



Year 8



St Francis' Drama Curriculum Intent

Nil Satis Optimum; the intent of the Drama curriculum is to encourage a love of theatre, creativity and connection with an audience through performance. Our students will develop the valuable transferable skills of self-reflection, empathy and the ability to work in a team. Our curriculum develops both the physical and vocal discipline of page to stage as well as supporting the synthesis and development of original ideas.





Year 8



<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
<u>Devising from a stimulus</u> Learning and practicing the basic skills for creating and performing	<u>Detectives</u> Developing the basic skills and learning explorative techniques in a true story.	<u>Noughts and Crosses</u> Reading through and staging a play, performing an extract for assessment.
<i>No formal assessment in this Unit</i>	Performance Marked	Performance Marked

Links to Catholic Pupil Profile	<p>Our students will learn to be compassionate and loving through the study of character's backgrounds, experiences and lives. Our students will be pushed to not judge people superficially but to explore why they are the way they are.</p> <p>Our students will be learned and wise through continuous assessment and feedback, being pushed to achieve their full potential in a supportive environment where making mistakes is a vital part of the learning process.</p> <p>Our students will be curious and active as they explore the lives of others, both those who are like us and those who are not, both fictional and non-fictional. The stories we create and learn about capture our student's imagination.</p>
Building on prior learning	<p>In Year 8 students will be developing their skills from Year 7 Drama and learning to adapt them into different styles of performance. We look at basic movement sequences at the beginning of Year 8 and adapt these into how to move as a chorus and work as an ensemble in both naturalistic and non-naturalistic performance conventions.</p> <p>At the end of the year the students will have explored a range of stylistic skills and techniques taken from the GCSE specification to prepare for Year 9 and GCSE Drama.</p>
Key vocabulary students must know (Tier 2 words – academic, tier 3 words – subject specific)	<p>Identify, describe, evaluate, assess, explore, discover and devise.</p> <p>facial expressions, gestures, posture, stance, movement, pitch, pace, pause, tone, diction, accent, volume. cross-cutting, one-word drama, total theatre, mime, non-naturalism, naturalism, thought-tracking, narration, soundscape.</p>
Cross curricular links	<p>Citizenship – The range of stimuli presented in Unit 1, allows the students to explore themes such as bullying, racism, discrimination, friendships, families and many more.</p> <p>English – Analysis and Evaluation. Understanding character development and language.</p> <p>The topics explored in Noughts and Crosses are very relevant to the lives of young people, and so exploring these in a safe environment is important.</p>
Enrichment and Extracurricular opportunities	Theatre trips, Drama club and school shows.
Positive impact on personal development (SMSC)	Exploring other cultures through stories. Developing spiritual side of students through discussions on social issues. Exploring moral judgements by putting ourselves in others' shoes. Exploring our own culture and others' culture compassionately through linking theatre with film, television, and history.
Links to next year	Year 8 Drama students will be exploring a range of different skills and techniques to develop their understanding of theatre. Students will have a good level of knowledge in non-naturalistic theatre conventions which will aid them in Year 9 when exploring Physical Theatre and Stage Combat.



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Unit of work	Brief description of unit	Big Question	Small Questions	Assessment opportunities
Unit 1 <i>Devising from a stimulus</i>	Learning and practicing the basic skills for creating and performing	What is Drama? What is devising? How do I devise from a stimulus?	How do Drama activities help develop my communication skills? How do I devise from a stimulus? How can I use my vocal and physical skills to create a believable character? How do I use theatrical techniques to develop my work? How can I create a performance based on the themes explored in a song? Why is it important to consider the aims and objectives of a piece? What does a performance need to be successful? How do I analyse another person's performance?	No formal assessment in this unit. Students will have small performances most lessons
Unit 2 <i>Detectives</i>	Developing the basic skills and learning explorative techniques in a true story.	How to explore a case playing a detective in a true story.	What is teacher in role and how does this help build information? How to create working theories about the disappearance of Andrew Harris. Have my theories changed based on new evidence provided? How can I portray this in a performance? How to experiment with creative ways to show technology on stage. How can I create a performance with suspense/tension exploring the story of Andrew Harris? How do I create a performance with meaning and communicate this successfully to the audience?	Final assessment of learning at end of Unit – marked. Students will have small performances most lessons
Unit 3 <i>Noughts and Crosses</i>	Reading through and staging a play, performing an extract for assessment.	How do I put page to stage?	Understand the McGregor family and explore scene 2 How to stage a loud crowd scene without losing audience focus. What is stage combat and how do I show this on stage? How to apply the stage combat techniques to Scene 7. What impact has racism and discrimination had on the family? How do I ensure my blocking is accurate to that of the extract?	Final assessment of learning at end of Unit – marked. Students will have small performances most lessons