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| **drama- Year 8** |
| In year 8 pupils will continue develop a range of skills through the medium of drama. Exploring a variety of issues, they will further develop skills required to perform confidently, and refine their life-long social skills such as cooperation and communication. Building upon the appreciation of drama as an art form that is developed in year 7, pupils will learn vital key skills required for success in GCSE drama.  |
| **Topics Covered** |
| **Term 1** | **Term 2** | **Term 3** |
| **Truancy** Exploring the outcome and impact of truancy pupils will develop skills in:* Reading and understanding a script
* Developing a role
* Performing a script
* Using drama mediums such as light and sound
* Using drama techniques
* Devising their own extended Theatre-in Education performance.
 | **The Pressure Cooker** Our drama work will be based on the above script which examines the pressures young people face today. Key skills explored include:* Empathy
* Creating and shaping drama
* Developing a theme
* Creating a character through hot-seating
* Creating extended dialogue

**Soap Saga**Examining the genre of soap opera pupils will:* Understand genre
* Develop group planning techniques
* Practise independent leaning skills
* Experiment with filming techniques
 | **Prejudice and Stereotypes****Exploring these issues pupils will develop skills in:*** Empathy
* Tolerance and understanding
* Recognising bias
* communication with an audience
* experimenting with drama techniques
* reading and understanding a script
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| Assessment/Exams Information |
| **December** | **March** | **June** |
| Practical assessment - devised group Theatre-in Education performance.  | Practical assessment – filmed assignment. |  Practical assessment- improvised drama tackling an example of prejudice. |
| **Homework** Pupils will be given homework every 4-6 lessons. This will include research, learning lines, researching our topic, observing others or script writing.  |
| **Cross curricular**  |
| **Literacy** The structure of a script. | **Literacy**Examining the impact of language choice. | **Literacy**Exploring how use of language can reinforce prejudice. |
| **Numeracy** Percentages and data related to statistics around truancy. | **Numeracy**Any arising numeracy needs will be addressed appropriately**.**  | **Numeracy**Any arising numeracy needs will be addressed appropriately |
| **PSHCE*** Imagination and creativity using a range of drama strategies.
* The law around school attendance, the consequences of truancy both individual and social.
* Cooperation and teamwork in a range of group contexts
* Understanding of the existence of sub-cultures within sections of society and the dynamics of these groups.
 | **PSHCE*** exploration of issues of bullying, peer pressure and suicide
* cooperation and teamwork in a range of group contexts
* exploration of teen culture and pressures
* explore of a range of moral and ethical issues as addressed in soap operas.
* the genre of soap and its conventions and cultural significance
 | **PSHCE*** Reflect on the rights and wrongs of a range of prejudices and the potential consequences.
* encourage pupils to accept and celebrate diversity in a range of situations
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| **Additional Support:**Any pupils wanting to arrange extra-rehearsal/practise can do so at lunchtime or after school by arrangement with their drama teacher |
| **Extra-curricular/Enrichment:**Pupils are invited to attend drama club or take part in our school production. Well shortly be offering pupils the opportunity to take LAMDA performance exams.  |