

Year 8 Programme of Study



Drama Inspiration: Performing, Reflecting and Learning the 'What, How and Why'

Reflection: Learn and grow from success and failure; understanding how to positively improve a piece.

Creative Skills: Understanding dramatic techniques and the effect it has on the audience.

Empathy: Understand that history, time and place impact thoughts words and deeds.

<u>Scheme of Work:</u>	<u>Drama Devising Logbook</u>	<u>Woman in Black: Gothic Horror</u>	<u>Script Work: Theatre in Education</u>
<p>Year 8 is an important year for already gaining the foundations from year 7 to be successful within drama. The year educates solidifying and ensuring all styles and techniques are improved and understanding is clear.</p> <p>Students would have first-hand seen how lessons are planned and taught on how routines have been built as well as becoming more independent which will allow students to confidently use: scripts, read stage directions, and perform using relevant props and costumes.</p>			

Students will learn through engaging and creative practical and theory-based lessons that encourage learners to take risks and seize opportunities. These opportunities are both practical and theory written, which allows them to really strengthen their knowledge and understanding of the arts.

Assessment is on-going and feedback is constant. The nature of performance is that it exists within the moment, so verbal feedback is key for development.

<p><u>Assessment and techniques:</u></p>	<p>This unit of students look at the different skills employers look for such as: Teamwork, problem solving, creative thinking, verbal communication.</p> <p>The main techniques students will explore and learn will include freeze-frames, mime, narration and characterisation, role play, hot seating, monologues, physical theatre, unison, narration, thought tunnel, flash back and forward and fourth wall.</p> <p>Devising is a great opportunity to understand student understanding of exploring different drama techniques and styles.</p>	<p>Using links to Gothic Horror in Literature; Frankenstein, The Woman in black (Component 3) Students will be introduced to Narration within this unit of work; where they tell the story and explore the use of script work, props, costumes, lighting, and sounds. The Gothic Horror genre showcases styles of foreboding jump scares, twists, turns, brooding passion, and incredibly atmospheric settings.</p> <p>Creating gothic horror looks at students creating</p>	<p>The aim of Theatre in Education (TIE) is to raise questions concerning what it means to be human. Either by focussing on social issues and problems, such as racism, drugs, knife crime, or by exploring more conceptual themes.</p> <p>The students will look at how to develop empathy, tolerance and social awareness, cooperation and collaboration with fellow students, communication, and concentration skills.</p>
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	<p>Perform each stage and the final devised piece for feedback.</p>	<p>supernatural elements, melodrama, secrets, unison, jealousy, violence, romance, dark themes, and emphasis of exaggerated movements.</p> <p>Performances showcasing a range of horror theatre techniques.</p> <p>Using script work to help devise and understanding how to read and take stage directions.</p>	<p>Mark wheeler play – exploration for GCSE Drama Chicken, Arson about, hard to swallow.</p>
<p><u>Personal development and outcomes:</u></p>	<p>Developing imagination and creativity</p> <p>Social development</p> <p>Building confidence</p> <p>Refining and consolidating skills</p>	<p>Building confidence</p> <p>Awareness and understanding of others (putting yourself in someone else's shoes - perspective and empathy)</p>	<p>Encourages risk taking (in thought and performance)</p> <p>Flexibility in thinking</p> <p>Bravery and confidence</p>

		Encourage to take risks and be open to playing different roles out of their comfort zone.	
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Key Vocabulary: Character, Posture, Gesture, Facial expression, Tone, Pitch, Volume, Pace, Pause, Projection, Mime, Dialogue, Protagonist, Thought-Tracking, Physical Theatre, Non-Naturalism, Slow Motion, Levels, Scene, Narration, Improvisation, Rehearsal, Feedback, Devising, Theatre In Education, Exaggeration, Mood, Atmosphere, Freeze Frame, Thought Tracking, Stimulus, Mime, Levels, Soundscape, Props, Improvisation, Performing, Greek chorus, ensemble, unison, canon, choreography, movement.