

Year 8 Curriculum Overview [2019-2020] – Planning for Progression
Subject – DRAMA

Schedule	Term	Knowledge & Understanding	Literacy Skills Building vocabulary Developing oral skills Developing reading skills Developing writing skills	Key Skills Subject Skills Numeracy Skills 21 st Century Skills Employability Skills	Assessment Formative Interim Summative
Autumn Term	Half Term 1	<p>'The Past': 'Year 6'.</p> <p>Understanding how to use vocal and physical skills to create a Year 6 version of you.</p> <p>Use of lighter tone of voice to denote younger characters.</p> <p>To use appropriate language fitting for that time</p> <p>Using observational skills to develop understanding of how an 11year-old differs from 'you'- gesture; energy levels; interaction (e.g. linking arms).</p> <p>Identify what rules were in place that governed junior school life.</p> <p>What games were played? What was the fashion? What toys did you have?</p>	<p>Discuss what were the 'in' words whilst in Year 6.</p> <p>Share what you have observed in the vocal traits and physicality of Year 6 pupils.</p> <p>Discuss why Year 6 differs from being in this school. Agree a structure and the characters for this work.</p>	<p>Subject Skills:</p> <p>Speaking</p> <p>Listening</p> <p>Communication</p> <p>Performance</p> <p>Numeracy:</p> <p>Calculations</p> <p>Problem solving</p> <p>Logistics</p>	<p>HT1</p> <p>Preview teams performing as Yr 6 pupils.</p> <p>Review by Teacher/peer and self-assessment.</p> <p>Preview work that demonstrates clear differences between the junior school and what our pupils experience here.</p> <p>Review by Teacher/peers and self-assessment.</p> <p>HT2</p> <p>Preview a classroom scene that is set out as a piece of theatre, rather than how it actually was.</p>
	Half Term 2	<p>Developing stage positioning K&U to ensure that class scenes are well presented i.e. need to create a drama version of how the classroom was laid out as opposed to the real way the classroom was organised.</p> <p>To understand how stage business can enhance the quality of the work presented- e.g. playground scenes.</p>	<p>Use appropriate vocabulary and vocal skills for any given character.</p> <p>Use vocal (and facial/physical) skills to create different emotions.</p> <p>To create credible characterisations using</p>	<p>21st Century Skills:</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Creativity</p>	

		<p>To use stage business to create a focal point for the plot and characters.</p> <p>To understand how, when and why emotional states can change.</p>	<p>appropriate vocabulary and vocal skills.</p>	<p>Employability:</p> <p>Decision making</p> <p>Initiative</p> <p>Research</p> <p>Negotiating</p>	<p>Preview performance work that focuses on the emotions that were felt on the last day of junior school.</p> <p>Formally assess the final performance.</p> <p>Review the work- Teacher/peer and self-assess.</p>
Spring Term	Half Term 3	<p>‘The Future’: ‘90 Years Old/School Reunion’</p> <p>Understanding how to multi-role.</p> <p>To understand how best to organise the logistics for a multi-scene project.</p> <p>Creating logistic sheets (including cue sheets) for the project.</p> <p>To understand how to create a flashback using sound and lighting.</p> <p>Understand how to use voice, movement and pace to create an effective 90 year-old.</p>	<p>Discuss what might happen to you since leaving school up to the age of 90.</p> <p>Share your ideas.</p> <p>As a team, decide who is going to play another member of the team as their 90 year-old self.</p>	<p>Subject Skills:</p> <p>Speaking</p> <p>Listening</p> <p>Communication</p> <p>Performance</p> <p>Numeracy:</p> <p>Calculations</p> <p>Problem solving</p> <p>Logistics</p>	<p>HT3</p> <p>Preview work that demonstrates being a 90 year-old.</p> <p>Review the work seen. (Teacher/peer/self-assess).</p> <p>Preview the acting and technical aspects for a reunion scene transitioning into a flashback scene (and back again).</p>
	Half Term 4	<p>Understanding how to use vocal and physical skills to create multiple characters- pace of movement; use of pauses.</p> <p>Create a clear plan in performance for the actors and the technicians to work successfully together.</p> <p>Creating key, cue lines that help the technicians to create smooth scene transitions.</p> <p>Plan exits so that the performance can run smoothly. E.g. ‘John exits to DSR and presses b/o. New characters enter and lights go up.’</p>	<p>Discuss the running order of reunion to flashback scenes.</p> <p>Discuss who is going to run the technical aspects of the project at different scenes.</p> <p>Group to discuss the logistics of each scene, making decisions about how the scenes will flow successfully.</p> <p>Use appropriate vocabulary and vocal skills for your 90</p>	<p>21st Century Skills:</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Creativity</p> <p>Employability:</p> <p>Decision making</p>	<p>HT4</p> <p>Preview work that demonstrates use of cue sheets;; solving of logistical problems; use of key cue lines; pupils multi-role.</p> <p>Self-assess/peer assess/TEACHER feedback.</p> <p>Formally assess the final piece. Teacher/peer/self-assess.</p>

