

Curriculum Overview

Subject: Drama

Year Group: 8



Year 8 students continue to develop their basic drama skills but begin to be introduced to the social, cultural and historical contexts of theatre and how theatre reflects these things. Students will also start to explore more challenging scripts. Assessment continues to be done through making, performing and evaluating, ensuring that students build the skills necessary not just for performing but also to ensure that they understand the key building blocks in creating drama.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • Themes and issues presented in the text. • Characters and their traits. • How the supernatural is represented in the text. • Using Shakespearian language in performance and interpreting text. • Key performance elements of Pantomime (stock characters, exaggeration, voice, movement, audience interaction, direct address) 	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • Exploring moral issues and responsibilities. • Looking at legal responsibility. • Political theatre with a focus on Brecht. • Techniques of political theatre. 	KNOWLEDGE/SKILLS <ul style="list-style-type: none"> • How to interpret scripts. • Exploring the theme of racism and prejudice. • Using previous learning of Brecht to establish a final performance using themes.
KEY ASSESSMENTS Half term 1: Macbeth Half term 2: Pantomime	KEY ASSESSMENTS Half term 1: Let Him Have It Half term 2: Brecht and Political Theatre	KEY ASSESSMENTS Half term 1: Script Exploration (Noughts and Crosses Half term 2: Racism – Exploration of a theme using the text

Extended reading suggestions and external resources:
 BBC Bitesize for Macbeth
 YouTube
 Drama Online
 National Theatre
 Noughts and Crosses original novel by Malorie Blackmore & playtext by Dominic Cooke

Drama Year 8 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Making Skills	<p>I have a basic response to the stimulus which I share with my group. I can work with my group but tend to take direction from others or my teachers. I am mostly focused and on task during rehearsal. I don't always take on rehearsal feedback and make appropriate changes.</p>	<p>I share some good ideas with my group and listen well to the ideas of others. I think creatively about how a stimulus can be interpreted and turned into a performance. I am starting to think about genre and style as part of the performance. I consider what impact the piece will have on the audience. I act on rehearsal feedback and make some improvements.</p>	<p>I work with my group and always think about the final result. I am consistently focused and share ideas. I respond to the stimulus in an original way thinking about what I want the audience to understand from the performance. I act on rehearsal feedback and make improvements to my performance.</p>	<p>I work well with my group and support less confident individuals. I am consistently focused on the task and share my ideas with the group with confidence. I work in a collaborative way ensuring that all members of the group are involved and comfortable in their parts. I can explore practical work in an original way, applying new skills with confidence. I direct and shape the piece in a considerate way, developing ideas of all members of the group.</p>
Performing	<p>I demonstrate my character in a basic way through movement and 4p's. My use of dialogue and physicality is generally appropriate to role. I can express emotion through my use of facial expressions, voice and/or movement with some success. I demonstrate a fair range of skill in performance with emerging confidence. I can perform in a way that engages the audience, staying focused throughout. I am mostly focused and stay in role.</p>	<p>I can creatively apply vocal and/or physical skills to demonstrate character/role in performance to show convincing characters. I move, speak and interact with others in character, with considered facial expression, movement, gesture and speech. I can emotionally engage the audience through my characterisation. I am confident in performance and stay in role. I contribute to the effectiveness of the piece.</p>	<p>I demonstrate a competent, highly developed and sustained use of voice and/ or physical skills to demonstrate character/role in performance to show convincing characters. I have a strong contribution to the effectiveness of the piece. My performance is inventive and engaging for the audience. I am committed to role and stay fully in character throughout the piece.</p>	<p>I can create an assured performance, demonstrating a confident and skilful use of voice and/or physical skills to demonstrate character/role in performance to show convincing characters. I show a comprehensive understanding of style, genre and the theatrical conventions used. My performance is powerful, considered and totally secure I demonstrate a comprehensive understanding of my character with accomplished use of voice, movement and physicality. I have a confident and assured rapport with the group and the audience. My performance affects the audience in a way I have intended.</p>

<p style="text-align: center;">Evaluation</p>	<p>I can make basic comments like 'it was good' about my own and my peers work.</p> <p>I use basic terminology when describing my work or the work of others.</p> <p>I cannot fully explain how my skills have developed over the lesson.</p> <p>I can focus more on what I/they did rather than analysing and evaluating the effectiveness.</p>	<p>I am beginning to justify my comments with examples from the work.</p> <p>I use drama terminology in a knowledgeable way.</p> <p>I can make basic comments on how my skills have improved over the course of a lesson.</p> <p>I am beginning to evaluate the effectiveness of a piece giving clear evaluative comments and constructive feedback.</p>	<p>I can justify my comments with clear examples in a constructive and thoughtful way.</p> <p>I can evaluate with a developed and secure knowledge of skills and how they are/can be applied to a piece of theatre.</p> <p>I can use a wide range of drama vocabulary when discussing my own work and that of my peers.</p> <p>I can clearly identify and make comments on how I have developed my skills over the course of a lesson.</p>	<p>I demonstrate developed skills in identifying and investigating how far I have developed my drama skills and how they have helped throughout the development process and in the final performance.</p> <p>I can discuss my own work and that of my peers in a sophisticated way that is constructive and insightful.</p> <p>I use a range of drama vocabulary when discussing work with confident understanding.</p>
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