Curriculum Plan (DRAMA)

Year 8	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Term 1	Costermongers The life and times of the costermongers: the original EastEnders! The costermongers of the East end of London were the original East enders, and their lives were as chaotic as the characters in the long running soap. Their lives were also very dramatic. The costermongers were a set of drifters and kept moving around the country. They were very poor and	Within this unit students will be introduced to Drama techniques. They will discover the conventions of characterisation & Vocalisation. Pupils will participate in individual, group and ensemble performances and will be assessed on their ability to create, perform and	Assessment: Performance, rehearsal and evaluation marked and moderated against criteria adapted from component 1 (Devised) from Edexcel GCSE specification 9-1.	Numeracy: Developing numeracy by looking at historical events and learning facts about the life and times of the Costermongers Literacy: Develop the ability to read and write in character through the creation of a duologue or monologue. Learning 'Cockney Rhyming Slang'.	Attitude- Looking at perceived attitudes of historical events and understanding the views of others in poverty. Achievement- Working on devising based on a stimulus and creating an original piece of work.	Opportunity to be involved in whole school production. Opportunity to be involved in Shakesfest at the end of Year 7 into Year 8.	Studying the historical events. Realisation of British Values and understanding of equality. Making connections between historical events and the impact on our lives today.

Curriculum Plan (DRAMA)

	the class divide was acutely noticeable at the time.	evaluate the effectiveness of Drama techniques.						
	Sparkle Shark Within this unit students will be introduced to a new play and different drama techniques. They will develop the conventions of language, voice and movement and explore a variety of characterisations. Pupils will participate in individual, pair and group work and will perform scenes both devised and scripted. The performances and will be assessed on their ability to create, perform and evaluate the effectiveness of Drama techniques.	Skills Interpretative skills, Collaborative skills. Communicating ideas and intentions effectively to an audience. Script work and line learning. **Making** Rehearse and engage with reasonable concentration Work appropriately with others in a group **Evaluation and reflection**	Assessment: Group performance of scripted piece, developing character and use of physicality and voice. **Performance** Sustain a role for a reasonable length of time (physically and mentally!) Use language appropriate to character Mime – needs to be appropriate to the piece and shows some creativity	Numeracy: Use problem solving in peer pressure situations. Dividing class into same sized group numbers. Looking at the time needed to develop a piece of work and working to schedule. Literacy: Learning lines and understanding new words	Endeavour building resilience and perseverance though the scripted process- striving to learn lines and create an interesting performance. Attitude Building a positive mental attitude, leadership skills and directorial techniques.	Whole school production Touring Show Christmas concert	Exploring different SMSC themes and issues from a stimulus. Working with others to co-operate, listen, debate, inform and research relevant topics.

Curriculum Plan (DRAMA)

		Identify own and others mistakes when asked Identify good elements of own and others work Devising a tense group performance incorporating action narration. Analysing character.					
Term 2	Commedia dell'arte Students will explore Commedia dell'arte, an improvised popular Italian comedy based in the 16th–18th centuries, looking at stock characters. Students will adapt their comic dialogue and action according to basic scenarios (Lazzi's) and topical issues such as	Skills Team work- developing ideas together and using discursive techniques to solve a slapstick problem. Techniques include, role play, hot seating, character	Assessment: Working towards a final performance using the skills developed during the term, being able to sustain a character and create an improvisation where a problem is	Numeracy: Looking at the 16th to 18th century Italian comedy and developing knowledge of the key features of Commedia. Literacy: Develop key words / phrases to analyse and evaluate performance skills	Self-control with others – working as a group and taking responsibility for ideas and development of ideas. Achievement Sense of achievement in performance and pride during the	Easter concert Whole school production	Opportunities to discuss and explore different opinions and ideas and then working as a team to solve problems.

Curriculum Plan (DRAMA)

	status, authority and slavery.	development and improvisation.	discussed and then solved.		final performance.		
	Melodrama – Pantomime Students will consolidate the skills learnt from Commedia through the genre of Melodrama and performance style of pantomime. They will learn about stock characters and the physical and vocal skills needed to effective create a highly engaging character.	Skills Team work- developing ideas together and using discursive techniques to solve a slapstick problem. Techniques include, role play, hot seating, character development and improvisation.	Assessment: Working towards a final performance in the pantomime style. Using the skills developed during the term such as slap stick comedy, rule of three, call and response, to create a highly dynamic performance.	Numeracy: Looking at the rule of three and comic timing, developing knowledge of the key features of melodrama.. Literacy: Develop key words / phrases to analyse and evaluate performance skills	Self-control with others – working as a group and taking responsibility for ideas and development of ideas. Achievement Sense of achievement in performance and pride during the final performance.	Easter concert Whole school production	Opportunities to discuss and explore stereotypes and breaking the mould.
Term 3	London Riots Students will develop and demonstrate theatre-making skills,	Skills Interpretative skills, Collaborative skills.	Assessment: Group performance of scripted piece, developing	Numeracy: Use problem solving in peer pressure situations.	Endeavour building resilience and perseverance though the scripted process- striving to learn	Whole school production Touring Show	Exploring different SMSC themes and issues from a stimulus. Working with others to co-operate, listen, debate,

Curriculum Plan (DRAMA)

appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance. The knowledge and understanding acquired though the study of one key extract from a performance text in Component 1 can be applied to assist in the interpretation, development and realisation of key extracts from performance texts. Teaching and wider reading should address the significance and influence of social, historical and cultural contexts on the chosen texts and extracts.	Communicating ideas and intentions effectively to an audience. Script work and line learning. **Making** Rehearse and engage with reasonable concentration Work appropriately with others in a group **Evaluation and reflection** Identify own and others mistakes when asked Identify good elements of own and others work.	character and use of physicality and voice. **Performance** Sustain a role for a reasonable length of time (physically and mentally!) Use language appropriate to character Mime – needs to be appropriate to the piece and shows some creativity.	Dividing class into same sized group numbers. Looking at the time needed to develop a piece of work and working to schedule. Literacy: Learning lines and understanding new words	lines and create an interesting performance. Attitude Building a positive mental attitude, leadership skills and directorial techniques.		inform and research relevant topics.

Curriculum Plan (DRAMA)

	Peer Pressure	Skills	Assessment	Numeracy	Self-control	Whole school production	
	Students will incorporate the skills explored throughout the year to create an original performance piece based around the stimuli of peer pressure. The topic is prominent to the student's school experiences and will support them in building empathy, sympathy and perspective.	Devising a tense group performance incorporating subtext to communicate the consequences of peer pressure. Analysing character choices. Exploring the use of language. Climax and Anti-climax Vocal and physical skills. Formation and Proxemics	Group performance needs to focus on the development of peer pressure and tension and how this can be developed through the use of voice, movement and subtext.	How formations are made and group division within the class. Literacy Reading aloud from the PowerPoint to decipher the consequences of peer pressure	Self-control with others – working as a group and taking responsibility for ideas and development of ideas. Achievement Sense of achievement in performance and pride during the final performance.	Whole school production	Exploring SMSC themes and issues based around peer pressure. Working with others to co-operate, listen, debate, inform and research relevant topics.