

Subject	Drama		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
8	<p>Improvisation: What is improvisation, what are the key skills involved and why are those vital skills for the performer and creators of Drama? Key terminology learned - Scenario/Character/Intention. Building on Y7, students create scenes based on a variety of starting points, developing their ability to draw from both their imagination and experiences to create and sustain a role on stage. In groups they select a Scenario, character and character intention to create a piece together. This is then refined through rehearsal by selecting the Protagonist and their key objective - again building on prior learning. Key practitioner - Kneehigh Theatre Company</p> <p>Performance from Text: DNA by Dennis Kelly. Students read the whole play, discussing themes and character intentions with the teacher. They experience a number of workshops focussing on voice and movement skills, building on their 'Performer' scheme in Y7. They then select an extract from the play to perform, either solo (monologue) or with a partner (duologue). They are taught techniques of how to learn lines. They must learn the lines and perform without a text in their hand.</p>	<p>Devising - Realism Exploring the Genre of Soap Opera and the Naturalistic style. Students explore the themes, characters and storylines dealt with by soap opera, which is the most popular genre of television Drama in Britain, reaching audiences in the millions each week. They devise their own storylines and characters, combining performance and devising skills whilst being aware of their target audience.</p>	<p>Devising: Saw it in the Papers. From a stimulus of a poem 'Saw it in the Papers' by Adrian Mitchell, students firstly explore the themes and issues raised by the poem, of the treatment of criminals, of the morality of a crime, and the nature of punishment. Students learn about Bertold Brecht and the Epic Theatre, and practice several of his key techniques. They then apply these techniques to creating a performance based on the poem, sharing the work with the group. Students also complete a written evaluation of the devising process.</p>