Programme of study for Drama – Year 8

Autumn term	Spring	Summer
Sept - Dec	Jan-Mar	April-July
Topic / Big Question: Theatre Styles – Creating Comedy Melodrama and Silent Movies	**Topic / Big Question:** Refugee Boy – play adapted by Lemn Sissay	**Topic / Big Question:** Detectives - Devising skills
Skills (students should be able to do): Freeze frame Thought track Mime – safe sword fight and miming for comedy Dialogue – stock lines from Melodrama Perform a stock scene in groups Perform to an audience in an exaggerated way Use of physical skills (movement, body language, facial expressions, gestures, timing, pace) to create comedy	**Skills (students should be able to do):** To use freeze frame and thought track effectively to show character To use hot seating to develop role and empathy To understand how to use voice and physicality to create dramatic tension To use split stage and marking the moment to develop impact	**Skills (students should be able to do):** Create the role of a detective Interpret evidence to solve missing person case Use cross-cutting and split stage Use a flashback Use freeze frame and thought track Perform a character
Key Learning Outcomes (students should know): What Melodrama is, when it was performed and what style it is performed in The stock characters and their characteristics How to perform in an exaggerated way Who Charlie Chaplin is What silent movies were and why they were created Key characteristics of Silent Movies e.g. chase sequence, use of music	**Key Learning Outcomes (students should know):** What asylum is The characters and plot of the story What empathy is What stage directions are/why they are necessary What dramatic tension is What marking the moment is and how to create it	**Key Learning Outcomes (students should know):** What the role of a detective is/characteristics of a detective How to structure a devised performance using different forms of drama How to create a devised performance from the stimuli given
Autumn Term – centrally planned, standardised and teacher marked piece(s) of work Melodrama scenes Silent Movie scenes	**Summer Term – centrally planned, standardised and teacher marked piece(s) of work** Performance of living newspapers using a range of techniques	**Spring Term – centrally planned, standardised and teacher marked piece(s) of work**

Online quiz	Online quiz	Performance of their devised resolution to the missing person's case using split stage and flashback
Building understanding: Rationale / breakdown for your sequence of lessons: We amended this scheme to focus on creating comedy through physicality as we found this is great for all students, including SEND and EAL as students can model without so much need for language. Stock lines are there to extend the learning and students are given roles according to their ability and confidence level, and are stretched to use different techniques and develop the stock script in their own ways. This is a really fun scheme which really helps the students become more comfortable in expressing themselves and being exaggerated on stage.	**Building understanding: Rationale / breakdown for your sequence of lessons:** We wanted to introduce a new scheme to diversify the curriculum and ensure that Year 8s have an opportunity to study a script using a variety of exploration techniques to develop their understanding. This has clear, identifiable characters and clear techniques used to explore the script. It will give them a range of techniques they can then use in more devising work in Year 9.	**Building understanding: Rationale / breakdown for your sequence of lessons:** This allows students to opportunity to build their understanding of key drama conventions through the engaging topic of a missing person and through the lens of a character they are familiar with (a detective). Students can either follow the clues given to come to their own conclusions, or have the freedom to decide what they feel happened to the missing person, focusing on exploring this using key strategies. The aim is to develop their ability to create interesting and varied devised work with a range of form and non-linear structures.
Home – Learning: Online quiz Research about silent movies	**Home – Learning:** Writing a monologue Writing a character profile Online quiz	**Home – Learning:** Detective profile Planning ideas for clues Learning lines
Reading / High Quality Text: Reading off the board Reading Melodrama script and stock lines Reading silent movie captions	**Reading / High Quality Text:** Reading from the board Reading as a class and in smaller groups from script extracts	**Reading / High Quality Text:** Reading off the board Reading through the given clues Writing their own profiles and scripts in some cases
Numeracy: Counting into groups in warm up activities, developing spatial awareness, being aware of time for creating comedy	**Numeracy:** Counting seconds to help build tension Counting into groups for warm ups Spatial awareness in group activities and staging options	**Numeracy** Spatial awareness Warm up games
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): Drama Club – preparation for the school musical and Friends and Family performances Opportunities for on-stage and backstage support – lighting, costume, set, props design		

Rewards trips e.g. The Lion King Development of student relationships and personal confidence Developing more understanding of theatre as an art form and how it has developed through history, and key figures e.g. Charlie Chaplin and Buster Keaton, which they may not have otherwise been aware of Arts Week - some Year 8 students will be going backstage in a local theatre and having a Careers talk about design/backstage roles, opportunity to sign up for showings of performances (Peter Pan, National Theatre online)	