

<b>Subject:</b> Drama	<b>Year 8</b>	<b>Ability</b> Mixed
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Term / Date(s)	Scheme 1	Scheme 2	Scheme 3
<b>Topic</b>	Noughts & Crosses	Physical Theatre	The History of Drama
<b>Topic overview</b> <b>Pupils will learn...</b>	To use the <b>page to stage</b> method and adapt an existing novel to into a scripted piece.	To investigate and take influence from physical theatre companies in order to <b>create a devised piece</b> .	To <b>understand the history of theatre</b> and the way it has evolved starting from Greek theatre to modern contemporary theatre.
<b>Components</b>	<p>Students will be able to <b>create a piece of theatre based on a novel</b> and knowledge gained throughout the topic.</p> <p>Students will consider different ways to present ideas on stage.</p> <p>Students will develop scripts to include techniques learned within the topic.</p> <p>Students will be able to <b>reflect on their performances and those of others</b>. Commenting directly on communication of ideas, vocal and physical skills and the effectiveness of these within practical work through self and peer evaluation. They will demonstrate this both verbally and through written work.</p>	<p>Students will be able to use knowledge from Year 7 to understand the differences between Physical Theatre and Naturalism.</p> <p>Students will research different theatre companies and their methods and use them as inspiration to <b>create their own piece of theatre</b>.</p> <p>Students will be able to <b>reflect on professional pieces of theatre</b>, analysing what they think works well and ways for improvement.</p> <p>Students will be able to <b>self/peer evaluate work</b> using specific drama terminology effectively.</p>	<p>Students will be able to use knowledge from History to show an understanding of Greek theatre.</p> <p>Students will <b>use scripts</b> given to develop a melodramatic piece of theatre.</p> <p>Students will develop an understanding of Commedia Dell'Arte as a style of theatre.</p> <p>Students will be able to <b>reflect on professional pieces of theatre</b>, analysing what they think works well and ways for improvement.</p> <p>Students will be able to <b>self/peer evaluate work</b> using specific drama terminology effectively.</p>
<b>What pupils should already know (prior learning components)</b>	<p>How to work successfully as a team by contributing ideas to group work.</p> <p>Have taken part in whole school productions or class assemblies to include;</p> <ul style="list-style-type: none"> <li>• Talk in front of others</li> <li>• Presentation skills</li> <li>• Adopting a role</li> </ul> <p>Taken part in the Year 7 SOL which highlighted basic drama skills. E.G. Still Image, Facial Expression, Body Language, Volume, Tone, Pace, Pause, Soundscape. These skills should be used throughout the topic in Year 8.</p>	<p>How to work successfully as a team by contributing ideas to group work.</p> <p>Have taken part in whole school productions or class assemblies to include;</p> <ul style="list-style-type: none"> <li>• Talk in front of others</li> <li>• Presentation skills</li> <li>• Adopting a role</li> </ul> <p>Students should be able to challenge the ideas of others sensitively, initiate and respond to ideas appropriately.</p> <p>Students should be able to use a range of techniques and skills from previous SOL's effectively.</p> <p>Students should be able to confidently reflect on their own and each other's drama work providing constructive responses.</p>	<p>How to work successfully as a team by contributing ideas to group work.</p> <p>Have taken part in whole school productions or class assemblies to include;</p> <ul style="list-style-type: none"> <li>• Talk in front of others</li> <li>• Presentation skills</li> <li>• Adopting a role</li> </ul> <p>Students should be able to challenge the ideas of others sensitively, initiate and respond to ideas appropriately.</p> <p>Students should be able to use a range of techniques and skills from previous SOL's effectively.</p> <p>Students should be able to confidently reflect on their own and each other's drama work providing constructive responses.</p> <p>Students should be able to how images create meaning and be able to experiment with props, gesture and space.</p>

