

KS3 Curriculum Overview: Drama Year 8 2022-23

<p>1.Rationale: to include: A learner in Year 7 will know what the Drama Conventions are. How to use the Drama Conventions. Why to use the Drama Conventions. What the Vocal & Physical Skills are. How to use the Vocal & Physical Skills. Why to use the Vocal & Physical Skills. How to write and perform an original devised piece and a scripted piece of Contemporary Theatre, showing an understanding of the plot, characters, themes, genres and context, of their devised piece and a given play script.</p>		<p>2.A learner in Year 8 will be able to: Develop their characters and performance by confidently using a wide variety of Vocal & Physical/ Characterisation & Performance Skills. Develop their characters and performance by confidently using a wide variety of Drama Conventions. Confidently perform in front of an audience. Analyse & Evaluate own and peer performances – thinking and discussing strengths and areas for development. Work in a group cooperatively to create a performance. Take on a leadership role as a Director or Designer and help others in the group with their performance.</p>			
Term 1:		Term 2:		Term 3:	
1:1: Theatre in Education	1:2: Comedy – Slapstick & Silent Film	2:1: Scripted Performance – ‘Blue Remembered Hills’	2:2: Devising & Conventions 2	3:1: Theatre History – Italian Commedia del’Arte	3:2: Shakespeare – ‘Twelfth Night’
Term 1	1:1: Theatre in Education		1:2: Comedy – Slapstick & Silent Film		Autumn % Assessment
Topic Coverage	<p><u>Knowledge:</u> The storylines, Stock Characters, Themes and Key features of Theatre in Education. The uses of costume, set, lighting, sound and props within Theatre in Education. What are Vocal & Physical/ Characterisation & Performance Skills and How and Why to use them. What the Drama Conventions are and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork & Cooperation skills. Increasing levels of Vocal & Physical/ Characterisation & Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating, developing and performing characters in a Theatre in Education style performance.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse & evaluation own and peer performances – thinking and discussing WWW & EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal & Physical Skills to develop your character further?</p>		<p><u>Knowledge:</u> The storylines, Stock Characters, Themes and Key features of Slapstick Comedy & Silent Film. The uses of costume, set, lighting, sound and props within the movies. What are Vocal & Physical/ Characterisation & Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork & Cooperation skills. Increasing levels of Vocal & Physical/ Characterisation & Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating, developing and performing stock characters from Slapstick Comedy & Silent Film.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse & evaluation own and peer performances – thinking and discussing WWW & EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal & Physical Skills to develop your character further?</p>		<p>Knowledge coverage: Vocal & Physical/ Characterisation & Performance Skills. The storylines, Stock Characters, Themes and Key features of Slapstick Comedy & Silent Film. The uses of costume, set, lighting, sound and props within the movies/performances.</p> <p>Skills tested: Confidence in performing to an audience. Teamwork & Cooperation. Characterisation & Performance Skills. Leadership & Directing. Knowledge & Understanding of Drama & Theatre</p>
Term 2	2:1: Scripted Performance – ‘Blue Remembered Hills’		2:2: Devising & Conventions 2		Spring % Assessment

<p>Topic Coverage</p>	<p><u>Knowledge:</u> The Plot, Characters, Themes, Genres and Context of scripted plays. The uses of costume, set, lighting, sound and props within the plays. What are Vocal & Physical/ Characterisation & Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork & Cooperation skills. Increasing levels of Vocal & Physical/ Characterisation & Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating, developing and performing characters from a Script.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse & evaluation own and peer performances – thinking and discussing WWW & EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal & Physical Skills to develop your character further?</p>	<p><u>Knowledge:</u> How to Devise an original piece of Drama based upon a range of given stimuli. What the Drama Conventions are and How and Why to use them. What are Vocal & Physical/ Characterisation & Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork & Cooperation skills. Increasing levels of Vocal & Physical/ Characterisation & Performance Skills. Improved ability to show Leadership through being a Director. Devising and performing original Drama.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse & evaluation own and peer performances – thinking and discussing WWW & EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal & Physical Skills to develop your character further?</p>	<p>Knowledge coverage: Plot, characters, themes, genres and context of a play text. The use of costume, set, lighting, sounds and props within the play. Vocal & Physical/ Characterisation & Performance Skills.</p> <p>Skills tests: Confidence in performing to an audience. Teamwork & Cooperation. Characterisation & Performance Skills. Leadership & Directing. Knowledge & Understanding of Drama & Theatre</p>
<p>Term 3</p>	<p>3:1: Theatre History – Italian Commedia del’Arte</p>	<p>3:2: Shakespeare – ‘Twelfth Night’</p>	<p>Summer % Assessment</p>
<p>Topic Coverage</p>	<p><u>Knowledge:</u> The storylines, Stock Characters, Themes and Key features of Italian Theatre. The uses of masks, costume, set, lighting, sound and props within the movies/performances. What are Vocal & Physical/ Characterisation & Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork & Cooperation skills. Increasing levels of Vocal & Physical/ Characterisation & Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating, developing and performing stock characters from Italian Theatre – Commedia del’Arte.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse & evaluation own and peer performances – thinking and discussing WWW & EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal & Physical Skills to develop your character further?</p>	<p><u>Knowledge:</u> The Plot, Characters, Themes, Genres and Context of a Shakespeare play. The uses of costume, set, lighting, sound and props within the plays. What are Vocal & Physical/ Characterisation & Performance Skills and How and Why to use them.</p> <p><u>Skills:</u> An increase in confidence when performing to an audience. Working together, building on Teamwork & Cooperation skills. Increasing levels of Vocal & Physical/ Characterisation & Performance Skills. Improved ability to show Leadership through being a Director and Designer. Creating, developing and performing characters from a Shakespeare Script.</p> <p><u>Assessment:</u> Formative Assessment Performances. Ongoing Low Stakes keyword/skills tests. Ability to analyse & evaluation own and peer performances – thinking and discussing WWW & EBI. Written Self-Evaluation and response to Teacher Feedback Question - How can you use Vocal & Physical Skills to develop your character further?</p>	<p>Knowledge coverage: Plot, characters, themes, genres and context of a Shakespeare play text. The use of costume, set, lighting, sounds and props within the play. Vocal & Physical/ Characterisation & Performance Skills.</p> <p>Skills tested: Confidence in performing to an audience. Teamwork & Cooperation. Characterisation & Performance Skills. Leadership & Directing. Knowledge & Understanding of Drama & Theatre</p>