

Subject: Drama

Year: 8

Term 1 programme of Study:

Basic skills – Most students may have little or no prior knowledge of drama. The basic skills topic introduces students to all the key drama techniques and is designed to enhance their confidence and self-esteem. Students will work individually and in small groups to gain an understanding of key drama skills such as tableaux, thought-track, improvisation and mime. Students will explore the competences **collaboration** and **self-confidence** and will perform in front of their peers.

West Side Story – Students will study the musical Westside Story and explore the themes of the play through the use of various drama techniques. Students will explore the characters and develop their **communication** skills by learning how to show their status on stage. Students will also develop **cultural awareness** as they explore the effects of gang culture.

Term 2 programme of Study:

The Island project – All year 8 students will participate in a cross-curricular project set on a desert island. Students will be given individual characters and will be put into tribes. They will explore what life might be like living on a desert island through the use of improvisation, still image and thought-track. Students will be introduced to real-life scenarios and will **collaborate** in groups by completing various practical activities. The competencies **leadership and problem solving** will be developed as students work together to survive on the island.

Genre - Students will be introduced to a variety of different genres and will be **creative and innovative** when exploring the various performance elements of each genre. Students will use their imagination to stage scenarios based on the different genres and develop **digital competence** by using various stimuli, via the Nearpod to enhance performance. Applications may include sound effects and recordings to emphasise their understanding of each genre.

Term 3 programme of Study:

Evacuees – This topic explores the life of an evacuee during World War 2. Students will develop an understanding and **cultural awareness** of the time period and explore the emotions felt by the communities/children during the war. Students will participate in **independent learning** by carrying out their own research based around WW2 and child evacuees. Students will then use this information to develop their characters/ performance pieces, showing an understanding of the difficulties and challenges faced by children and families during this time period.

A Midsummer Night's Dream - Students will explore the William Shakespeare play 'A Midsummer Night's Dream' and develop their **communication** skills through improvisation and script work. They will develop their knowledge of the storyline/characters and how to stage a Shakespeare play. Students will work as **independent learners** to research Shakespearean language and performance elements of that time period.

Homework:

Drama homework is set fortnightly and will be completed in students' drama homework booklets. Homework links directly to the topic/skill that students have studied during the lesson and encourages students to demonstrate their knowledge and understanding further. Homework tasks in year 8 include; completing a role on the wall for a character in West Side Story, writing a diary entry as a tribe member on the island and researching and presenting information about William Shakespeare. Homework is marked and constructive feedback is given by the class teacher using the marking criteria WWW (what worked well) and EBI (even better if). Students are expected to complete all homework on time to the best of their ability.

Assessment:

Students are assessed in drama in three areas, creating, performing and evaluating. Throughout the year students will individually be assessed to determine if they are working towards expectations, meeting expectations or exceeding expectations. Assessment tasks in Year 8 include; creating a performance based on the musical West Side Story, producing a film trailer using iMovie focusing on genre and staging a scene from 'A Midsummer Night's Dream' using traditional Shakespearean language. Students will set themselves an individual improvement target based on the three assessment areas and they will receive self, peer and teacher feedback to develop further. Students drama booklets will be used to track and monitor assessment progress, as well as recording the competences covered in drama.

How parents can support learning:

Parents can support learning and progress in drama by;

- Making sure that students bring their drama homework booklet to each lesson.
- Ensuring that students complete homework on time, to the best of their ability.
- Encouraging students to research each topic in more detail to promote independent learning outside the classroom.
- Support and encourage students to join extra curricular drama CAS activities to develop further.

Learning resources:

Drama booklet

www.bcbitesize.co.uk

www.history.com/topics/evacuees

www.sparknotes.com/shakespeare/msnd/