<b>Transferrable knowledge (skills)</b>	<p>Students will work in different sized and ability groups throughout to allow them to develop purposeful communication skills with others.</p> <p>Students will understand how to structure scenes to create an effective performance.</p> <p>Students will understand how to behave as part of an audience.</p> <p>Students will know how to warm up and cool down before and after workshops.</p> <p>Students will be able to give and receive effective verbal and written feedback on performances both on their own work and that of others.</p> <p>Students will understand how to work successfully as a team to produce performance work.</p> <p>A developed understanding of how actors interpret a script. Including stage directions and developing a character.</p>	<p>Students will work in different sized and mixed ability groups throughout to allow them to develop purposeful communication skills with others.</p> <p>Students will understand the genre of Physical Theatre and why it is used.</p> <p>Students will understand how to behave as part of an audience and will be able to give and receive effective verbal and written feedback on performances both on their own work and that of others.</p> <p>Students will know how and why to warm up before workshops.</p> <p>Students will understand how to work successfully as a team to produce professional standard performance work.</p> <p>Students will develop an understanding of how actors interpret an idea and collaborate with other professional to create an original piece of theatre.</p>	<p>Students will work in different sized and mixed ability groups throughout to allow them to develop purposeful communication skills with others.</p> <p>Students will understand the genre of Physical Theatre and why it is used.</p> <p>Students will understand how to behave as part of an audience and will be able to give and receive effective verbal and written feedback on performances both on their own work and that of others.</p> <p>Students will know how and why to warm up before workshops.</p> <p>Students will understand how to work successfully as a team to produce professional standard performance work.</p> <p>Students will develop an understanding of how actors interpret an idea and collaborate with other professional to create an original piece of theatre.</p>
<b>Key vocabulary pupils will know and learn</b>	Still Image, Novel, Page to Stage, Naturalism, Facial Expressions, Body Language, Proxemics, Levels, Areas of the Stage, Power.	Space, Dynamics, Physical Theatre, Evaluation, Analyse, Practitioner, Company, Balance, Cannon, Unison	Tone, Pace, Pitch, Pause, Projection, Exploration, Development, Choral Speech, Greek Theatre, Gait, Posture, Gesture, Staging, Language, Still Image, Character, Dialogue, Contemporary, Stimuli
<b>Assessment activities</b>	<p>Teacher observations and verbal feedback of student rehearsals and performances.</p> <p>Regular check-ins of students' knowledge of basic skills and techniques through 'Do Now' tasks and plenary activities.</p> <p>Students to complete an end of unit assessment which will include both a performance and written element to reflect on their learning.</p> <p>Students will be assessed based on the KS3 Assessment rubric.</p>	<p>Teacher observations and verbal feedback of student rehearsals and performances.</p> <p>Regular check-ins of students' knowledge of basic skills and techniques through 'Do Now' tasks and plenary activities.</p> <p>Students to complete an end of unit assessment which will include both a performance and written element to reflect on their learning.</p> <p>Students will be assessed based on the KS3 Assessment rubric.</p>	<p>Teacher observations and verbal feedback of student rehearsals and performances.</p> <p>Regular check-ins of students' knowledge of basic skills and techniques through 'Do Now' tasks and plenary activities.</p> <p>Students to complete an end of unit assessment which will include both a performance and written element to reflect on their learning.</p> <p>Students will be assessed based on the KS3 Assessment rubric.</p>
<b>Resources available</b>	PowerPoints on TCA Shared Area YouTube Clips Scripts Booklets	PowerPoints on TCA Shared Area YouTube Clips Scripts Booklets	PowerPoints on TCA Shared Area YouTube Clips Scripts Booklets
<b>Notes</b>  <b>Why this topic is important...</b>	<p>Students develop an understanding of the components of a script in order for them to succeed within the Year 9 SOL.</p> <p>Students look at the origins of Greek Theatre and choral speech to inspire group performances this enables them to understand the origins of theatre.</p>	<p>This allows students to create and learn about a different style of theatre and the different ways in which material can be created. Looking at different theatre companies allows students to understand there is more than one way to work and devise a piece of original theatre.</p> <p>It also allows the students to think outside of the box in terms of the devising skills and to create a piece of theatre that is inspired by different companies.</p>	<p>This topic allows students to understand the roots of theatre and how it has changed throughout the years. It allows students to understand that theatre is always changing and will continue to change. Being able to push the boundaries and think outside of the box allows students to create original pieces of theatre.</p>