



# Year 8 Drama

**Subject Leader: Mrs Carly Howard**

The Drama department has high expectations of all of our students. We aim is to encourage and engage students to be creative and become confident in developing and performing work they have generated through enquiry, exploration and evaluation. The curriculum and enrichment provision provide students with the opportunity to explore and experience a broad spectrum of theatre, developing their knowledge and understanding of drama as an art form and developing life-long learning skills for independence, collaboration and communication. Using a holistic approach, our goal is to challenge young people, through the act of 'play' allowing them to explore ideas from different perspectives, develop empathy and a greater sense of the world around them.

## Topics to be covered in Year 8

	Term 1	Term 2	Term 3
<b>Topics to be covered</b>	<p><b>Mime Artist</b></p> <p>This scheme of work will allow students to experiment with a different style of theatre. Building upon all these previous drama skills to use comedy and physicality to tell a story.</p> <p>Our main objective is for students to understand the main skills of mime and apply them to their own creative comedy performance.</p> <p>Topics Include:</p> <ul style="list-style-type: none"> <li>• Comedy</li> <li>• Mime physicality</li> <li>• Synchronisation</li> <li>• Unison</li> </ul>	<p><b>Murder Mystery</b></p> <p>Developing understanding of character and exploring ways to build tension.</p> <p>Our main objective is for students to develop character.</p> <p>Topics Include:</p> <ul style="list-style-type: none"> <li>• Monologue writing</li> <li>• Working from a stimulus</li> <li>• Forum Theatre</li> </ul> <p>Analysis and Evaluation</p>	<p><b>Shakespeare</b></p> <p>Exploring 5 different plays as a way to unlock language and consider use of status.</p> <p>Our main objective is for students to explore and understand a short Shakespeare piece in relation to characters relation, status and demonstrating this in a performance.</p> <p>Topics Include:</p> <ul style="list-style-type: none"> <li>• Use of Status</li> <li>• Language</li> <li>• Physical Theatre</li> </ul>
<b>Key vocabulary</b>	<p>Mime</p> <p>Rehearsal</p> <p>Performance</p> <p>Convey Meaning</p> <p>Charlie Chaplin</p> <p>Expressive Movement</p> <p>Characteristics</p> <p>Analysis</p> <p>Evaluate</p>	<p>Script</p> <p>Stimulus</p> <p>Rehearsal</p> <p>Performance</p> <p>Monologue</p> <p>Devise</p> <p>Derek Bentley</p> <p>Christopher Craig</p> <p>Analysis</p> <p>Evaluate</p>	<p>Performance</p> <p>Audience</p> <p>Effect</p> <p>Character</p> <p>Analysis</p> <p>Evaluate</p> <p>Script</p> <p>Atmosphere</p> <p>Language</p>
<b>Skills to be developed</b>	<p>Body Language</p> <p>Facial Expression</p> <p>Gestures</p> <p>Exaggeration</p> <p>Synchronisation</p>	<p>Freeze Frame</p> <p>Thought Tracking</p> <p>Performance Skills</p> <p>Intonation</p> <p>Narration</p> <p>Physical and Vocal Skills</p>	<p>Soundscape</p> <p>Physical Theatre</p> <p>Status</p> <p>Actor as an object</p> <p>Slow Motion</p> <p>Freeze Frame</p> <p>Physical and Vocal Skills</p>
<b>Opportunities for revisiting previous learning</b>	<p>Questioning and discussion to recap previous learning. Low stakes quizzes. Practical tasks require repetition and refinement of ideas through rehearsal.</p>	<p>Questioning and discussion to recap previous learning. Low stakes quizzes. Practical tasks require repetition and refinement of ideas through rehearsal.</p>	<p>Questioning and discussion to recap previous learning. Low stakes quizzes. Practical tasks require repetition and refinement of ideas through rehearsal.</p>
<b>When will formal assessment of progress take place?</b>	<p>Formal assessment will take place at the end of Term 1. Students will also be given feedback throughout the lesson to support their development of skills.</p>	<p>Formal assessment will take place at the end of Term 2. Students will also be given feedback throughout the lesson to support their development of skills.</p>	<p>Formal assessment will take place at the end of Term 3. Students will also be given feedback throughout the lesson to support their development of skills.</p>

## Year 8 Useful Resources

### Website Links:

[www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk) - quality performance examples and video resources to support performance, devising and design.

[www.bbc.co.uk/blast](http://www.bbc.co.uk/blast) - Site for young people and the arts (page dedicated to dance).

[www.artsaward.org.uk](http://www.artsaward.org.uk) - Arts Award, a new accreditation which supports young artists and young arts leaders and leads to qualifications at level 1, 2 and 3.

### Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

### Homework

Is not set for dance, however students are expected to remember what they have learnt in previous lessons.

Students are also encouraged to watch a broad range of dance, from the suggested watch list and outside of school.

### Contact Information:

If you would like to contact the Drama Department please email: [drama@gilberd.com](mailto:drama@gilberd.com).

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