

Curriculum Overview for Drama - Year 8

When?	What?	Why?	How?	Support
Autumn Half Term - 1	<p>Unit 1: Ernie’s Incredible Illucinations</p> <p>Unit Focus: Confidence</p> <p>Students read and stage extracts of the play “Ernie’s Incredible Illucinations” by Alan Ayckbourn.</p> <p>Students explore the character of Ernie and work with the script to create their own interpretations of how different events might take place.</p> <p>We learn the following explorative strategies:</p> <ul style="list-style-type: none"> • Still Image • Marking the Moment • Slow Motion • Stage Combat 	<p>Focus:</p> <ul style="list-style-type: none"> • Learning how to use drama techniques to emphasise a moment. • To build confidence through imaginative situations. • To develop characterisation skills. • To develop a performance from “page to stage.” 	<p>Teacher led workshop lessons.</p> <p>Each lesson involves students reading an extract of the play and using this as the basis for creating a practical performance.</p> <p>Assessment:</p> <p>Summative teacher assessment on group work.</p>	<p>Key Questions to ask students which will support their understanding of class activities:</p> <ul style="list-style-type: none"> • What performance have you created during your lesson? • Which key drama skills did you use in your work? • When and how did you use these skills? • Was your performance successful? Why was it successful? • How could you improve your work?
Autumn Half Term - 2	<p>Unit 2: The Identification by Roger McGough</p> <p>Unit Focus: Concentration and Commitment</p> <p>Students learn how to approach a stimulus and use drama to explore the content and meaning of the poem. Students work towards exploring themes and realising the poem in performance.</p> <p>We learn:</p> <ul style="list-style-type: none"> • What “context” is and why it is important • How to create meaningful drama about sensitive issues 	<p>Focus:</p> <ul style="list-style-type: none"> • To develop interpretive skills. • To explore perspectives of different characters. • To learn about teenage related issues through drama. 	<p>Teacher led workshop lessons.</p> <p>Independent creation lesson of a final piece.</p> <p>Assessment:</p> <p>Summative assessment of devising skills in the development of the final piece.</p>	<p>Key Questions to ask students which will support their understanding of class activities:</p> <ul style="list-style-type: none"> • What have you learnt about the poem “The Identification?” • What do you know about Stephen? <p>You could also revise the poem and take a quiz on key points:</p> <p>‘The Identification’ by Roger McGough Flashcards</p> <p>Or learn more about the poet Roger McGough:</p> <p>Poetry Season - Poets - Roger McGough</p>

<p>Spring Half Term - 1</p>	<p>Unit 3: Frank Miller</p> <p>Unit Focus: Collaboration and Creativity</p> <p>Students explore the story of the fictional cowboy “Frank Miller.” In this fun and popular unit of work, students develop the background to the character through a range of activities.</p> <p>Students then take ownership of the story to explore character relationships.</p> <p>We learn the following explorative strategies:</p> <ul style="list-style-type: none"> • Teacher-in-role • Hot Seating • Character Monologue • Role on The Wall 	<p>Focus:</p> <ul style="list-style-type: none"> • To respond to a scenario by developing characters. • To learn how to be selective of a range of potential ideas. • To develop character creation skills. 	<p>Teacher led workshop lessons.</p> <p>Independent creation lesson of a final piece.</p> <p>Assessment:</p> <p>Summative teacher assessment of group work.</p>	<p>Key Questions to ask students which will support their understanding of class activities:</p> <ul style="list-style-type: none"> • What performance have you created during your lesson? • Which key drama skills did you use in your work? • When and how did you use these skills? • Was your performance successful? Why was it successful? • How could you improve your work?
<p>Spring Half Term - 2</p>	<p>Unit 4: Sparkleshark by Philip Ridley</p> <p>Unit Focus: Confidence & Communication</p> <p>Students practically explore the play Sparkleshark by Philip Ridley. Students consider the themes of bullying and how to be tolerant of others.</p> <p>Students will apply a range of dramatic techniques to the text in order to create short performances of extracts.</p> <p>We learn:</p> <ul style="list-style-type: none"> • Staging layouts and conventions • How to rehearse effectively 	<p>Focus:</p> <ul style="list-style-type: none"> • To develop students’ vocal and physical skills when using a play text. • To develop tolerance and acceptance of others • To develop a greater understanding of the impact of context. 	<p>Teacher led workshop lessons.</p> <p>Independent exploration and rehearsal of set text.</p> <p>Assessment:</p> <p>Summative teacher assessment of performance skills.</p>	<p>Key Questions to ask students which will support their understanding of class activities:</p> <ul style="list-style-type: none"> • What performance have you created during your lesson? • Which key drama skills did you use in your work? • When and how did you use these skills? • Was your performance successful? Why was it successful? • How could you improve your work?

<p>Summer Half Term - 1</p>	<p>Unit 5: Theatre Appreciation</p> <p>Unit Focus: Curiosity</p> <p>Students revisited the theatre evaluation skills they learnt in Year 7 and explore another live theatre production. Student practically explore a chosen text before watching a performance (either live or recorded). Students will need to develop a critical response to the performance; analysing and evaluating its impact.</p> <p>We learn:</p> <ul style="list-style-type: none"> • To evaluate to work of theatre professionals • To identify the vocal and physical skills used by performers in the production 	<p>Focus:</p> <ul style="list-style-type: none"> • To develop an understanding of the conventions of live theatre. • To appreciate the work of live theatre makers. • To develop evaluative and analytical skills. 	<p>Teacher led workshop lessons.</p> <p>Students will explore sections of the play.</p> <p>Assessment:</p> <p>Summative teacher assessment of written live theatre evaluation.</p>	<p>Key Questions to ask students which will support their evaluation of live theatre:</p> <ul style="list-style-type: none"> • What makes an effective theatre performance? • What key performance skills were used in the play? • What impact did the play have on you, the audience?
<p>Summer Half Term – 2</p>	<p>Unit 6: Festival Project</p> <p>Unit Focus: Craftsmanship and Collaboration</p> <p>Students work collaboratively to create and organise their own arts festival. Students will need to make decisions regarding the marketing, budget and format of their festival, justifying and explaining their choices throughout.</p> <p>We learn:</p> <ul style="list-style-type: none"> • How the arts contribute to wider society • About wider roles and career opportunities in the arts 	<p>Focus:</p> <ul style="list-style-type: none"> • To develop an understanding of the performing arts business. • To develop collaborative skills. • To explore the role of a variety of jobs within the performing arts. 	<p>Teacher led workshop lessons.</p> <p>Students will create a variety of marketing and publicity materials for their festival. Students will have to pitch and justify their ideas.</p> <p>Assessment:</p> <p>Summative teacher assessment on festival project portfolio which includes a variety of written and practical tasks.</p>	<p>Key Questions to support students in the creation of their festival project:</p> <ul style="list-style-type: none"> • What makes a successful festival? • How is a festival organised? • How can you ensure you are working productively with others?