

SCHEME OF LEARNING – DRAMA - YEAR 8

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Content	<p>Physical Theatre <i>Developing movement and physical skills</i></p> <ul style="list-style-type: none"> • Movement and body language • Creating objects and landscapes • Communication of emotion • Lifts and counter-balances <p><u>Knowledge & Understanding</u> (Definition of key words) Stage positions: upstage/downstage/centre-stage Use of levels Formation Stage combat (as an extension)</p> <p><u>Skills</u> Body language: posture, gesture, proxemics, pace Counter balance Lifts, holds and falls Unison</p> <p><i>8 weeks</i> <i>8 lessons</i></p>	<p>Melodrama <i>Exploring a new style</i></p> <ul style="list-style-type: none"> • Knowledge of a new style • Stock characters • Use of music and costume • Stylised performance techniques <p><u>Knowledge & Understanding</u> (Definition of key words) Melodramatic, stock characters, stereotype, narrative, plot, melody, costume design, exaggeration, relationships, aside</p> <p><u>Skills</u> Voice: tone, projection, volume Body language: posture, gesture, pace Facial expression: mouth, brow, eye contact Relationships Marking the moment Spotlighting</p>	<p>Beowulf <i>Mood and atmosphere</i></p> <ul style="list-style-type: none"> • Knowledge of different and contrasting genres and their conventions • Building tension on stage • Performance vs. production skills <p><u>Knowledge & Understanding</u> (Definition of key words) Climax Mood and atmosphere Dramatic tension Genre</p> <p><u>Skills</u> Building tension: pace, volume, movement Dramatic devices: sound-scaping, monologue, marking the moment Production skills: lighting (colours and spots), sound (and</p>	<p>Puppet Design <i>An alternative way of presenting a character</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of how puppets can contribute to a theatre performance • Creation of simple puppet and use in performance • Design of own mask puppet for use in practical work <p><u>Knowledge & Understanding</u> (Definition of key words) Movement, manipulation Control</p> <p><u>Skills</u> Giving life to an object Sketching, use of colour, texture, choice of material, measurements</p>	<p>Soap Opera <i>Pulling in your audience</i></p> <ul style="list-style-type: none"> • Conventions of a soap opera • Creating an original character <p><u>Knowledge & Understanding</u> (Definition of key words) Stock characters Familiar locations Cliff-hangers Extended storylines</p> <p><u>Skills</u> Set design - technical drawing, dimensions, stage types/position, scenic elements, construction materials</p> <p><i>12 weeks</i> <i>12 lessons</i></p>		

		<i>7 weeks 7 lessons</i>	music) <i>6 weeks 6 lessons</i>	<i>6 weeks 6 lessons</i>	
Why?	This unit will work through a series of progressively more challenging physical exercises to develop students' skills, knowledge and understanding of physical theatre. Students will have the opportunity to discuss work in progress and to perform at all stages, assessing themselves and each other. They will learn how to communicate effectively using body and movement.	This unit will introduce students to a different style of theatre and will teach them about theatre from a different historical period. They will discover a new performance style and experiment with stock characters and familiar storylines associated with Melodrama. This unit will lead us up until Christmas so the links between pantomime and Melodrama can be identified and	This unit aims to increase students' awareness of creating a mood and atmosphere within their drama pieces. Students should be encouraged to think about what resources are available for them to use when producing a performance and also to look at their own practical skills.	This unit gets students working in a different way and allows them to develop ideas for performance of character that is not themselves. They will need to bring life to an inanimate object on stage, which will demand a higher level of skills as a theatre maker.	This unit will allow students to begin to create their own pieces of drama, using the skills they have learnt in the previous units. They will begin to look in more depth at creating characters and using plotlines to show relationships between these characters. It will also provide an opportunity to develop literacy through extended narrative development and script writing. The reasoning behind this unit is also a practical one as we lose the drama space due to external exams and this unit can be delivered in classrooms or on the field.

		discussed.			
Specification references	N/A	N/A	N/A	N/A	N/A
Assessments	Wk 7/8: chair duet physical theatre piece (AO2)	Wk 3/4: AP1 work in progress (AO1) Wk 6/7: melodrama play (AO3) Wk 7/8: Kahoot! & spelling test (AO4)	Wk 4/5: group work (AO1) Wk 7/8: AP2 work in progress (AO3)	Wk 11/12: puppet performance, Kahoot! & spelling test (AO2, AO4)	Wk 4/5: live theatre evaluation (AO3) Wk 7/8: AP3 work in progress (AO1) Wk 10/11: soap opera film (AO2) Wk 11/12: Kahoot! & spelling test (AO4)
Assessment objectives assessed throughout course	<p>AO1 – Creating Exploring, shaping and interpreting ideas for performance. Collaborating and communicating with others to create drama.</p> <p>AO2 – Performing Presenting a character in role as part of a performance to an audience. Contributing production skills as a designer or technician.</p> <p>AO3 – Evaluating Analyse work in progress using theatrical terminology. Evaluate their own and others' success in performance.</p> <p>AO4 – Understanding Demonstrate knowledge of theatrical style and genre. Show an understanding of the link between theory and practice.</p>				
Key ideas	<p>Year 7 – telling stories (basic skills, how to create a character, how to develop a narrative, working as a team, theatrical devices) B, D, S</p> <p>Year 8 – developing performance (story, theme and plot, genre and mood and atmosphere, use of production skills) D, S, E</p> <p>Year 9 – creating theatre (different forms and styles, devising techniques, analysing and interpreting script) S, E, M</p>				