

INTENT-

- To introduce students to the study of Drama, including basic terminology.
- To develop skills in developing, performing and responding to Drama throughout the range of topics studied and assessment tasks.
- To allow students the opportunity to develop knowledge and skills in dramatic techniques, devising, theatre history, performing a play, exploring a play and a Shakespeare text.

The Bigger Picture:

Link to English: Face links to study of Refugee Boy (both novels by Benjamin Zephaniah) and study of Shakespearean text. Study of text in Curious Incident scheme – linked to the novel.
Link to History: Links to historical and social context throughout units of work (Romeo and Juliet, Commedia)

Bilton School Planning for Progress over Time
Year 8 Drama
Programme of Study 2020/21

- AO1:** Create and develop ideas to communicate meaning for theatrical performance
- AO2:** Apply theatrical skills to realise artistic intentions in live performance.
- AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- AO4:** Analyse and evaluate their own work and the work of others

IMPLEMENTATION		Term 1 Devising Project								Term 2 Face the Play								Term 3 Darkwood Manor								Term 4 Commedia Dell'Arte								Term 5 Romeo and Juliet								Term 6 Curious Incident						
	KS3	31/8/20	7/9/20	14/9/20	21/9/20	28/9/20	5/10/20	12/10/20	19/1/20	2/11/20	9/11/20	16/11/20	23/11/20	30/11/20	7/12/20	14/12/20	4/1/21	11/1/21	18/1/21	25/1/21	1/2/21	8/2/21	22/2/21	1/3/21	8/3/21	15/3/21	22/3/21	29/3/21	19/4/21	26/4/21	3/5/21	10/5/21	17/5/21	24/5/21	7/6/21	14/6/21	21/6/21	28/6/21	5/7/21	12/7/21	19/7/21							
	Year 8	Teambuilding	Creating a Character	Creating the Plot	Dilemma	Main Moment	Ensemble	Ensemble Continued	Creating a Monologue	Structure and Style	Past Martin	The Crash	Facing the Future	Monologues	Assessment Rehearsal	Assessment Performance	Ghost Stories	Darkwood Manor	Character Development	Night at Darkwood Manor Theatre Project Lesson One	Night at Darkwood Manor Theatre Project Lesson Two	Night at Darkwood Manor Theatre Project Lesson Three	Status	Introduction to Commedia	Characters of Commedia	Status in Commedia	Lazzi Rehearsal	Lazzi Performance	Conflict	Staging the Prologue	Forbidden Love	War – Stage Combat	War – Stage Combat Performance	Tragedy	Introducing the Play	Christophers World	Physical Theatre	Physical Theatre Continued	Script Rehearsal	Script Performance	Learning to Fly							
	Progress and assessment	Formative Assessment – Week 7 and 8								FAR Reflection – Week 1 Peer Assessment – Week 4 Formative Assessment – Week 6 and 7								FAR Reflection – Week 2 Self Assessment – Week 4 Formative Assessment – Week 6								FAR Reflection – Week 1 Self Assessment – Week 5 Formative Assessment – Week 6								FAR Reflection – Week 1 Peer Assessment – Week 3 Formative Assessment – Week 6								FAR Reflection – Week 1 and 7 Self Assessment – Week 4 Formative Assessment – Week 5 and 6						
	Homework	Week 2 – Create your own ideas on what might happen in the story Week 6 – Write the ending scene to our story							HOLIDAY: 1 WEEK	Week 2 – Response to Stimulus Week 5 – Write a monologue							HOLIDAY: 2 WEEKS	Week 3 – Character Profile Week 5 – Rehearsal for Assessment							HOLIDAY: 1 WEEK	Week 1 – Commedia Characters Worksheet Week 4 – Lazzi Analysis							HOLIDAY: 2 WEEKS	Week 2 – Storyboard Task Week 4 – Annotating Script							HOLIDAY: 1 WEEK	Week 1 – Research into Play Week 5 – Rehearsal for Assessment						
	Key Vocabulary/literacy opportunities	Key Vocab – Stereotype, characterisation, gesture, plot, story arc, moral, dilemma, conflict. 8.3 Improving vocabulary for precision and impact 6.2 Analysing how writers’ use of linguistic and literary features shapes and influences meaning									Key Vocab – Structure, non-linear, split role, chorus, prologue, atmosphere, pace, rhythm. 3.2 Taking roles in group discussion 5.2 Understanding and responding to ideas, viewpoint, themes and purposes in texts								Key Vocab – Soundscape, physical theatre, character development, hot-seating, writing in role. 4.1 Using different dramatic approaches to explore ideas, texts and issues 4.2 Developing, adapting and responding to dramatic techniques, conventions and styles								Key Vocab – Status, Commedia, comedy, slapstick, lazzi. 8.1 Developing viewpoint, voice and ideas 8.3 Improving vocabulary for precision and impact								Key Vocab – Conflict, tension, staging, language, combat. 6.1 Relating texts to the social, historical and cultural contexts in which they were written								Key Vocab – Physical theatre, relationships, characterisation, physicality. 5.2 Understanding and responding to ideas, viewpoint, themes and purposes in texts 3.2 Taking roles in group discussion					
	Connected knowledge	C&C – Society – Students explore their own role in the school environment and link this to the creation of Year 8 characters and through exploring the relationships of these characters to each other, they begin to make links to school life. Links to English – Students will explore how stories are structured and how to create effective characters to suit the intentions of the story. AO1: Create and develop ideas to communicate meaning for theatrical performance AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed								C&C – Diversity – The play links to prejudice and our perceptions of disfiguration. C&C – Society –Following on from the previous half term, through character work and exploring the school scenario, students discuss their perceptions of others and ourselves. Links to English – Students studied Refugee Boy by Benjamin Zephaniah in English Year 8 Term 1. AO1: Create and develop ideas to communicate meaning for theatrical performance AO2: Apply theatrical skills to realise artistic intentions in live performance.								AO1: Create and develop ideas to communicate meaning for theatrical performance AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed								C&C – Cultural Respect – Discussion on the history of Commedia dell’Arte and the roles of the characters to one another (exploring the gender roles and status). AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4: Analyse and evaluate their own work and the work of others								Links to History – Discussion and exploration of the historical context of the play. AO1: Create and develop ideas to communicate meaning for theatrical performance AO4: Analyse and evaluate their own work and the work of others								C&C – Diversity – Discussions on the character of Christopher and the sensitive representation of his Asperger’s. Links to English – Links to the novel of Curious Incident and analysis of language. AO1: Create and develop ideas to communicate meaning for theatrical performance AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed						
IMPACT:	Throughout the year students will have had the opportunity to explore a range of dramatic texts, as well as using their own creativity to devise their own performances. Across the topics, students will have developed their knowledge of dramatic terminology which can be applied to their study of Drama in Year 9. In studying a range of texts, styles and periods of theatre history throughout Year 8, students will begin to have a broader understanding of what drama and theatre are and how these are developed and performed.																																															