

Curriculum Plans: Year 8 (Drama)

NB: 1 lesson per fortnight	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas	Physical Theatre	<p>What Physical theatre is, the origins of the term, key</p> <p>Making: How to use their imagination to creatively respond to a wide range of scenarios</p> <p>Performing: A range of mime techniques How to create a theatrical illusion through non-verbal performance skills</p> <p>Responding: How to comment positively and critically on their own work and that of others to make improvements.</p>	<p>Vocal projection Articulation/ enunciation Body language Confidence Eye contact Empathy Facial expressions Imagination Creativity Resilience Critical thinking Team work Leadership</p>	<p>Ensemble Spatial awareness Physical Theatre Movement Dynamics Narrative Symbolic Balance Subtext</p>	<p>Key skills of making, performing, responding (M.P.R) are observed and informally assessed during each lesson with the teacher noting key observations of success and need for support regularly.</p> <p>Additionally, there will be one performance task (polished improvisation -ghost stories) which will enable students to refine and then demonstrate their skills more formally. This will be assessed via teacher verbal feedback.</p>
Lent	Sustaining a role Mime	<p>Where/ when Mime originated. The origins of the word Mime. Key mime artists and their techniques such as Jacques Lecoq and Marcel Marceau</p> <p>Making: How to use their imagination to creatively respond to a wide range of scenarios</p> <p>Performing:</p>	<p>Greater awareness of how vocal and physical skills can be used to communicate effectively with an audience. Nonverbal communication Clocking Click technique Making / breaking the illusion of the 4th wall Eye contact Facial expressions</p>	<p>Gait Automatic writing Monologue Split scene Teacher in role Hot seating Thought tracking Suspension of disbelief Tension Illusion Placards</p>	<p>Key skills of making, performing, responding (M.P.R) are observed and informally assessed during each lesson with the teacher noting key observations of success and need for support regularly.</p> <p>Additionally, there will be two performance tasks (Mime) which will enable students to refine and then demonstrate their skills more formally.</p>

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		<p>A range of mime techniques How to create a theatrical illusion through non-verbal performance skills</p> <p>Responding: How to comment positively and critically on their own work and that of others to make improvements.</p>	<p>Body language Pace/ timing/ slow motion Creativity Resilience Critical thinking Team work Leadership</p>		<p>These will be assessed via teacher verbal feedback.</p>
Trinity	Mime Improvisation	<p>Making: How to structure performance work with a clear beginning, middle and end. How to create a climatic scene.</p> <p>Performing: How to sustain a role for a longer period of time more successfully</p> <p>Responding: Why some people's performances are more successful than others and be able to articulate this.</p>	<p>Characterisation Active listening Collaboration Creativity Imagination Verbal and nonverbal communication Judicious selection and application of performance elements such as placards/ music /music /lighting to enhance a performance.</p>	<p>Choreography Sustained illusion Pre-scene Mannerisms Levels Characterisation Raising the stakes Spontaneous</p>	<p>Key skills of making, performing, responding (M.P.R) are observed and informally assessed during each lesson with the teacher noting key observations of success and need for support regularly.</p> <p>Additionally, there will be one performance task which will enable students to refine and then demonstrate their skills more formally. The performance and the student's response to performance will be assessed via teacher verbal feedback.</p>