



**Intent for the Year 8 Drama Curriculum 2021 -2022**

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

**Drama:** Students in year 8 will experience a range drama styles, characters and forms from throughout drama's history. The breath will enrich creativity, drama skills, communication and self-confidence, enhancing their skills in performing, directing and theatre design. Students will flourish in a safe environment where their creativity is challenged, engaging them on a route to drama mastery – the ability to learn, apply and create unique, engaging and highly effective theatre. Students will end the year valuing the transferrable skills drama teaches them, beginning to realise the combination of creativity and self-discipline can be applied to many circumstances in life, including the workplace.

**Implementation:**

Year 8 drama lessons are a part of the Creative Faculty KS3 rotation. Students will have 3 opportunities within the 4-part rotation to experience drama. Each rotation is divided up into 9 lessons which are delivered once a week.

**Curriculum adaptations as a result of the pandemic:**

Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary:	Home-Learning: <i>(Area under development)</i>
R1	<p><b>Alice in Wonderland 9 Lessons</b></p> <p><b>Why here:</b> Last year students had the majority of their drama lessons behind their desk in Science Labs, due to bubbles. Now that it is safer for students to work in the practical classroom, students will complete this unit to realise the <b>high expectations</b> and <b>freedom</b> that comes</p>	<p>To produce a <b>3-scene performance</b> where a student's <b>creativity</b> and ability to <b>take risks</b> in their practical work in <b>stretched</b> through the study and application of <b>physical theatre techniques</b>.</p> <p>Students will work with short <b>extracts</b> from Alice in Wonderland, developing <b>literacy skills</b>. The text acts as a <b>stimulus</b> to their <b>non-verbal</b> scene, challenging students to use <b>symbolic</b></p>	<p>It is important to allow students to task risks in their performance work, to push <b>creativity</b> and develop complex performances.</p> <p>During group work students will need to work <b>responsibly</b> and <b>respectfully</b>.</p> <p>Students <b>resilience</b> is tested as more and more is asked of them throughout the topic.</p>	<p>Summative Assessment- Final performance at the end of the rotation.</p> <p>Verbal feedback- given throughout every lesson, during rehearsal and for final performance.</p> <p>Formative- Performances every lesson where students receive feedback from teacher/peer and self.</p>	<ul style="list-style-type: none"> <li>● Balance and support</li> <li>● Counter balance</li> <li>● Mirroring</li> <li>● Moulding</li> <li>● Trust fall</li> <li>● Shoal of fish</li> <li>● Columbian hypnosis</li> <li>● Symbolism</li> <li>● Represent</li> <li>● Greek Theatre</li> <li>● Chorus</li> <li>● Vocal skills</li> <li>● Echo</li> <li>● Volume</li> <li>● Unison</li> </ul>	<p>1. Annotation of part of the story. Students to explore their creativity but also learn how to justify their decisions in written form.</p> <p>2. Self-reflection- once assessment has been completed.</p>



	<p>with working in way that is considered 'normal' in drama.</p> <p>This unit stretches <b>creativity</b> after their year 7 experience. Students are <b>challenged</b> to create performances that use <b>symbolism</b> via new physical theatre.</p> <p>The environment to experiment is created on the <b>foundation</b> of last year's learning, again starting the year with little <b>vocalisation</b> allowing <b>confidence</b> to grow. The new <b>dynamics</b> of a new class is therefore given consideration.</p> <p><b>Drama skills: Physical theatre.</b> Symbolism</p>	<p>movement to <b>represent</b> the ideas they have taken from the text.</p> <p>Finally, students are introduced to elements of a <b>Greek Chorus</b>. This <b>historic</b> flash back in time, <b>broadens</b> a students' mind on drama <b>styles</b> which is important for <b>future</b> drama experiences. It asks students to add <b>vocals</b> once they have developed the <b>confidence</b> needed to approach this part of the performance brief <b>effectively</b>.</p>	<p>In this 9 lesson unit students will have the opportunity to develop creativity, curiosity, compassion, and confidence.</p> <p>Students will also develop resilience, respect, responsibility, and resilience.</p>		<ul style="list-style-type: none"> <li>● Body language</li> <li>● Performance skills</li> <li>● Physical Theatre</li> <li>● Facial Expression</li> <li>● Gesture</li> <li>● Posture</li> <li>● Levels</li> </ul>	
<p><b>R2a</b></p>	<p><b>Stolen Generation 9 Lessons</b></p> <p><b>Why:</b> After developing <b>confidence</b> and establishing the <b>high expectations</b> in <b>creativity</b> and performance. Students move on to a really important aspect of drama -the <b>responsibility</b> to <b>telling a true story</b> with</p>	<p>To create a performance that communicates knowledge and understanding of the story of the Stolen Generation.</p> <p>To build cultural capital by developing a curiosity and sense of empathy for another culture.</p> <p>To develop the theatre skill of creating a monologue with</p>	<p>In this 9 lesson unit students will have the opportunity to develop creativity, curiosity, compassion, and confidence.</p> <p>Students will also develop resilience, respect, responsibility, and resilience.</p>	<p>Summative Assessment- Final performance at the end of the rotation.</p> <p>Verbal feedback- given throughout every lesson, during rehearsal and for final performance.</p> <p>Formative- Performances every lesson where students receive feedback from teacher/peer and self.</p>	<ul style="list-style-type: none"> <li>● Body language</li> <li>● Freeze Frames</li> <li>● Exaggeration</li> <li>● Melodrama</li> <li>● Stock Characters</li> <li>● Non-verbal</li> <li>● Audience aware</li> <li>● Performance skills</li> <li>● Physical Theatre</li> <li>● Facial Expression</li> <li>● Gesture</li> <li>● Posture</li> <li>● Levels</li> </ul>	<ol style="list-style-type: none"> <li>1. Research task</li> <li>2. Reflection- Students to reflect on their work completed throughout the rotation. Recognising skills, techniques, contributions, and next steps.</li> </ol>



