

KS3-YEAR 8 Curriculum Overview: DRAMA

Key Info:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic:</p> <p>Lessons per week:</p> <p>(1 hour per week)</p>	<p style="text-align: center;"><u>Devising Theatre</u></p> <p style="text-align: center;"><u>The Arrival</u></p> <p>This scheme uses Shaun Tan's graphic novel "The Arrival" as a initial stimuli for devised word. Students depict the themes of separation and segregation, immigration, and settlement via dramatic techniques such as; Cross-Cutting, Flashback/Flashforward, Marking the moment & Thought tracking.</p> <p style="color: red;">They also continue to build upon Vocal & Physical Skills.</p>	<p style="text-align: center;"><u>Performance from Text 1</u></p> <p style="text-align: center;"><u>Curious Incident of the Dog in the Night-time</u></p> <p>This scheme explores component 2` Performance of text` in which students will bring together vocal/physical skills & dramatic techniques learnt in previous terms to perform a scripted version of "The Curious Incident of the Dog in the Night-time".</p>	<p style="text-align: center;"><u>Devising Theatre</u></p> <p style="text-align: center;"><u>Brecht and the Epic Theatre- Saw it in the Papers</u></p> <p>This scheme explores the works & tropes of Bertolt Brecht, whereby students create a piece of devised theatre incorporating dramatic techniques such as; Narration, Direct Address, breaking character, third person narration & placards.</p> <p style="color: red;">They also continue to build upon Vocal & Physical Skills.</p>	<p style="text-align: center;"><u>Devising Theatre</u></p> <p style="text-align: center;"><u>Frantic Assembly/Physical Theatre</u></p> <p>This scheme explores the works & tropes of physical theatre practitioners – Frantic Assembly. Students create a piece of devised theatre incorporating dramatic techniques such as; Round-by-through, Chair duets & Push/pull.</p> <p style="color: red;">They also continue to build upon Vocal & Physical Skills.</p>	<p style="text-align: center;"><u>Live Performance Evaluation</u></p> <p style="text-align: center;"><u>Jane Eyre</u></p> <p>This scheme builds upon the theatrical evaluations of Y7 to. Students will be shown a performance of "Jane Eyre" & analyse the myriad production elements involved. This links well to the requirements of GCSE & A Level components.</p>	<p style="text-align: center;"><u>Performance from Text 2</u></p> <p style="text-align: center;"><u>Noughts and Crosses</u></p> <p>This scheme builds upon Autumn 2 & further explores component 2` Performance of text` in which students will bring together vocal/physical skills & dramatic techniques learnt in previous terms to perform a scripted version of "Noughts & Crosses".</p>
<p>Key Knowledge/Skills covered in the scheme</p>	<ul style="list-style-type: none"> ✓ Vocal and physical skills used and referred to in each lesson ✓ Drama technique explored in each lesson 	<ul style="list-style-type: none"> ✓ Vocal and physical skills used and referred to in each lesson ✓ Drama technique linked to Naturalism/Realism explored in each lesson 	<ul style="list-style-type: none"> ✓ Vocal and physical skills used and referred to in each lesson ✓ Drama technique linked to Practitioner explored in each lesson 	<ul style="list-style-type: none"> ✓ Vocal and physical skills used and referred to in each lesson ✓ Drama technique linked to Practitioner explored in each lesson 	<ul style="list-style-type: none"> ✓ Design elements referred to in each lesson ✓ Vocal and physical skills used and referred to in each lesson 	<ul style="list-style-type: none"> ✓ Vocal and physical skills used and referred to in each lesson ✓ Drama technique explored in each lesson
<p>Assessment</p> <p>(Bold-School assessment data input)</p> <p>(Colour coded to link with GCSE/BTEC Component focus)</p>	<p>Assessed throughout the scheme for devising/scripted and written work.</p> <p>Particular focus on creating and performing devised work to an audience of peers. Evaluation of own/others performance.</p> <p>Booklet associated with the scheme.</p> <p style="color: blue;">Devised performances</p>	<p>Assessed throughout the scheme for devising/scripted and written work.</p> <p>Particular focus on creating and performing scripted work to an audience of peers. Evaluation of own/others performance.</p> <p>Booklet associated with the scheme.</p> <p style="color: red;">Scripted performances</p>	<p>Assessed throughout the scheme for devising/scripted and written work.</p> <p>Particular focus on creating and performing devised and Performance of their interpretation.</p> <p style="color: green;">Evaluation of own/others performance.</p> <p style="color: green;">Written work using Portfolio questions.</p> <p style="color: green;">Booklet associated with the scheme.</p>	<p>Assessed throughout the scheme for devising/scripted and written work.</p> <p>Particular focus on creating and performing devised work to an audience of peers. Evaluation of own/others performance.</p> <p style="color: green;">Booklet associated with the scheme</p> <p style="color: blue;">Devised performances</p>	<p>Assessed throughout the scheme for analysis of production elements within a live production.</p> <p style="color: green;">Booklet associated with the scheme</p>	<p>Assessed throughout the scheme for devising/scripted and written work.</p> <p>Particular focus on creating and performing scripted work to an audience of peers. Evaluation of own/others performance.</p> <p style="color: green;">Booklet associated with the scheme</p> <p style="color: red;">Scripted performances</p>

Building on prior learning	<ul style="list-style-type: none"> Builds on Drama and English skills learnt in Y7. Develops knowledge of and practical application of drama skills, character building and key drama techniques. 					
Links to National Curriculum	Links to KS3 Spoken English NC. Key aspects include: <ul style="list-style-type: none"> <i>speaking confidently and effectively in a range of formal and informal contexts, including classroom discussion, debates and presentations.</i> <i>Express their own ideas and keeping to the point Improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</i> 					
Next Stage of Education: Links to GCSE/BTEC Specification	GCSE Edexcel Drama: <ul style="list-style-type: none"> Devising Drama using a range of stimuli (Component 1) 40% Perform sections of scripts (Component 2) 20% Write about Drama as a performer, director and designer (Component 3) 40% 					
Independent/Home learning	<ul style="list-style-type: none"> Homework set every half term. Booklet to complete in lesson with associated GCSE written questions to complete. 					
Cross-Curricular Links	<ul style="list-style-type: none"> Subjects links include: English/History/SPHERE/Dance/Music 					
Cultural Capital & Extra Curricular Opportunities	<ul style="list-style-type: none"> A number of Performing Arts extra curricular clubs are available for pupils School Shows Understanding social and cultural landscape & international theatre practices. 					
Positive Impact on personal Development (SMSC)	<ul style="list-style-type: none"> To gain an understanding of the social, historical and cultural context of the stimuli. Scripts are used to help develop understanding of people who differ from ourselves and historical periods. The schemes are designed to help gain an understanding of the world and its historical & current challenges. Opportunities are given to offer opinions, justify ideas & constructively build upon the contributions of others. Chance to use a range of social skills when working with others. Exploring theories and different beliefs. 					