

Subject: Drama

Year 8

Learning Block 1

KNOWLEDGE	<p>Issue-Based Drama</p> <ul style="list-style-type: none"> • Investigating ways to devise Drama from an issue. • Explorative strategies in practice to develop character. • Focus on process rather than product. • Using stimuli to develop Drama.
SKILLS	<p>The focus is on developing skills during the process of creating Drama. Lessons will focus on the methods used to get into character and understand how to create believable roles such as:</p> <ul style="list-style-type: none"> • Brainstorming • Hot seating • Thought tracking • Cross-cutting • Blocking out • Freeze framing • Flashback • Marking the moment • Writing in role • Narration
ASSESSMENT	<ul style="list-style-type: none"> • 2 or 3 scenes performed (with feedback given during the lesson) • A final series of scenes performed to an audience (written feedback)

Learning Block 2

KNOWLEDGE	<p>Melodrama</p> <ul style="list-style-type: none"> • Exaggerated acting – scale of 1-10. • Stereotypes in Drama. • Stock characters and typical plot structure. • Pantomime as genre within the history of theatre. • Learning lines, dress rehearsal, technical rehearsals. • Different strategies for staging a play and learning lines.
SKILLS	<p>Students will develop their ability to exaggerate their acting. The main focus will be to ensure they develop the confidence to stay in role for longer. Students will have freedom to explore costume, music and props during this project and be more able to use the scale of 1-10. They will also develop their understanding of theatre history and how Melodrama plays an important role in the history of theatre.</p>
ASSESSMENT	<ul style="list-style-type: none"> • Mock performance of a scripted Melodrama (in small groups of between 4 and 6) • Melodrama performance in front of the form

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Learning Block 3

<p>KNOWLEDGE</p>	<p>Characterisation</p> <ul style="list-style-type: none"> • Looking at rehearsal strategies and how to develop a character to make it believable. • Researching different genres and creating believable characters as using improvisation and method acting (Stanislavsky). • Developing a script from stimuli using improvisation and devising techniques
<p>SKILLS</p>	<p>The premise for this unit is that students begin to work independently within small groups to develop their own performance. The emphasis is on process rather than product and how the students work together as a team to create original work and characters.</p> <p>Performances will be shared at the end of the project and a strong focus will be on evaluating the strengths and weaknesses of the process. This links to criteria for KS4 courses – students need to understand the process an actor goes through to create work on stage. From start to finish, students will be developing the following skills:</p> <ul style="list-style-type: none"> • Choosing suitable material • Planning and structuring drama work • Rehearsal techniques such as hot seating, blocking out, writing in role, brain storming, researching • Concentration, voice and movement exercises • Using stage directors effectively • Improvisation • Flashback • Thoughts in the head • Cross-cutting
<p>ASSESSMENT</p>	<p>The focus will be on preparing a performance, sketch or script that has been developed by the students. They will work on structuring their plays and ways to develop ideas in practice.</p> <p>The final assessment will be performed in the school hall to an audience of their choice, or their form.</p>

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Learning Block 4

KNOWLEDGE	<p>Scripted Plays</p> <ul style="list-style-type: none"> • How to correctly use the stage. • Experiments with various techniques and looking at how other actors are successful in entertaining their audiences. • How to correctly use a script. • How to develop a character and be creative.
SKILLS	<p>Students will be given a full script to study and will spend time learning about the key principles of reading scripts. They will become more confident in reading as well as listening to others interpretation of a scripted play.</p> <p>Skills are focused on these 4 key areas:</p> <ol style="list-style-type: none"> 1. Understanding of key themes/plot structure 2. Ability to bring the story to life through voice skills 3. Understanding of the written structure of a play 4. Awareness and ability to bring a scene to life on stage
ASSESSMENT	<p>Assessment will take place during reading of the play and students will be required to answer specific feedback on their understanding of the 4 key areas. They will also be required to choose a section from the play to prepare, rehearse, adapt and perform in front of their form. Evaluation will focus on setting targets for their year final strengths and weaknesses sheet.</p>