

- 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

- 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

	A Monster Calls (Physical Theatre)								Topic 2 Stanislavski (Naturalism)							Topic 3 Terrible Fate of Humpty Dumpty (Scripted)						Topic 4 Rehearsal Techniques (Devising)							Topic 5 Missing Dan Nolan (Verbatim)						Topic 6 Devising Drama					
KS3	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	
Year 8	Introduction to Physical Theatre	Nightmare Exploration	Nightmare and Creating the Monster	Creating the Monster and meeting Connor	The Invisible Man	Rehearsal of sections	Final Rehearsal	Performance Week	Feedback week/Booklets	Workshop 1 Creating Believable Characters (Stanislavski)	Workshop 2 Creating Believable Characters (Stanislavski)	Magic if – Operation	Operation Performance	Stanislavski – practitioner presentation	Feedback and Rewards	Introduction to the play and themes of Bullying	Extract 1	Performance of Extract 1	Extract 2	Performance of extract 2	Knowledge and Understanding Assessment	Rehearsal Technique 1	Rehearsal Technique 2	Rehearsal Technique 3	Rehearsal Technique 4	Application of Rehearsal techniques with a given story	Rehearsal	Performance week	Investigation Lesson and intro to verbatim theatre	Missing Dan Nolan section 1 exploration	Section 5 exploration	Section 6 exploration	Choose a section and rehearsal	Rehearsal/Performance week	Introduction to devising process/ walk through of devising process	Stimuli stations	Development of ideas and themes/ possible storylines	Development of characters/ storyboard/ scene script (two contrasting scenes)	Blocking and Rehearsal – peer feedback on scene 1	
Progress and assessment	<ul style="list-style-type: none"> Each topic is delivered through practical lessons and an accompanying booklet which features a range of knowledge and understanding activities to consolidate student knowledge. Each topic includes one point of FAR marking (Teacher feedback, Action and Student Response) and a Summative Assessment either in the form of a Practical Performance or Written Assessment. Students are given verbal feedback through the topic to help develop their individual progress. Students progress is recorded through scores against key skills in the topic and also through how they score in written assessments this creates an average for each topic so we can monitor progress in both understanding and practical application. 																																							
Homework	Students are encouraged to attend extra-curricular clubs as part of developing their practical skills and challenges are also set to further develop understanding of the topic they are completing.																																							
Key Vocabulary/ literacy opportunities	Key Vocabulary is developed through student booklets and then application of key vocabulary in lessons. Revise in 5 Tasks GUIDED READING ACTIVITIES IN LESSONS Tier 2 tier 3 words on PPT Knowledge and Understanding Quizzes Definitions Verbal Reflections																																							

IMPLEMENTATION

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 8 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 8 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