assessment:</b></p> <p><b>Practical</b> - Pupils will stage a scene from Our Day Out bringing together their knowledge about the context of the play and the themes that run throughout.</p> <p><b>Theory</b> – Knowledge test.</p> <p><b>Formative Assessment (FA)</b> includes using daily reviews, weekly reviews to inform future planning. TLAC questioning is also part of our formative assessment approach.</p> | <p>During this unit pupils will have the opportunity to read and watch sections of the play. Pupils will focus on character development considering how certain characters are presented by the playwright Willy Russell. Also developing their ability to interpret texts from the page to the stage. Willy Russell is a playwright used at KS4. This is an excellent introduction to gain an understanding of the style that Russell writes in. Pupils will explore themes and characters and will use skills from 'Soap Operas' to help create these characters. This scheme is explored at this point in the year as a longer topic (2 half terms) allowing pupils to invest in a longer performance and to further highlight the importance of ensemble work.</p> |

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