

- INTENT-**
- To introduce students to the study of Performing Arts
 - To develop skills in creating, performing and responding in both Drama and Music throughout the range of topics studied and assessment tasks.
 - To explore different topics which engage and allow students to express themselves and develop confidence to share and perform in front of their peers.
 - Develop knowledge and understanding of the building blocks of Drama and Music.

The bigger picture:
Link to PE: Through exploring ensemble work and physical skills, students work on isolation of body parts and the creation of choreography (dance).
Links to English: Students will undertake simple script analysis in their study of Missing Dan Nolan and explore how to develop storylines and character during their Introduction to Drama Unit.

Bilton School Planning for Progress over Time
Year 8 Drama
Programme of Study 2024-2025

- 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

	A Monster Calls (Physical Theatre)								Stanislavski (Naturalism)						Road Safety (Theatre in Education)				Devised Drama								Missing Dan Nolan (Verbatim)																						
KS3	02/09/2024	09/09/2024	16/09/2024	23/09/2024	01/10/2024	07/10/2024	14/10/2024	21/10/2024	HOLIDAY: 1 WEEK		04/11/2024	11/11/2024	18/11/2024	25/11/2024	02/12/2024	09/12/2024	16/12/2024	HOLIDAY: 2 WEEKS		06/01/2025	13/01/2025	20/01/2025	27/01/2025	03/02/2025	10/02/2025	HOLIDAY: 1 WEEK		24/02/2025	03/03/2025	10/03/2025	17/03/2025	24/03/2025	31/03/2025	07/04/2025	Holiday: 2 weeks		28/04/2025	05/05/2025	12/05/2025	19/05/2025	Holiday: 1 week		02/06/2025	09/06/2025	16/06/2025	23/06/2025	30/06/2025	07/07/2025	14/07/2025
Year 8	Introduction to Physical Theatre								Feedback week/Booklets						Introduction to Theatre in Education				Feedback and Booklet week								Investigation Lesson and intro to verbatim theatre																						
	Nightmare Exploration								Workshop 1 Creating Believable Characters (Stanislavski)						Modelled TIE with Road Safety				Introduction to devising process/ walk through of devising process								Missing Dan Nolan section 1 exploration																						
	Extract One – Connor and the Monster								Workshop 2 Creating Believable Characters (Stanislavski)						Finalise ideas and create storyline/characters for own road				Development of ideas and themes/ possible storylines								Section 5 exploration																						
	Extract Two – Connor and Grandma								Magic if – Operation						Rehearsal				Stimuli stations								Section 6 exploration																						
	Extract Three – Connor and Monster								Operation Performance						Rehearsal				Development of characters/ storyboard/ scene script (two)								Choose a section and rehearsal																						
	Extract Four – Connors Truth								Stanislavski – practitioner presentation						Performance				Blocking and Rehearsal – peer feedback on scene 1								Rehearsal/Performance week																						
	Final Rehearsal								Feedback and Rewards						Performance				Improvement of scene 1 and fining of scene 1																														
	Performance Week/ Evaluation																		Blocking and Rehearsal – peer feedback on scene 1																														
	HOLIDAY: 1 WEEK																		Performance Week																														
																			Feedback/ Booklet week																														
																			Holiday: 1 week																														
									Investigation Lesson and intro to verbatim theatre																																								
Progress and assessment	3 lessons covering basic skills in Drama 3 lessons applying those skills to a theme 1 lesson performance 1 lesson baseline test of term 1 knowledge and understanding of key terminology								Knowledge and Understanding Test 1 (Teacher assessed test) 3 per year						Knowledge and Understanding Test 2 (Teacher assessed test) 3 per year				4 lessons developing skills in musical theatre 2 lessons refining work 1 lesson performance 1 lesson feedback 1 lesson production								Knowledge and Understanding Test 3 (Teacher assessed test) 3 per year																						
Homework	Students will be issued a project which compliments their practical learning								Students will be issued a project which compliments their practical learning						Students will be issued a project which compliments their practical learning				Students will be issued a project which compliments their practical learning								Students will be issued a project which compliments their practical learning																						
Key Vocabulary/ literacy opportunities	Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS								Tier 2 tier 3 words on PPT - GUIDED READING ACTIVITES IN LESSONS						Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS				Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS								Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS																						

Connected knowledge	<p>C&C – Society – Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management.</p> <p>Development of key skills explored in Year 7 and introduction to key terminology within Drama and the ability to identify and reflect on how skills are used in practical activities.</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>AO4: Analyse and evaluate their own work and the work of others</p>	<p>C &C – Society – Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management.</p> <p>Development of key skills explored in Year 7 and introduction to key terminology within Drama and the ability to identify and reflect on how skills are used in practical activities.</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>AO4: Analyse and evaluate their own work and the work of others</p>	<p>C&C – Diversity – Considering what makes us feel part of a community and what makes us stand out (in regards to the characters own feeling towards themselves).</p> <p>Links to English – Study of a play – looking at language and the development of character from the books.</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>AO4: Analyse and evaluate their own work and the work of others</p>	<p>C&C – Society – Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management. Through character work and exploring the school scenario, students discuss our perceptions of others and ourselves.</p> <p>Links to History – History of Musical Theatre and where it started and how it has developed over the past 100 years.</p> <p>Links to Music – The scheme will look at the musical theatre version of Matilda</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>AO4: Analyse and evaluate their own work and the work of others</p>	<p>&C – Society – Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management. Through character work and exploring the school scenario, students discuss our perceptions of others and ourselves.</p> <p>AO1: Create and develop ideas to communicate meaning for theatrical performance</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed</p> <p>AO4: Analyse and evaluate their own work and the work of others</p>
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Spiritual, Moral, Social and cultural.	<ul style="list-style-type: none"> Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management. Development of a respectful and safe culture within the studio space – being respectful and kind to our peers and resilient when working in small groups. Considering what makes us feel part of a community and what makes us stand out (in regards to the characters own feeling towards themselves). Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management. Through character work and exploring the school scenario, students discuss our perceptions of others and ourselves. Students develop a range of transferable skills such as teamwork, communication, leadership, self-discipline and time management. Through the range of topics studied, students explore contemporary issues relating to society and tolerance.
British Values	<ul style="list-style-type: none"> Respect and Sensitivity towards playing characters – avoiding stereotypes and ensuring students have access to a range of play texts that represent our society. Clear expectations of individuals and how to work and collaborate with others through mutual respect. Understanding and acknowledgement of different attitudes, opinions and social backgrounds and how that may influence viewpoints. Taking responsibility for your own actions and understanding that your behaviour affects others. Creating a tolerance of different faiths and beliefs through exploring a range of themes linked to British society.
Cultural Capital	<ul style="list-style-type: none"> Students develop empathy for others and learn how to communicate and work with other people Encouraging students to share their own experiences and empathise with others to develop an understanding of different life styles and life chances. Understand how social context can influence personal circumstances and being respectful and empathetic to others in different situations.
	<p>By the end of Year 8 Students will be able to:</p> <ul style="list-style-type: none"> Know and understand what physical and vocal skills are. Demonstrate a range of physical and vocal skills to portray a character. Evaluate their own application of skills Analyse professional theatre and production <p>They will be able to do this by;</p> <ul style="list-style-type: none"> Completing retrieval and do it now tasks correctly Performing work in front of their peers and teacher Demonstrating verbally and through written tasks self reflection Showing knowledge and understanding through written tasks linked to the piece of theatre