

**Department Information:**

*At KS3, students are encouraged to appreciate drama as an art form. They explore a variety of themes through different theatre techniques focussing on creating, performing and responding to drama. Through topics ranging from Commedia dell'Arte to Bertolt Brecht, Physical Theatre to realising plays such as DNA, students develop into critical spectators as well as performers, script writers, designers and technicians.*

**ACHIEVE in the curriculum:**

*Drama encourages students to use **collaboration** to develop their understanding of the subject. Students are using their **endurance** to approach different areas of study. In lessons we strive for a safe and **happy** environment where students can excel.*

**Curriculum Aims & Intent:**

*The Year 8 curriculum intends to consolidate prior learning in Year 7 and also build students knowledge on techniques and terminology to prepare for Year 9 and GCSE. The aim of each unit is to explore theatre techniques such as thought track, still image, conscience corridor, along side the exploration of styles and genres. Students will continue to build on their performance skills with is a thread that runs through the whole of the Drama curriculum. Similarly, they will continue to develop their verbal evaluation skills through the peer assessment of each others work. The curriculum balances the use of the GCSE structure, enabling students to devise work, perform scripts and analyse texts with introducing students to a wide range of styles, skills and techniques.*

**Resources:**

*Script- Blood Brothers by Willy Russel  
Scripts- range of short scripts- Fans, Gents, Pocket Money, Fault, Fish, Maze  
Stimulus for devising  
Trestle masks*

*Various youtube clips showing examples of the style and techniques which are embedded into the power points*

**How we keep parents informed:**

*Year 8 - Progress reports are published 4 times per year, in October, December, April and July, with a face-to-face parents' evening in March.*

**How parents can help their child:**

*Visit the theatre  
Apply for a school trip visit  
Use BBC bitesize KS3 drama to support understanding of terminology.  
Test students on key terminology*

**What we study and when:**

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Mask work	Introduced to mask work. They will learn key skills such as clocking the audience, passing the focus and centre of weight. These fundamental to all performance regardless of mask work.	<b>Collaboration</b> <b>Teamwork</b> <b>Endurance</b> <b>Analysis</b>	<b>End of term assessment- performance task</b>	

<b>2</b>	<b>Realising text- Blood Brothers</b>	Blood Brothers is the set text at GCSE. Here students will explore the story using techniques to develop understanding of character such as role of the wall, hot seating and conscience corridor which derive from realism which gets consolidated in Year 9. They will also be introduced to playwriting when they write their own end to the play.
<b>3</b>	<b>Scripts and Staging</b>	The aim of the scheme is for students to learn different stage configurations, which they need to know for GCSE. Each lesson students will be introduced to a new stage configuration with a different script. They will explore the pros and cons of the stage configuration. They will direct and perform the script in the allocated stage configuration.
<b>4</b>		Students will mirror the GCSE Component 3 scripted exam applying what they have learnt in term 3 to perform a script using a specific stage configuration.
<b>5</b>	<b>Devising</b>	The aim of the unit is for students to devise their own work. They have been devising throughout previous schemes but here we are explicitly teaching them how to devise through the use of the 5 W. They will explore 3 different forms of stimuli- music, image, installation and then finally will choose one to develop into a final piece. They should apply techniques learnt thus far in their learning.
<b>6</b>	<b>Stage Combat</b>	The aim of the unit is to teach students different stage combat moves such as upper cut, hair pull, slap, knee to the stomach. Students will then use these to create a fight scene. They will use their learning about stage configuration, devising, character development and focus to create a final performance.

**Evaluation**  
**Description**  
**Confidence**  
**Problem Solving**  
**Negotiation**  
**Leadership**  
**Adaptability**

<b>End of term assessment- performance task</b>	<b>Playwriting</b>
<b>Mid term assessment- creating task</b>	<b>Stage design and directing</b>
<b>End of term assessment- performance</b>	
<b>Mid term assessment- creating task</b>	<b>Dramaturg</b>
<b>End of term assessment- performance task.</b>	<b>Fight choreographer</b>