



Learning Aims and Curriculum Intent:

Pupils in Year 8 Drama have three lessons per cycle on a carousel. It develops pupils abilities from their first year in Drama and introduces new techniques that pupils can then develop in further lessons. Throughout Year 8, pupils develop their knowledge and understanding of different theatrical genres and conventions, through the study of play texts and a variety of topics, genres, forms and practitioners. Emphasis is placed on devising creative theatre, using the drama process to develop performance skills, theatre design knowledge and character virtues. Pupils are encouraged to explore their own feelings, beliefs, and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. Pupils are also encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, cooperation, and sensitivity.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas 1	<p>Revisiting Drama techniques</p> <p>This unit uses a story to explore and develop pupils use of Drama skills and techniques. Each lesson we will focus on 1 or 2 different skills.</p> <ol style="list-style-type: none"> 1. What is a tableau and how can this be used in story-telling? 2. What different forms of narration are there and what are the effects of these on an audience? 3. How can we use space, focus, levels, props, facial expressions etc. to clearly communicate character and narrative? 4. How can we use performance skills within a tableau to create a sense of location, character and narrative? 5. What are the effects created by using cross-cutting in drama? 6. How can we use crosscutting to create tension? 7. What is naturalistic and non-naturalistic theatre? 8. What is multirole and how can we use it successfully? 9. What is direct address and why impact would it have on an audience? 10. What is marking the moment and when might it be used in Drama? 	<p>Re- establish the rules of working in a drama lesson and exploring the difference between this subject and others.</p> <p>Working collaboratively and the skills required to do this successfully.</p> <p>Collaborating to create a piece of drama that uses tableau and narration in an interesting way to present part, or all of a story.</p> <p>Using work seen to develop critical thinking through evaluation and analysis.</p> <p>Using performance skills to deliver a successful narration.</p> <p>Devising skills using a story</p> <p>Building on prior knowledge of techniques and skills</p> <p>Using multirole successfully</p> <p>Using direct address to engage an audience.</p> <p>Script writing</p> <p>Using marking the moment to highlight important moments to an audience.</p> <p>Exploring techniques to mark the moment - still image, repetition, slow motion, narration or a thought-track, split scene or cross cutting, lighting and sound.</p> <p>Using improvisation to create drama.</p>	<p>Baseline Assessment on performance skills and use of basic drama techniques.</p> <p>Practical assessment on how to use a drama technique.</p> <p>Oral evaluation using PDEA</p> <p>Practical assessment focussing on application of performance skills.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Michaelmas 2</p>	<p>Commedia</p> <p>Within this unit students will explore the genre of Commedia Dell Arte. By looking at its history and conventions, students will explore the techniques used in Commedia.</p> <ol style="list-style-type: none"> 1. What is Commedia? 2. How can weight and style of movement be used to create a character? 3. How can we use servant and master to create comedy? 4. What is a stock character? 5. How are Pantalone and Il Doctore, Harlequin performed? 6. What is Slapstick and how do we perform it? 7. What is a Lazzi? 8. How are Capitano and Columbine performed? 9. What are the rules of working with a mask? 10. What is clocking the audience and why might we use it? 11. What is Gromalot? <p>Why is non-verbal communication important in Commedia?</p>	<p>Using stock characters in performance to engage an audience.</p> <p>Skills required for successful audience participation.</p> <p>Using exaggeration to create comedy.</p> <p>Using slapstick successfully to create comedy.</p> <p>Using masks successfully</p> <p>Using clocking the audience to create comedy.</p> <p>Using Gromalot successfully in performance.</p> <p>Working collaboratively and the skills required to do this successfully.</p> <p>Running a successful rehearsal and the importance of developing work in this time.</p> <p>Using work seen to develop critical thinking through evaluation and analysis.</p>	<p>Practical assessment to devise a scene and apply learnt techniques in performance.</p> <p>Mask created for homework</p> <p>Explore and research factual contexts, recording and sharing findings.</p> <p>Collaboration - co-operative and supportive work with others.</p> <p>Oral evaluation with a focus on ways in which student's own work and that of others can be improved.</p> <p>Recognise and use a range of theatre terms and connect these with drama they have seen or taken part in.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lent</p>	<p>Physical Theatre through The Curious Incident of the Dog in the Night time</p> <p>Within this unit students will explore Physical Theatre and the techniques used by Frantic Assembly. This will be done using the script 'The Curious Incident'.</p> <ol style="list-style-type: none"> 1. What is physical theatre? 2. What are body props and how can it be used in drama? 3. How can we use 'floorpaths' to create a sense of travelling, tension and chaos? 4. How can props be used in choreography? 5. How can we use 'building blocks' to develop choreography? 6. What impact does pace and intent have on the choreography? 7. What is an ensemble? 8. What are Given Circumstances and how can we use them? 9. What are lifts and how can they be used to communicate meaning? 10. How do we use lifts safely? 11. How can we use space and non-verbal communication to convey relationships? 12. What does physical theatre allow us to do that more naturalistic performance styles don't? 13. How can we use 'chair duets' to communicate meaning? 14. How can we create a string of material? 	<p>Developing prior knowledge</p> <p>Using physical theatre to communicate ideas</p> <p>Using choreography to communicate mood/atmosphere.</p> <p>Using body props successfully</p> <p>Using building blocks to develop choreography</p> <p>Layering dialogue into choreography</p> <p>Working as an ensemble</p> <p>Using Given Circumstances to develop our understanding of the text</p> <p>How to lift a performer safely</p> <p>How to use a lift to convey meaning</p> <p>How to use the space, proxemics and non-verbal communication to successfully communicate relationships.</p> <p>Using chair duets to tell a story.</p> <p>Working collaboratively to pull together a string of material.</p>	<p>Project based assessment – research and creation of a presentation about Frantic Assembly.</p> <p>Use scripts to create a physical theatre sequence</p> <p>Application of physical theatre conventions.</p> <p>How pupils work collaboratively to devise a piece of physical theatre.</p> <p>Oral evaluation and analysis on how intended effects have been achieved.</p> <p>Oral evaluation in which student's own work and that of others can be improved.</p> <p>Recognise and use a range of theatre terms and connect these with drama they have seen or taken part in.</p>

