



<b>Overview</b>	<p>The year 8 Drama curriculum is sequenced so that pupils build on their skills which they learned in year 7 and gain much more confidence in teamwork as well as beginning to hone their performance skills in more depth. They then learn to apply these skills to devising Drama based on a theme and characterisation for script work. Drama is then explored as a process as well as a subject through the development of more complex Drama techniques and exploration of a genre. Year 8 also learn about and explore different styles of drama such as physical theatre which builds their knowledge of abstract, non-naturalistic theatre. Assessment at KS3 consists of awarding pupils with EDSA based on teacher assessments in Making, Performing, Researching and Responding. This enables pupils to demonstrate and improve their skills in rehearsals, performances, independent research, and observation / peer feedback.</p> <p>Every year group in KS3 learns about Drama through devising, script work, drama as a process, techniques and a genre as a spiral curriculum that builds on prior knowledge and develops more complex skills in preparation for GCSE Drama.</p>
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<b>Autumn Term</b>	<p><b>Unit 1: Character Development (Acting Skills)</b></p> <p><i>Recapping on how to create a character as well as beginning to use more complex drama techniques and skills to enhance a performance piece. Pupils have 3- 4 x 100-minute lessons focusing on how to work effectively as a team and how to create interesting, engaging characters through the use of acting skills such as facial expressions, body language, gestures, movement and voice. More complex Drama techniques such as use of space ('blocking') are explored and how levels and space affect a scene. In lesson 2 and 3 pupils also explore vocal skills in more detail and how to use accent, tone, pitch and projection to represent different characters.</i></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Multi-role - Playing more than one role in a performance/</li> <li>■ Role-play - Act out / perform the role of a character.</li> <li>■ Still images - A frozen image showing a moment within a scene.</li> <li>■ Hot seating A rehearsal technique where a character is questioned to develop a role.</li> <li>■ Improvisation - Acting on the spot, without rehearsal.</li> <li>■ Working with props – Using objects to enhance a scen.</li> <li>■ Vocal workshop – Learning how to use pace, pitch, tone and projection.</li> <li>■ Physical Awareness - Being aware of how to use physical skills to represent character.</li> <li>■ Spacing / Blocking – Making decisions on how to space a scene so that everyone can be seen by the audience.</li> <li>■ Staging – Making decisions on where the audience will sit and being aware of this during rehearsals and performance.</li> </ul>	<b>Assessment</b>
	<p><b>Unit 2: The Island (Devising)</b></p> <p><i>Creating original characters and devising a piece based on a plane crash where characters must learn to survive on a desert island. Pupils have 3- 4 x 100-minute lessons focusing on how to devise in Drama starting with the stimulus of a short story (a plan which crashes on a desert island). Pupils use their knowledge from the previous unit to create and develop a range of characters who must learn to survive on the island. In lesson 1, pupils explore status and how acting skills are used effectively to show a character's status.</i></p>	<p><b>Unit 1 – MAKING</b> Pupils are assessed on their level of contribution and understanding if the task through rehearsal and group work)</p> <p><b>Retrieval:</b> End of Unit Knowledge test on Teams.</p> <p><b>Unit 2 – PERFORMING &amp; RESPONDING</b> Pupils are assessed on their performance skills and how constructive their peer and self-assessment is (written and verbal)</p>

Autumn Term	<p><b><i>Pupils also have the opportunity to use a range of more complex drama techniques such as the use of design elements (music and lighting) to create atmosphere for an audience to create an interesting and engaging piece of performance work.</i></b></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Still images - A frozen image showing a moment within a scene.</li> <li>■ Mime - The technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.</li> <li>■ Effective use of music and SFX – Using music / sound effects to enhance a scene.</li> <li>■ Multi-role - Playing more than one role in a performance.</li> <li>■ Status – Exploration of character status and the use of physical and vocal skills to show high, middle or low status in performance.</li> <li>■ Climax – Considering how to highlight the climax within a performance.</li> <li>■ Hot-seating - A rehearsal technique where a character is questioned to develop a role.</li> </ul>	<p><b>Retrieval:</b> End of Unit Knowledge test on Teams.</p>
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Spring Term	<p><b>Unit 3: Bugsy Malone (Scripted)</b></p> <p><b><i>The practical study of the musical Buggy Malone. Pupils have 3- 4 x 100-minute lessons where they will learn about setting a scene in a particular era and setting (1920's, New York). They then read the script Buggy Malone and explore the characters, working towards a performance of a section of the script. Pupils will ultimately learn how to move a script from page to stage as well as studying the slapstick comedy genre and how to effectively use this to enhance their scripted performances.</i></b></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Script work - Bringing characters to life from an existing playscript.</li> <li>■ Character Study – Exploring characters using physical and vocal skills.</li> <li>■ Mime - The technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.</li> <li>■ Multi-role - Playing more than one role in a performance.</li> <li>■ Status - Exploration of character status and the use of physical and vocal skills to show high, middle, or low status in performance.</li> <li>■ Slapstick comedy - Exploration of physical comedy and how to use this in performance.</li> <li>■ Effectively using a different accent – Exploration of the stereotypical New York accent</li> </ul>	Assessment
	<p><b>Unit 4: Physical Theatre (Style)</b></p> <p><b><i>Using the body to create shapes and symbols that communicate with the audience. Pupils have 3- 4 x 100-minute lessons where they will learn about and explore the key differences between naturalistic and abstract drama. They will learn how to effectively use their bodies to create physical objects within a scene. In lessons 2 and 3 pupils will explore newspaper headlines and stories using physical theatre as a way of storytelling. Pupils learn the importance of teamwork, trust and collaboration when using this style of theatre.</i></b></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Thinking imaginatively - The ability to use the imagination to be open minded and create unique scenes.</li> <li>■ Class performance - The ability to work as an ensemble to explore this style of drama.</li> </ul>	<p><b>Unit 3 – PERFORMING &amp; RESPONDING</b> Pupils are assessed on their performance skills and how constructive their peer and self-assessment is (written and verbal)</p> <p><b>Retrieval:</b> End of Unit Knowledge test on Teams.</p> <p><b>Unit 4 – MAKING</b> Pupils are assessed on their level of contribution and understanding if the task through rehearsal and group work)</p> <p><b>Retrieval:</b> End of Unit Knowledge test on Teams.</p>

