

## Curriculum Overview: Drama- Year 8

Year 8 students follow an Arts carousel and rotate Art, Music and Drama lessons each term. The students will study one longer unit and two shorter units per year in Drama and this will rotate according to the carousel timetable.

	YEAR 8 DRAMA			
	<i>Unit 1a</i>	<i>Unit 1b</i>	<i>Unit 2</i>	<i>Unit 3</i>
<b>Topic Title</b>	<b>Physical Theatre</b>	<b>Greek Theatre</b>	<b>Blood Brothers</b>	<b>Devising &amp; Bretch</b>

<p><b>Key Skills and Content</b></p>	<ul style="list-style-type: none"> <li>• Using the body in performance</li> <li>• Interpreting mood.</li> <li>• Creating inanimate objects with the body.</li> <li>• Physical story telling</li> <li>• Using a range of non-verbal techniques together such as still image, mime and physical theatre</li> <li>• Mime</li> <li>• Recap still image and transitions</li> <li>• Use of eye contact</li> <li>• Ensemble movement</li> <li>• 7 Levels of Tension</li> <li>• Physical Tension</li> <li>• Soundscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring origins of new form of theatre</li> <li>• Brief history birthplace of theatre in Athens, Greece.</li> <li>• Appreciation of non-naturalistic drama forms</li> <li>• Cultural awareness of myths and their meanings</li> <li>• Exploring myths and legends</li> <li>• Amphitheatre staging</li> <li>• Greek Chorus</li> <li>• Choral speech and movement</li> <li>• Physical theatre</li> <li>• Thought tracking</li> <li>• Gods and goddesses</li> <li>• Status</li> <li>• Theatrical masks</li> <li>• Narration</li> </ul>	<ul style="list-style-type: none"> <li>• Foreshadowing and use of prologue</li> <li>• Use of narrator</li> <li>• SHPC of the play and playwright</li> <li>• Explore issues of social class and difficulties faced by the characters.</li> <li>• Exploring textual themes- childhood, nature vs nurture, superstition, social class</li> <li>• Accent, dialect and social class</li> <li>• Use of stage directions</li> <li>• Challenging stereotypes (e.g. Single mothers on benefits)</li> <li>• Subtext and manipulation</li> <li>• Creating Mood and atmosphere</li> <li>• Naturalism</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the context of Brecht's work</li> <li>• Placards</li> <li>• Juxtaposition</li> <li>• Narration</li> <li>• Music</li> <li>• Breaking the fourth wall</li> <li>• Non-Naturalism</li> <li>• Political Theatre</li> <li>• Direct Address</li> <li>• Verfremdungseffekt</li> <li>• Using a stimulus to devise political theatre</li> <li>• Interpreting abstract concepts for the theatre.</li> <li>• Recap non-naturalistic techniques.</li> <li>• Verbatim Theatre</li> <li>• Movement</li> <li>• Character exploration</li> <li>• Understanding the devising process</li> </ul>
--------------------------------------	--	--	---	--

<p><b>Summative Assessment</b></p>	<p><b>BASELINE ASSESSMENT</b> Using a stimulus you are going to create a piece of physical theatre in small groups, which uses both inanimate physical theatre and collaborative physical theatre to make the set. Sound effects should be used to enhance mood and mime should be tell the story. The piece should last 3-4 minutes.  A short evaluation should be written to support the practical task.</p>	<p>Whole class performance retelling the myth Theseus and the Minotaur. Each group will be responsible for a particular scene and will need to use several different drama conventions to successfully re-tell their part of the story.  A short evaluation should be written to support the practical task.</p>	<p>In small groups, perform a scripted extract from the play 'Blood Brothers' which depicts a particular mood with a focus on their comedy or tension. Consider ways as an actor to create a comic or tense effect in a performance using vocal and physical skills.  A short evaluation should be written to support the practical task.</p>	<p>Using a news article as a stimulus, create a short piece of political theatre, which depicts a clear message and utilises at least 3 different non-naturalistic techniques.  The piece should be 3-5 minutes long.  A short evaluation should be written to support the practical task.</p>