

**Kineton High School
Drama Department Programme of Study
Year 8 2023-24**

INTENT

- To embed the study and application of Drama including basic terminology.
- To further develop skills in creating, performing and responding in Drama throughout the range of topics studied and assessment tasks.
- To introduce the concept of a Drama Practitioner and how to embed their theories
- To allow opportunity to improve upon confidence & teamwork skills in the discipline.

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

Resources – All schemes & accompanying PPT's & scripted resources are stored on Sharepoint for teachers to access. Copies of scripted sections for A Christmas Carol & Blood Brothers are laminated and stored in classrooms. Each student is issued with an assessment booklet at the start of each scheme

IMPLEMENTATION

	Autumn 1 Detectives							Autumn 2 A Christmas Carol							Spring 1 Departures							Spring 2 Melodrama & Commedia							Summer 1 Blood Brothers							Summer 2 Scripted Performance						
KS3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Year 8	Detectives & Improvisation	Missing! Flashback scenes	Staging, Gesture & Mime	Monologue	Hot-seating	Direct Address	Assessment Performance	Scrooge & Characterisation	Plot & Tableau	Hot-seating & Use of Voice	The Ghosts	Staging	Script Rehearsal	Assessment Performance	Bertolt Brecht & Narration	Using Improvisation	Mark the Moment & Thought-tracking	Direct Address	Stereotype & Character	Devising terminology & Impro	Brechtian Assessment Performance	Stock Characters	Melodrama Plot	Stage Fighting	Melodrama performance	Commedia del Arte Character & Plot	Assessment Preparation	Commedia Performance	Plot & Characters – sustaining a role	Characterisation of Children	Narration	Conveying Status	Presenting Monologues	Improvisation & Thought-tracking	Cross-cutting	Alternate ending	Script work preparation	Characterisation & Hot-Seating	Script work rehearsals	Technical Rehearsals (Lighting & Sound)	Final performances	Final Performances
Progress and assessment	Self/Peer Assessment FAR Marking & Reflection							Self/Peer Assessment FAR Marking & Reflection							Self/Peer Assessment FAR Marking & Reflection							Self/Peer Assessment FAR Marking & Reflection							Self/Peer Assessment FAR Marking & Reflection													
Homework	Week 4 – Writing in Role (Monologue) Week 6 – Group rehearsal							Week 1 – Plot research Week 6 – Group Rehearsal & Line Learning							Week 1 – Bertolt Brecht research Week 6 – Group rehearsal & Line learning							Week 3 – Melodrama quiz sheet Week 5 – Group rehearsal							Week 4 – Monologue writing & Preparation							Week 2 – Script Annotation Week 4 – Group rehearsals & Line learning						
Key Vocabulary	Flashback, Staging, Voice, Physicality, Still Image, Gesture, Mime, Hot-Seating, Improvisation, Monologue, Direct Address							Characterisation, Plot, Tableau, Hot-Seating, Improvisation, Staging, Voice, Physicality, Script, Structure							Script, Staging, Practitioner, Marking the Moment, Thought-tracking, Improvisation, Direct Address, Stereotype, Characterisation, Spontaneous Improvisation, Gesture							Melodrama, Commedia del arte, Stock characters, Staging, Gesture, Slow motion							Plot, Characterisation, Narration, Naturalism, Voice, Physicality, Proxemics							Staging, Characterisation, Evaluation, Hot-Seating, Technical Rehearsal, Blocking						
Connected knowledge & Skills End Points	<ul style="list-style-type: none"> • Students will explore more advanced creating devices for Drama. • Awareness of an audience will be revisited • A sound understanding of the use of vocal and physical skills will be able to be identified/ applied 							<ul style="list-style-type: none"> • Contextual understanding of A Christmas Carol • How play-writing is structured • How voice and physicality can be used effectively for characterisation • How staging decisions effect impact of performance • Strategies for Line learning Links to English – Study of a play – looking at language and the development of character from the novel/play. Text chosen specifically as it is studied as KS4 English Literature							<ul style="list-style-type: none"> • To gain a basic understanding of the principles of Brecht and Epic theatre • Use of exaggerated gesture for stereotyped characterisation • Embedding strategies for Line learning 							<ul style="list-style-type: none"> • Knowledge and application of melodramatic devices • Knowledge and application of Commedia del arte character, settings & plot Links to English – Links to story-telling and structure of creative writing.							<ul style="list-style-type: none"> • Knowledge of themes, characters and contextual elements • Understanding of the features of a script • How to use vocal techniques to perform script dialogue with impact Links to English – Study of a play – looking at language and the development of character.							<ul style="list-style-type: none"> • Enhanced awareness of audience • Enhanced knowledge of how Voice & Physicality can be applied effectively in Performance • Enhanced knowledge of key Drama terminology Text selected specifically as studied at KS4 Drama						
Cultural Capital Development Opportunities	Personal: Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop drama work based on a wide variety of stimuli. Highlighting transferrable skills that students can access from Drama – Communication, presentation & public speaking, Group & Leadership skills, Problem solving, Time management, Initiative, Creative writing & The ability to work to a deadline							Social: Students are encouraged to work outside of friendship groups and develop key skills of co-operation and collaboration Encouraged to share and shape each others work by listening and respecting ideas and opinions To learn to be a supportive audience member and to give/receive constructive criticism to improve work and make progress During Role-play unit – taking risks in front of peers							Physical: Every student to work collaboratively, to take risks in vocal and physical work and increase confidence in performance Being aware of staging and also how the space is used in performance Physical Theatre – using your body to create objects introduced and used in various schemes							Spiritual: Students are given the opportunity to investigate characters' motivations and to offer reasons about moral and ethical issues through Hot-seating activities							Moral: Students are encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, co-operation and sensitivity Being able to communicate and understand the rights and wrongs of character behaviour (Macbeth)							Cultural: Students are encouraged to see Live Theatre Basic knowledge of technical theatre practices Students are invited to take part in whole school production & KS3 Drama club						
IMPACT: Skills of creating, developing and refining practical using application of high level styles and techniques to structure and shape theatre, Skills of creating, developing and refining written work using feedback, Being able to problem solve to apply critical feedback. Honing your skills as collaborative workers as well as director, leadership and listening, communication and diplomacy skills. Critical skills of critical reflection, analysis and evaluation. Time management and committing to projects as the course involves a considerable amount of afterschool rehearsal time when creating practical work.																																										