

**Year 8**

<p><b>Curriculum Intent</b></p>	<p>The drama curriculum encourages students to be creative, confident speakers who can successfully embody characterisation and understand how to interpret scripted performance effectively. Students are encouraged to apply more abstract drama skills and techniques into their work. They have broader knowledge of drama origins.</p> <p>The drama curriculum is designed and sequenced to enable students to develop their historical knowledge, social emotional intelligence, drama skills, techniques, terminology and creativity which builds from Y7-Y11.</p>					
<p><b>Term</b></p>	<p><b>Autumn 1 – Horror and Thriller</b></p>	<p><b>Autumn 2 – Physical Theatre</b></p>	<p><b>Spring 1 – Blood Brothers</b></p>	<p><b>Spring 2 – Blood Brothers</b></p>	<p><b>Summer1 – Romeo and Juliet</b></p>	<p><b>Summer 2 – Greek Theatre</b></p>
<p><b>Knowledge</b></p>	<p>Students need to know what immersive theatre is and the relationship between audience and performer. They need to understand the key techniques of theatre practitioner Artaud. They need a basic understanding of the themes of plays texts such as 'Macbeth' and 'Sweeney Todd'. They also need to understand how other elements of theatre such as sound and lighting help to create mood and atmosphere of a piece.</p>	<p>Students need to understand the physical genre and styles. They understand how physical theatre developed from mime. Students must understand what is meant by choreography and characterisation. They will be assessed through a devised performance linking to stimuli.</p>	<p>Students need to understand the summary of Willy Russell's Blood Brothers. Students need to understand the time-period of Blood Brothers and how this impacts the themes. They need to understand the theoretical knowledge of social class, rehearsal techniques, technical theatre and analysing acting skills. They must understand what a scene is and how these combine to create a story in a play.</p>	<p>In this half-term students complete the exploration of the play Blood Brothers and perform a key extract for assessment.</p> <p>They also complete a written exam for Blood Brothers in this half-term.</p> <p>They must understand set design, costume and make-up, staging, character motivation, social class as part of the evaluation.</p>	<p>Students need to understand the plot content for the play Romeo and Juliet for Shakespeare. They should understand the conflict between the Capulet and Montague families.</p> <p>The struggles that Juliet and Romeo face as a young couple in the middle of the dispute.</p>	<p>Students need to understand the time period of drama of Greek Theatre 6<sup>th</sup> century BC. They need to understand the key features of chorus and mask work, understand the parts of a stage for Greek amphitheatres. They will also need to understand the basis of a Greek Mythology story; Medusa.</p>
<p><b>Skills</b></p>	<p>Students will develop the drama skills of:</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Role-play</li> <li>• Vocal dynamics,</li> <li>• Movement,</li> <li>• Blocking</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Exploring scripted drama.</li> <li>• Physical Theatre.</li> <li>• Freeze Frames.</li> <li>• Body-as-props.</li> <li>• Timing.</li> <li>• Gesture.</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Exploring scripted drama</li> <li>• role-play</li> <li>• vocal dynamics,</li> <li>• status</li> <li>• movement</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Scripted drama</li> <li>• Plot</li> <li>• Vocal dynamics</li> <li>• Movement</li> <li>• Costume</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Blocking.</li> <li>• Choreography</li> <li>• Exploring scripted drama.</li> <li>• Duologue.</li> </ul>	<p>Students will develop the skills of:</p> <ul style="list-style-type: none"> <li>• Use of masks</li> <li>• Choral speech</li> <li>• Choral movement</li> <li>• Exaggerated movement.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of masks</li> <li>• Devising</li> <li>• Theatre of Cruelty</li> </ul>	<ul style="list-style-type: none"> <li>• Mime.</li> <li>• Subtext.</li> <li>• Monologue.</li> <li>• Characterisation.</li> <li>• Body as props.</li> </ul>	<ul style="list-style-type: none"> <li>• staging</li> <li>• sub-text,</li> <li>• blocking.</li> </ul>	<ul style="list-style-type: none"> <li>• Make-up</li> <li>• Staging</li> <li>• Lighting</li> <li>• Set-design</li> </ul>	<ul style="list-style-type: none"> <li>• Sub-text.</li> <li>• Using Shakespearean Language.</li> </ul>	<ul style="list-style-type: none"> <li>• Narration</li> <li>• Vocal dynamics</li> <li>• Sound effects</li> </ul>
<b>Assessments</b>	Students will select a script from stimulus and create a horror performance from stimulus.	Students will develop a performance using scripted extracts to combine and make a group collaboration at the end of the half-term. Showcasing the skills learnt from Frantic assembly.	Students will create two performances in HT4 practical and scripted.	Students will develop a scripted performance using key extracts of Blood Brothers.  Students will also complete a written exam where they are assessed on their theoretical knowledge.	Students will develop a scripted performance, using some devised skills and staging.	Students will perform a performance of a Greek Myth: Medusa. They will work in groups to interpret the story and create physical movement and blocking.
<b>Curiosity</b>	Students could watch previous years performances using Artaud as a practitioner.  They could read Shakespeare's Macbeth or watch Sweeney Todd the movie.  They could attend drama club or audition for the school production.	They can see clips of workshops from Frantic Assembly on YouTube.  They could visit website for DV8 Physical Theatre and Push.  They could attend drama club or audition for the school production.	Students can read play text by Willy Russel. Students can watch extracts on YouTube and use musical sound track to add to performances.  Students could visit a live performance for Blood Brothers.  They could attend drama club or take part in the school production.	Students can read play text by Willy Russel. Students can watch extracts on YouTube and use musical sound track to add to performances  They could attend drama club or take part in the school production.	Students could watch clips from Baz Luhrman's adaptation.  For the fight scene: <a href="https://www.youtube.com/watch?v=SEzskNtFnIY">https://www.youtube.com/watch?v=SEzskNtFnIY</a>  They could attend drama club or take part in the school production.	Theseus and the Minotaur: <a href="https://www.youtube.com/watch?v=xQuAUBX5xBw">https://www.youtube.com/watch?v=xQuAUBX5xBw</a>  <a href="http://www.ancientgreece.com/s/Theatre/">http://www.ancientgreece.com/s/Theatre/</a>  They could attend drama club or take part in the school production.