

## Year 8 Drama

In Year 8, students consolidate and build on the Year 7 skills, developing these through the study of playscripts as text and stimulus. Students also develop their devising skills through guided exploration and thematic investigation. Core social skills continue to be central to group interaction and are further developed to promote positive collaboration and enhance interpersonal and transferable skills.

### Methods of deepening and securing knowledge:

<b>Spaced learning</b>	Throughout the year, as skills are introduced, they are regularly revisited and further developed to improve their application and presentation.
<b>Elaboration</b>	Through the process of practical exploration, students constantly extend and elaborate on new skills and concepts.
<b>Concrete examples</b>	Clear examples are regularly used to consolidate understanding, with their use as stimulus, during development, or as examples of good practice.

	Theme 1	Theme 2
<b>Topic(s)</b>	<p><b>May The Force Be With You - Mugged</b></p> <p>Through the study of the play 'Mugged', students explore peer pressure and the impact of violence.</p> <ul style="list-style-type: none"> <li>• Exploration of a play script.</li> <li>• Developing character.</li> <li>• Interpreting stage directions.</li> <li>• Interpreting scenes in performance.</li> <li>• Exploring performance choices.</li> </ul>	<p><b>Inspirations - Romeo and Juliet Conflict</b></p> <p>Students explore the theme of conflict through the exploration of Romeo and Juliet. Using this play as our inspiration, students also create performance work exploring the characters in original scenes.</p> <ul style="list-style-type: none"> <li>• Developing chorus and ensemble.</li> <li>• Exploring physical conflict.</li> <li>• Using non-naturalistic techniques.</li> <li>• Application of slow motion.</li> <li>• Developing verbal and physical skills.</li> <li>• Interpreting characters in new scenes.</li> <li>• Development of empathy.</li> </ul>
<b>Assessment</b>	<p>Scripted scene performances - Dig and Marky. Unseen reactions. Funeral scene.</p>	<p>Choral prologue performance. Group identity presentations. Personal interpretation of Romeo and Juliet story.</p>

<p>CEIAG (Careers that are linked to that topic)</p>	<p>Direct links to the impact of the playwright and their intent for the play - how they communicate meaning through the text, building on previous communication work. Connecting this to how performers go about interpreting characters and presenting this effectively. Identification of the impact of designers - set and costume and their effect on performance.</p>	<p>Use of Reduced Shakespeare Company's 'Complete Works (Abridged)' to highlight effect of actor and director's impact. West Side Story clip-making links to film production, choreography and direction.</p>
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	Theme 3	Theme 4
<p>Topic(s)</p>	<p><b>Enterprise - Harvey House Mystery</b></p> <p>Through practical exploration of a mystery, students create their own characters and develop them through performance work. Students work as mini theatre companies to develop the mystery work into a developed devised performance.</p> <ul style="list-style-type: none"> <li>● Character creation.</li> <li>● Development of atmosphere.</li> <li>● Working to a genre.</li> <li>● Creation of tension.</li> <li>● Devising scenes.</li> <li>● Structuring events.</li> <li>● Creating an original performance.</li> <li>● Exploring impact of design.</li> <li>● Performance of devised drama.</li> </ul>	<p><b>Changes - Protest</b></p> <p>Students take part in a thematic exploration of protest, exploring why protests take place and how they are presented. This is connected to their impact on different people's lives over time.</p> <ul style="list-style-type: none"> <li>● Exploration of character actions..</li> <li>● Study of circumstance.</li> <li>● Presentation of contrast in performance.</li> <li>● Use of cross-cutting, split scene and flashback.</li> <li>● Use of proxemics and levels.</li> <li>● Exploration of narrative techniques.</li> <li>● Performance of devised work.</li> </ul>
<p>Assessment</p>	<p>Original role characterisation. Production design. Production script. Haunted house performance.</p>	<p>Contrasting character presentations. Presentation of protest. Use of cross-cutting in performance. Contrast devised performance.</p>
<p>CEIAG (Careers that are linked to that topic)</p>	<p>Identification of different roles in production companies. Students taking on different responsibilities - design, script writing, direction, performers. Links to theatre production.</p>	<p>Links to performer and audience relationship and the work of directors. Further links to communication skills and personal qualities required to succeed beyond school.</p>

## Independent Study

In Year 8, independent study is designed to reflect on the students' practical work and consolidate their understanding of key terms. Independent study is likely to include character study and evaluation work, as well as developing design ideas.