		<p>Understand how to create cue sheets so that everyone knows what is happening when.</p> <p>Create cue sheets that are clear and effective.</p>	<p>year-old character and for your flashback character.</p>	<p>Initiative</p> <p>Negotiating</p>	
Summer Term	Half Term 5	<p>‘Life Changes’: ‘Happy Family’</p> <p>Using different emotions and the appropriate tone of voice to create different states of being.</p> <p>Using appropriate vocabulary for the character(s) being portrayed that links with the emotion that is being presented.</p> <p>Create a vocabulary list.</p> <p>To understand social norms and how we can break them when two different cultures/lifestyles clash.</p> <p>Use appropriate body language and gestures that are fitting for being happy.</p> <p>Create a dramatic structure that allows all performers to be ‘happy’. List what happy times/occasions people experience during the course of their lives- birth/birthdays; weddings; parties; holidays; Christmas; success in a family; engagement, etc.</p>	<p>Discuss how facially/physically and vocally different emotions can be communicated.</p> <p>Explore what vocabulary is apt for this work. E.g. ‘Thank you’, ‘please’, ‘wonderful’, ‘delightful’, ‘marvellous’, etc.</p> <p>Agree the characters and the structure of the piece.</p> <p>Teacher/self/peer feedback.</p>	<p>21st Century Skills:</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Creativity</p> <p>Employability:</p> <p>Decision making</p> <p>Initiative</p> <p>Research</p> <p>Negotiating</p>	<p>HT5</p> <p>Preview a completely happy occasion, using appropriate vocabulary, body language and emotional state.</p> <p>Peer review/self-assess/Teacher feedback.</p> <p>Formally assess the work. Teacher review/peer and self-assessment.</p> <p>Preview the ‘Meet the Kids’ performance (social norms and cultural clashes/differences).</p> <p>Teacher review/self-assessment/peer assessment.</p>
	Half Term 6	<p>‘Life Changes’: ‘On the Streets’</p> <p>Investigate and report back on how the homeless survive on the streets.</p> <p>Why do we have foodbanks? Tameside food bank- investigate.</p> <p>Demonstrate contrasting body language and gestures to HT5 to convey sadness and despair.</p> <p>What is negative body language?</p>	<p>Discussion and feedback about how people can survive on the streets.</p> <p>Discuss what might be appropriate vocabulary to communicate despair. E.g. ‘misery’, ‘depression’, ‘cold’, ‘wet’, ‘hungry’, ‘freezing’,</p>	<p>Subject Skills:</p> <p>Speaking</p> <p>Listening</p> <p>Communication</p> <p>Performance.</p>	<p>HT6</p> <p>Preview ‘Life on the Streets’</p> <p>Peer review/self-assess/Teacher feedback.</p> <p>Formally assess the work. Teacher review/peer and self-assessment.</p>

		<p>How can space and spatial awareness be used to convey unhappiness, isolation and rejection- use your own observations of the homeless to enhance your knowledge and understanding.</p> <p>Select appropriate vocal tones and vocabulary to convey the hopelessness of the principal characters.</p>	<p>'tired', 'fed-up', 'frightened', 'angry', etc.</p> <p>Agree the characters and the structure.</p> <p>Discuss how lighting and sound can enhance the piece.</p> <p>Teacher/self/peer feedback.</p>	<p>Numeracy:</p> <p>Calculations</p> <p>Problem solving</p>	
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