

Year 8 Curriculum Overview [2020-2021]

Subject – Drama

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	Observational skills	<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>Sharing what has been observed- peer/teacher.</p> <p>Performances/previews will demonstrate retrieval.</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.</p> <p>Agree a structure and the characters for this work.</p>	<p>Communication</p> <p>Teamwork</p> <p>Leadership</p> <p>Problem solving</p> <p>Presentation skills</p>	Teacher/peer and self-assessment at the end of each task.
HT2	Stage Business	To understand how stage business can enhance the quality of the work presented- e.g. playground scenes.	<p>Blocking</p> <p>Creating character</p>	<p>Use appropriate vocabulary and vocal skills for any given character.</p> <p>To create credible characterisations using</p>	<p>Creativity</p> <p>Audience engagement</p> <p>Teamwork</p> <p>Presentation skills</p>	<p>Teacher/self/peer assessment at the end of the three parts of the developing work.</p> <p>Final presentation assessment- self/peer/teacher.</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>Use vocal (and facial/physical) skills to create different emotions.</p>		<p>appropriate vocabulary and vocal skills.</p>	<p>Literacy</p> <p>Decision making</p>	
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Spring Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills		
HT3	Multi-role playing	<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>Observational skills</p> <p>Technical and team skills showing co-ordination of the piece.</p>	<p>Speaking- rehearsals and performance work.</p> <p>Listening to peers in rehearsals; listening to the other actors to help the delivery of the work.</p> <p>Collaborating to create a meaningful and creative performance.</p> <p>Numeracy: calculating when SFX and LFX have to happen, how long for/volume and brightness levels.</p>	<p>Communication</p> <p>Creativity</p> <p>Decision making</p> <p>Leadership</p> <p>Planning</p> <p>Presentation skills</p>	<p>Work will be self/peer/teacher assessed at each stage of the blocking process.</p> <p>The final performance will also be self/peer/teacher assessed.</p>

HT4	Cue Lines and Transitions	<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>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>	Technical knowledge retrieval will be demonstrated in the previews and in the performances with the focus on cue lines and transitions.	<p>Performance: the team has produced a creative response to the brief.</p> <p>Literacy: the characters speak appropriately for their chosen role, using appropriate vocabulary.</p> <p>Employability: initiative. Every team member has to use their judgement about how, when and why they must do and say something.</p> <p>21st Century: collaboration. The team has to agree their characters, plot and scenes for the project; acting upon the plan to communicate meaning</p>	<p>Teamwork</p> <p>Problem solving</p> <p>Presentation skills</p> <p>Negotiating</p> <p>Positive attitude</p> <p>initiative</p>	
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Year 8 Curriculum Overview [2020-2021]
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Summer Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills		
HT5	Body Language and Gestures	<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>Previews and performances to demonstrate knowledge and understanding of technical elements.</p> <p>Previews and performances will increasingly demonstrate the ability to use body and gesture skills effectively.</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>Creativity</p> <p>Initiative</p> <p>Literacy</p> <p>Negotiating</p> <p>Problem solving</p> <p>Presentation skills</p>	<p>The piece will be broken down into chunks (previews).</p> <p>These chunks will be peer/self/teacher assessed.</p> <p>The end of unit will be self/peer/teacher assessed.</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.		Agree the characters and the structure of the piece.		
HT6	Spatial Awareness	<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>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>Previews and performances will increasingly demonstrate the ability to use spatial awareness skills effectively.</p> <p>Prior observation work will aid understanding and be called upon for this unit.</p>	<p>Literacy: speaking and reading the poem.</p> <p>Employability: Negotiating what the final performance will look like.</p> <p>21st Century: Bringing the characters to life in a creative manner.</p> <p>Subject skills: Speaking, listening, communicating and performance.</p>	<p>Negotiating</p> <p>Teamwork</p> <p>Positive attitude</p> <p>Organising</p> <p>Presentation skills</p> <p>Decision making literacy</p>	The poem and the improvisations will be broken down and performed- self/peer/teacher assessment. The final piece will be peer/self/teacher assessed.