Trinity	<p>The Exam – Scripted</p> <p>Within this unit students will develop their collaborative skills in order to stage an extract of a play in a creative and polished manner. They will also develop performance skills to communicate a character.</p> <p>To learn and apply techniques of vocal characterisation; levels; mime (and the techniques of a key practitioner)</p> <ol style="list-style-type: none"> 1. What is a script and how is a script formatted? 2. How can we use what the writer has given us to inform our characterisation? 3. What do we need to think about when we are staging a play? 4. How can we use vocal skills to create a character? 5. How can we use physicality to convey character? 6. How can we use levels in a scene to communicate meaning to an audience? 7. How can we experiment with staging to present a scene? 	<p>Understanding the conventions of a script.</p> <p>Using the Given Circumstances to inform character and the staging of a scene.</p> <p>Using vocal skills to create character.</p> <p>Using physical skills to create character.</p> <p>Using performance skills to aid characterisation.</p> <p>Staging a scene in multiple ways</p> <p>Using levels to communicate meaning.</p> <p>Learning lines</p> <p>Blocking a scene</p>	<p>Ability to collaborate and contribute to group's preparation of the scene for performance.</p> <p>Use of vocal and physical skills during performance.</p> <p>Lines learnt.</p> <p>Staging of the scene.</p> <p>Oral evaluation and analysis on how intended effects have been achieved.</p> <p>Oral evaluation in which student's own work and that of others can be improved.</p> <p>Recognise and use a range of theatre terms and connect these with drama they have seen or taken part in.</p> <p>Performance of script for end of year exam.</p>
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Examples of Homework	Learning Lines Project presentation Making a mask Evaluation
Key terminology	Ensemble, Body props, Choreography, tableau, tension, non-naturalism, naturalism, direct address, multirole, marking moment, exaggeration, slapstick, lazzi, Gromalot, clocking the audience, non-verbal communication, Frantic Assembly, floor paths, chair duets, lifts, body props, choreography, building blocks, string of material, intent, levels, staging, blocking, characterisation, pitch, pace, pause, volume, facial expressions, posture, movement, status, levels, gesture, gait, stance, proxemics
Super-curricular enrichment and scholarly extension	Visit as much Live Theatre as possible. Watch theatre online on Drama Online or Digital Theatre Plus Read scripts Read The Frantic Assembly Book of Devising Theatre Read The Routledge Companion to Commedia dell'Arte (Routledge Companions) Read Collins National Theatre Plays – The Exam: A comedy about three teenagers who have to muddle their way through the ordeal of a high-pressure exam. Read The Curious Incident of the Dog in the Night-Time: The Play (Critical Scripts)
Useful websites	https://www.bbc.co.uk/bitesize/subjects/zbckjxs https://www.youtube.com/playlist?list=PLFB7C0BBCDCE9B8A9 http://totaltheatre.org.uk/commedia-dellarte-is-alive-and-kicking/ https://www.dramaonlinelibrary.com/ https://www.digitaltheatreplus.com/
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