	<p><b>empathy.</b> This topic is a practical exploration of the novel and film <b>'Rabbit Proof Fence.'</b> Looking at the <b>'Stolen Generation'</b>, a moment of time within Australia and Great Britain's history. Students will build on skills in characterisation and performing believable characters.</p> <p><b>Drama skills:</b> Improvisation, characterisation, vocal skills.</p>	<p>and building of literacy skills. To demonstrate understanding of the narrative through a creative retelling of the true story.</p> <p>To build on a sense of ambition as students are engaged to implement more challenging and complicated devising tools.</p>				
<p><b>R3</b></p>	<p><b>Theatre in Education 9 Lessons</b></p> <p><b>Why:</b> To finish their year 8 experience students will be introduced to the genre – <b>TIE.</b> Through knowledge and application of the genre, year 8 are encouraged to explore <b>current social issues</b> that are relevant to their experiences.</p>	<p>Students will learn about the <b>genre TIE.</b> Including career pathways.</p> <p>Students take <b>creative ownership</b> over their performance content as they pick an issue they consider is important to them. In the past these have covered; relationships, COVID-19, mental health and social media.</p> <p>Students are issued with information booklets that contains <b>facts</b> which need to be <b>embedded</b> within the performance they create. The goal being, <b>to educate the audience</b> on their chosen relevant issue.</p>	<p>In this 9 lesson unit students will have the opportunity to develop creativity, curiosity, compassion, and confidence.</p> <p>Students will also develop resilience, respect, responsibility, and resilience.</p>	<p>Summative Assessment- Final performance at the end of the rotation.</p> <p>Verbal feedback- given throughout every lesson, during rehearsal and for final performance.</p> <p>Formative- Performances every lesson where students receive feedback from teacher/peer and self</p>	<ul style="list-style-type: none"> <li>● Theatre in Education</li> <li>● Target Audience</li> <li>● Social issue</li> <li>● Facial expression</li> <li>● Feedback</li> <li>● Evaluation</li> <li>● Gesture</li> <li>● Posture</li> <li>● Body language</li> <li>● Vocal skills</li> <li>● Tone</li> <li>● Pitch</li> <li>● Projection</li> <li>● Audience awareness</li> </ul>	<p>1. Research into relevant topic.</p> <p>2. Self Evaluation- Students to reflect on the first term in drama. Students recognising skills, techniques and contributions.</p>



**Impact:** This year will develop our intent by providing a safe environment to explore drama for potentially the first time. Working in small class sizes students will be able to build self-confidence and relationships. Students are nurtured and allowed to express themselves non-verbally before we ask for dialogue to be applied to their performances. The students work is kept on track via the Drama booklet, which will be used each lesson. Student will learn how to reflect on their work, gain feedback from peers and their teachers, complete home-learning tasks and track their personal development. Their practical and written experiences directly link with GCSE Drama. The experience is viewed as a three-year programme and the spiral curriculum is mirrored in their year KS3 experience. Students are taken on a journey through drama and are encouraged to freely express and explore their creativity whilst developing themselves as young people. This will impact the wider community as students will relate to the topics explored.