



<p>Year 8 <u>Content & rationale</u></p>	<p>This year the student will be applying their knowledge and understanding of how to create a 'believable character' from the work in Year 7 baseline and Shakespeare in creating realistic characters.</p> <p>They will build on their understanding of different forms learning about abstract style which students will learn to communicate ideas and intentions much more explicitly to an audience and enables theatre to make a statement with a much louder voice.</p> <p>In the next scheme students are introduced to Ensemble theatre building on the abstract non-naturalistic skills they have already learnt.</p> <p>Ensemble theatre aims to have all members of a cast working together, rather than emphasizing individual performances. The goal is to create a seamless, living world on the stage.</p> <p>The last scheme in Year 8 aims to be a fun introduction to the complex skills involved in Commedia dell'Arte. Students will already understand that stories can be told in lots of different ways and they are used to applying the skills they have in their 'drama toolkit' to make an impact in the way they tell stories. The lessons are structured so that they build up a bank of skills that can then be used for the final devised performance in this year. They are introduced to 'stock characters' and are encouraged to exaggerate, use comedy and 'controlled silliness'. They are also</p>		<p>Drama is assessed using 3 criteria; Creating, Performing and Evaluation. Each unit assessment has a clear written assessment criteria for how to progress in the subject.</p> <p>Practical assessments: Continuous assessment of work in progress by teacher and pupils. This occurs in every lesson. E.g. verbal feedback and discussion on practical work. Shared thinking and evaluation of their own work and of others in the group.</p> <p>Written assessments: Self-assessment sheets for every pupil are completed at the end of every unit and teacher targets set. These sheets record pupil responses to the meaning of the work undertaken and the learning outcomes and allow students to set targets. Each student has a Booklet for each unit which contain: resources, buzz words, homework and assessment criteria and teacher target.</p>
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	encouraged to understand that real comedy requires hard work, concentration and timing.		
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<u>Autumn A</u>	<p>Naturalistic theatre</p> <p>Big Question: How can you create a believable character?</p> <p>In the above unit, students learn about a further theatrical genre through exploring a scripted play. They will learn how to interpret a playwright's intentions and build a believable character, through the rehearsal techniques of Stanislavski.</p>	<p><i>Key Skills: How to use your voice to communicate meaning, how to create a 'back story', how to use sub-text, how to use 'proxemics' (space). How to understand the character using given and imagined circumstances. The skills learnt will be required during the scripted Component of GCSE Drama.</i></p>	<p>Practical Assessment:</p> <p>Scene 10 (Part 1) Cast the roles in pairs and using naturalistic techniques use physicality, voice and eye contact to show the waves of tension and the subtext within the scene.</p>
<u>Autumn B</u>	<p>Abstract theatre</p> <p>Big Question: What type of theatre is more powerful, naturalistic or non-naturalistic?</p>	<p><i>Key skills: chorus (revisited from Greek), split role, multi role, abstract physical acting, direct address, narration, physical theatre, animalisation, over exaggeration, chorus,</i></p>	<p>Practical Assessment:</p> <p>Using abstract techniques to make a statement about the world. <i>Mrs X got up. Every morning was the same. Every morning she got on the same train.</i></p>



	<p>– Exploring using non – naturalistic style. will also learn that abstract style allows theatre makers to communicate ideas and intentions much more explicitly to an audience and enables theatre to make a statement with a much louder voice. The students are introduced to the principles of devised work, a key aspect of Drama in Key stage 4 and 5.</p>	<p><i>repetition, direct address, slow motion.</i></p>	<p>TRAIN SCENE And to the job that was always the same.”</p> <p>OFFICE SCENE “Until one day, Mrs X had had enough!”</p> <p><u>Students decide how to finish the piece.</u></p> <p>It must include abstract techniques: physical theatre, animalisation, over exaggeration, chorus, repetition, direct address, slow motion.</p> <p>Written Assessment: How has one group used abstract techniques to effectively communicate their ideas to the audience? Use PEA to organise your ideas.</p>
		<p><i>Key Skills: Exaggerated characterisation</i></p>	



<p><u>Spring A/B</u></p>	<p>Ensemble</p> <p>Big Question: How difficult is it to create a seamless, living world on the stage.</p> <p>In this unit, students develop their understanding of non-naturalistic dramatic expression further, Using the skills learnt in abstract theatre unit and also are introduced to the principles of how to explore a script, a key aspect of Drama in Key Stages 4 and 5</p>	<p><i>Slow motion</i></p> <p><i>Freeze frame</i></p> <p><i>Physical theatre</i></p> <p><i>Choral speech and movement</i></p> <p><i>Fragmented / splintered movements</i></p> <p><i>Mime</i></p> <p><i>Cross-cutting</i></p> <p><i>Sound scape</i></p> <p><i>Repetition</i></p> <p><i>Cannon</i></p> <p><i>Multiroling</i></p> <p><i>Key skills:</i></p> <p><i>Physical theatre, stock characters, status, physical improvisation</i></p> <p><i>Gesture</i></p> <p><i>Exaggerated physicality</i></p> <p><i>Balance</i></p> <p><i>Clocking the audience</i></p> <p><i>Asides</i></p> <p><i>Grummalot</i></p>	<p>Practical Assessment:</p> <p><u>As a group, choose TWO SCENES from the script to stage in ensemble style.</u></p> <p>Find a way to link the scenes so that they run together.</p> <p><u>Use the ensemble style to:</u></p> <p><i>Have clear multirole (using voice and physicality to play very different characters)</i></p> <p><i>Tightly choreograph your piece</i></p> <p><i>Have smooth, creative scene transitions</i></p> <p><i>Use the different techniques creatively and imaginatively to show the locations and changes in atmosphere</i></p>
<p><u>Summer A/B</u></p>	<p>Commedia dell'Arte</p> <p>Big Question: What makes a character interesting for an audience?</p> <p>Exploring physical & vocal expression, comedy, audience response</p> <p>Students are introduced to s different genre of theatre while honing their devising skills a key aspect od further study of Drama at Keystage 4.</p>		<p>Practical Assessment:</p> <p>Students are given a 'stock Commedia scenario and using their understanding of the Stock Characters they have been introduced to across this unit they devise a performance of the scenario, including writing a ending.</p> <p>Summer written test:</p> <p>Technical knowledge learnt throughout the year recall test.</p>

Subject curriculum sequencing; Drama

Serviam; Developing our gifts and talents for the good of others.

