

Scheme of Learning: Drama

Year: 8 Unit: codes and conventions of dramatic skills

<p>Sequence 1: Retrieval of key skills, Drama terminology</p>	<p>Sequence 2: Developing pupils' Knowledge, Understanding and Skills</p>	<p>Sequence 3: Developing pupils' Knowledge, Understanding of characterisation</p>	<p>Sequence 4: Performance skills to live audience</p>
<ul style="list-style-type: none"> • Techniques • Theatre stages - Proscenium stages. • Thrust stages. ... • Theatres in-the-round. ... • Arena theatres. ... • Black-box or studio theatres. ... • Platform stages. ... • Hippodromes. ... • Open air theatres. • Staging and blocking in the theatre • Voice projection/ soundscapes 	<ul style="list-style-type: none"> • Physicality , • Gesture • Facial expression • Medium of theatre Stage and screen • There are differences in the way that actors use facial expression on stage and when acting for the camera. Performing in a large theatre auditorium might mean that many of the audience are a long way away. It's the actors' job to communicate their role to fit the space effectively. Facial expressions, like body language, may be heightened or exaggerated so that the character's intentions are clear for all. 	<ul style="list-style-type: none"> • Teacher in role • Developing characters • In-depth analysis of characters and characteristics • Engage with a range of stimuli to develop critical and creative thinking skills; • Develop improvisation techniques • Be able to perform • Begin to develop an appreciation of theatre styles, genres and vocabulary 	<ul style="list-style-type: none"> • Group ensemble • Improvisation • Devise & Explore issues related to Ethical Awareness • Explore ethical issues through the medium of drama, by improvising a scene involving decision making that requires weighing up and making difficult choices, Theme bonfire night • Performance

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Interleaving:	Deeper Learning:	Formative Assessment:
<p>Opportunities, through the contexts to use dramatic skills appropriate to audience, context, purpose and task. Opportunities to devise, perform and reflect: Pupils will develop analytical skills and be able to debate why fire safety codes are in place. Articulate, debate and discuss issues prevalent in today's society using subject specific drama conventions through performance.</p>	<p>Identifying codes and conventions within the theatre sector reflecting on ethical issues surrounding firework safety code and the implications for the wider community, with opportunities to discuss findings. Using higher-level tier 3 vocab & terminology resulting in understanding specific drama context.</p>	<p>Series of informal performance throughout the unit. End of unit formal assessment. Teacher assessment</p>

Scheme of Learning: Drama

Year: 8 Unit: Around the world

<p>Sequence 1: Exploration of key characters within a set text/script</p>	<p>Sequence 2: Developing pupils' performance skills experimenting with dramatic conventions</p>	<p>Sequence 3: Developing pupils' Knowledge, Understanding of scripted performance</p>	<p>Sequence 4: Performance of set text</p>
<ul style="list-style-type: none"> • Conflict • Cultures around the world. • Genre, to exhibit real life situations with realistic characters, settings and stories. • Use of narration • Modes of address • Explore issues related to moral character 	<ul style="list-style-type: none"> • Experimenting with your use of space and levels within the performance space • Performing in synchronisation to emphasise the scene • Experimenting with time frames through use of flashback and flash-forward • Performing a range of roles through multi-role play • Trying out choral speaking as a group to get across important messages in the text • Thought tracking in role 	<ul style="list-style-type: none"> • Scoring and blocking script • Developing characters within the script • Building characters for the text • Looking beyond the narrative • In-depth analysis of characters and characteristics • Develop critical and creative thinking skills • Develop rehearsal skills to take into performance 	<ul style="list-style-type: none"> • Group ensemble • Improvisation around text themes • Spiritual awareness • Explore ways in which uplifting/spiritual experiences can be conveyed through gesture, expression, movement, & voice. • Performance of the set text

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Year: 8 Unit: Around the world

Interleaving:	Deeper Learning:	Formative Assessment:	
<p>Opportunities to use dramatic skills appropriate to audience, context, purpose and task.</p> <p>Opportunities to devise, perform and reflect: Pupils will develop analytical skills and be able to debate/discuss world wide child poverty and exploitation using subject specific drama conventions through performance.</p>	<p>Identifying codes and conventions within drama exploring how drama can provide opportunities for pupils to develop respect for themselves and others less fortunate reflecting on ethical issues surrounding child exploitation and poverty and the implications for the world, with opportunities to discuss and perform. Using higher-level tier 3 vocab & terminology resulting in understanding specific drama context.</p>	<p>End of unit formal assessment.</p> <p>Continued teacher feedback.</p>	