



Drama Year 8

Curriculum Intent

The Drama Department seeks to develop students' confidence, creativity and risk-taking skills using Drama as a vehicle to succeed. All students will develop further skills associated with the arts using group work, paired work, individual work and whole class activities to explore, discover, create and perform; it is paramount to their success on the Drama course to develop teamwork and interpersonal skills – accepting and developing ideas. At the heart of the curriculum is communication skills and the ability to peer and self-evaluate. Students will be guided to understand the fundamental skills of Drama exploring a plethora of genres including horror, comedy, tragedy and romance. Ultimately, KS3 Drama aims to teach students the necessary skills and understanding needed to study Drama at GCSE.

“Drama is life with the dull bits cut out.” Alfred Hitchcock

Students will learn:-

- **Term 1: Grease:** Script exploration & Interpretation
Understand the plot and key themes within 'Grease.' Know key characters in the text and how they are achieved vocally and physically. Create comedy through dance using Martha Graham's style known as the Graham technique. Her technique reshaped American dance and is still taught worldwide. Students will also learn how to use parallel improvisation to explore character. The exploration of peer pressure and how it can be portrayed in a current context will help students access the convention.
- **Term 2: Blood Brothers:** Drama Learn to evaluate how meaning is communicated through: themes, issues, and performance conventions. Students will evaluate character relationships and character development through Jacques Lecoq's 'Seven Levels of Tension'.
- **Term 3: The Greatest Showman:** Students will explore Drama through using a **range of stimulus (film music, quotes, images, concepts)** material to create their own response Understand the plot and key themes within 'The Greatest Showman.' Know key characters in the text and how they are achieved vocally and physically. Recap skills for example mime and develop new skills such as juggling and clowning. Know how to use Rudolf Laban to explore character movement.

What does excellence look like?

- Students' can confidently shape and develop their work in a range of stylistic approaches, including choral, ensemble and physical theatre, using them appropriately and effectively in performance.
- Students' are consistently able to use a varied range of subject specific terminology.
- Students demonstrate and accomplished technical control in the use of physical techniques.
- Physical performance shows comprehensive variation and range.
- Vocal skills are assured, demonstrating a comprehensive understanding of how creative choices communicate meaning to the audience. Vocal delivery is engaging and dynamic throughout.
- Students demonstrates assured and sustained control and understanding in relation to style, genre and theatrical conventions.
- Students demonstrate an accomplished and comprehensive interpretation of the text in performance.

Knowledge, understanding & Skills

Students will:

Be guided to understand and explore the fundamental skills of Drama and subject specific terminology appropriate for the transition to GCSE

Explore plot, structure, narrative and subtext. Learn the importance of rhythm within performance, creating dance routines from this

Explore how different genres of music can affect the way we move.

Explore how the voice can be used in a variety of ways for effective performance.

Students will perform characters and develop methods of communicating ideas and themes. .

Understand the difference between Hollywood's interpretation of the film and the true events surrounding Barnum's circus.

How can you enhance your learning at home?

- Homework: Research, design (costume, set and props), contextualising, creative writing, vocabulary recall, line learning.
- LAMDA
- School production
- IDA (International Drama Academy)
- BBC Bite size
- Scripts and books – Available in Library and Drama department – containing relevant information regarding plays, practitioners and playwrights.
- <https://www.nyfa.edu/student-resources/how-to-analyze-a-script-for-actors/>
- <https://www.lynda.com/Filmmaking-tutorials/Interpreting-script/129021/492406-4.html>

How will we assess impact?

- Baseline, mid-point and end of unit assessment
- Peer, self and teacher assessment in lessons
- Assessment trackers – written evaluation in class
- Teacher questioning

Key Vocabulary:

- Musical Theatre, timing, synchronicity, plot, improvisation, comedic elements, routine, theme
- Play text, genre, structure, form, style, language and stage directions.
- Characterisation
- Voice: use of clarity, pace, inflection, pitch and projection
- Physicality: use of space, gesture, facial expression, stillness and stance
- Striking a set, balancing a stage, entrances and exits

“One of the greatest things drama can do, at its best, is to redefine the words we use every day such as love, home, family, loyalty and envy. Tragedy need not be a downer.” *Ben Kingsley*

Visits Programmes

- Italy, Saronno: Teatro alla Scala –theatre visit
- Wiesbaden: Opera house
- Avignon: Costume design workshop on Roman site
- Jerez, Spain: Museo del títere - puppet museum/theatre
- MEP China visit: Opening/closing ceremonies, Chinese opera

Within the curriculum

Students will explore, discover and apply theories by:

- Jacques Lecoq, a **French** stage actor and coach. He was best known for his teaching methods in physical theatre
- Rudolf von Laban, also known as Rudolf Laban, an **Austro-Hungarian** dance artist and theorist.
- Martha Graham - an **American** modern dancer and choreographer.



Wider Reading:

- How To Do Things with Dance – by Rebekah J. Kowal - ISBN-10: 0819568988
- Jacques Lecoq by Simon Murray - ISBN-10: 113857080X

Extra Challenge:

- Lead/direct end of term assessments
- Research and lead on choreographic focused tasks
- Know the basics of a theatre layout
- Research staging conventions

