

Drama – Year 8 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Abandonment	The Lion, The Witch and the Wardrobe	Rosa Parks	Blood Brothers		T.I.E and Social Media	Careers
Year 8	<p>Devising SOW based on The Foundling Hospital in London.</p> <p>This SOW is the first time students are creating sensitive issue based drama. They now need to perform with considered sensitivity using sympathy and empathy throughout their approach. The freedom to create their own dialogue through devising means that they need to be mature and thoughtful.</p> <p>Acting skills: Volume, Tone, Pace, Pitch, Accent Facial Expressions, Physicality, Body Language, Gestures, Pace, Gait, Eye contact, Tension, Levels, Proxemics.</p> <p>Drama Techniques: Teacher In Role, Hot Seating, Still images (DELTA), Thought</p>	<p>Exploration of the play The Lion, The Witch and the Wardrobe.</p> <p>This SOW is the first time students are creating characters that may not be human. Some characters are mythical and based on creatures from a fantasy world. This new approach allows students to understand that scripts and character are not always naturalistic in genre or style. Students will perform as part of an ensemble that introduces creative and imaginative characters that need extra vocal and movement considerations. There is a historical context to the script that will require sympathy from students in their approach to some characterisations.</p>	<p>Development of skills through the exploration of the story of Rosa Parks.</p> <p>This SOW is focusing on sensitive factual/historical information of segregation and racism where the students need to react with respect and understanding of how and why this event of Rosa Parks happened and changed history. The freedom to create their own dialogue through devising means that they need to be mature and thoughtful. Using language appropriately and factually will be performed with thought, care and understanding.</p> <p>Acting skills : Facial Expression, Body language, Gestures, Gait, Physicality, Pace, Accent, Volume, Tone, Pace, Pitch, Intonation, levels, eye contact, proxemics.</p>	<p>Exploration of the play Blood Brothers.</p> <p>Throughout the two terms of this SOW, students will explore the play as an entirety. They will apply and adapt performance skills for the genre of Musical theatre with moments and key scenes of Naturalism. Students will understand how to use stage positions, stage directions and configurations which are appropriate to play. In this SOW, students will develop character and relationships between characters for on stage performance applying performance skills which are appropriate to their role.</p> <p>The SOW requires students to respond creatively to the script and be effective in their ability to work both independently and as a group.</p> <p>Acting skills : Facial Expression, Body language, Gestures, Pace, Movement, Accent, Volume, Tone , Pace, Pitch, Levels, Proxemics, Eye Contact, Tension.</p> <p>Drama Techniques: Still image, Thought Track, Narration,</p>	<p>Devising SOW based on educating their audience on the dangers of using Social Media.</p> <p>This SOW is focusing on some sensitive issues with stories that the students need to react with respect and understanding of how to ultimately be safe online. Students will perform with considered sensitivity using sympathy and empathy throughout their approach as well as using the relevant language keeping the devised scenes realistic. The students will also perform in the style of T.I.E making sure the message of their piece is performed clearly to the audience. The freedom to create their own dialogue through devising means that they need to be mature and thoughtful. Using language appropriately and factually will be performed with</p>	<p>Throughout the Drama and Performing Arts curriculum students develop skills and techniques through the role of the performer and explore the role of the performer and develop confidence which students can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the Performing Arts industry and explore how student may pursue a future in the creative arts industries. In Year 8 this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p> <p>This is embedded throughout the year, particularly in Terms 2, 4 and 5 when students will explore how designers, technicians and actors work collaboratively to reproduce their own interpretation of professional repertoire. When exploring script work, students will also gain an understanding of the vital work of a playwright and the skills needed by performers to be able to take the script from page to stage. In Terms 1, 3 and 6, students will develop understanding of a director’s role within the industry and how</p>	

<p>tracking, Conscience Alley, Monologues, Sustained focus, Role Play, Rehearsal, Flash Back/Flash Forward, Improvisation.</p> <p>Drama Terminology: Characterisation, Devising from stimuli, Props, Costume, Set, Creativity, Imagination.</p>	<p>Acting skills : Volume, Tone, Pace, Pitch, Accent Facial Expressions, Physicality, Body Language, Gestures, Pace, Gait, Eye contact, Tension, Levels, Proxemics.</p> <p>Drama Techniques: Script work, Improvisation, Still images (DELTA), Monologues, Sustained focus, Role Play, Rehearsal.</p> <p>Drama Terminology: Characterisation, Stage Directions, Blocking, Memory recall, Props, Costume, Set, Creativity, Imagination.</p>	<p>Drama Techniques: Still image, Thought Track, Narration, Flashback/Flash forward, Ensemble. Improvisation, Stimulus, hot seating, placards, conscience alley, direct address, forum theatre.</p> <p>Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, realistic, characterisation, team work and patience.</p> <p>Language used: Segregation, racism, hate crime, society, superiority, boycott.</p>	<p>Flashback/Flash forward, Physical Theatre, Ensemble, Improvisation, Stimulus, Teacher in role, hot seating.</p> <p>Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, team work, patience.</p> <p>Naturalism: Naturalism is the style which reflects real life. An audience should reflect how a person would behave and respond in real life. To do this, an actor will undergo a series of methods and techniques to create character.</p> <p>Musical Theatre: Musical theatre is a form of theatrical performance that combines songs, spoken dialogue, acting and dance. The story and emotional content of a musical – humour, pathos, love, anger are communicated through words, music, movement and technical aspects of the entertainment as an integrated whole.</p>	<p>thought, care and understanding. Using creativity and their imagination needs to be a vital factor within the students devising to be able to transfer this into creating original pieces of drama.</p> <p>Acting skills : Facial Expression, Body language, Gestures, Gait, Physicality, Pace, Intonation, Accent, Volume, Tone , Pace, Pitch, Levels, eye contact, proxemics.</p> <p>Drama Techniques: Still image, Thought Track, Narration, Improvisation, Stimulus, hot seating, conscience alley, direct address, T.I.E, split screen, choral speaking.</p> <p>Drama Terminology: Communication, Time Management, Stage configurations, Stage positions, entrances and exits, Mood and tension, characterisation, realistic, team work, patience.</p> <p>Language used: Catfishing, sexting, online safety, cyber conversation, cyber bullying, predator.</p>	<p>collaboration skills are essential for success in the Performing Arts industry.</p>
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