<b>Spring Term</b>	<ul style="list-style-type: none"> <li>■ Speaking as ‘objects’ - A physical theatre technique where actors create objects within a scene using their bodies.</li> <li>■ Frantic Assembly Research Abstract Theatre</li> </ul>	
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<b>Summer Term</b>	<b>Unit 5: Greek Theatre (Historical)</b>	<b>Assessment</b>
	<p><b><i>Studying one of the oldest forms of performance and practically creating pieces in the style of Greek Theatre.</i></b>  <b><i>Pupils have 3- 4 x 100-minute lessons where they will learn about the origins of theatre and how elements of theatre have changed over time. In lesson 1 pupils are introduced to an overview of Greek theatre. They will learn key techniques such as choral movement and speech. They will then use the ‘Hillsborough disaster’ as a stimulus to create a short prologue using choral techniques. In lesson 2 pupils learn about the importance of mask work and non-verbal communication in Greek theatre. They explore Greek tragedy using these techniques. In lesson 3, pupils must gather their knowledge and create their own performance using the techniques learned over the course of the half term.</i></b></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Genre - Exploration of a new genre</li> <li>■ Multi-role - Playing more than one role in a performance.</li> <li>■ Narration - Technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action.</li> <li>■ Choral Speaking - Speaking in unison to add emphasis to sections of script / key dialogue.</li> <li>■ Mask work - Learning how to use masks in performance.</li> <li>■ Moving / speaking in unison</li> <li>■ Mime - The technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.</li> </ul>	<p><b>Unit 5 – RESEARCHING</b>  Pupils are assessed on the level of detail that they include in their research project on Greek Theatre</p> <p><b>Retrieval:</b>  End of Unit Knowledge test on Teams.</p>
	<p><b>Unit 6: Performing Arts Project</b></p> <p><b><i>Creating a performance piece from scratch using knowledge and performance skills gained in year 7 &amp; 8 Drama.</i></b>  <b><i>Pupils have 3- 4 x 100-minute lessons where they will use both research and acting skills to devise their own unique performance. Pupils get the opportunity to pick their own modern, relevant topic to base their performance on. They will then learn about theatre-in-education as a style and will create their own unique performance based on this style. Pupils also get the opportunity to explore the wider roles within theatre such as costume design, set design and lighting design.</i></b></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Linking ideas - The ability to transfer techniques and skills learned throughout the year.</li> <li>■ Devising – Creating an original performance using a stimulus as a starting point.</li> <li>■ Scripting – Writing own sections of script.</li> <li>■ Leadership - Exploring various leadership roles within a group.</li> </ul>	<p><b>Retrieval:</b>  End of Unit Knowledge test on Teams.</p>

<b>Useful Resources for Supporting Your Child at Home:</b>	<b>Homework:</b>
<a href="#">How to create a character - BBC Bitesize</a> <a href="#">The Soul of Good Character Design – YouTube</a>	

[https://www.guidetomusicaltheatre.com/shows\\_b/bugsy\\_malone.htm](https://www.guidetomusicaltheatre.com/shows_b/bugsy_malone.htm)

<https://www.nationaltheatre.org.uk/backstage/greek-theatre>

[Bugsy Malone Trailer - YouTube](#)

[See What 1920s New York Was Like In This Roaring Photographic Tour \(allthatsinteresting.com\)](#)