



# Year 8 DRAMA



## Topic Titles

Ensemble & Movement  
Verbatim Text  
Live Theatre Evaluation  
What is a stimulus?

## Intent

All students have the right to express themselves and their views in a respectful way in Drama to promote change and challenge their audience. Students will be empathetic learners with open minds to explore what is different and how to present new ideas in interesting and imaginative ways.

## Links with other subjects

Drama has clear links with English in terms of reading and analysing scripts. Drama brings historical context from other key points in history that have influenced theatre today. Drama also allows for sensitive discussions on key PSHE themes such as online safety and mental health.

## How will knowledge and skills be taught?

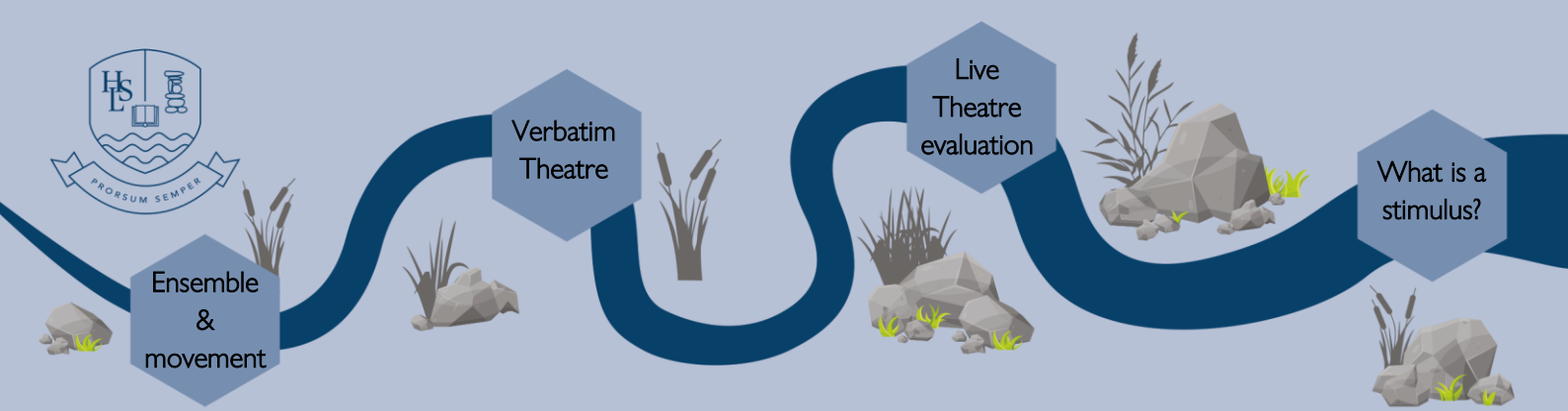
Students will be taught through key workshops that explore specific techniques with clear modelling and time to practise and refine their work. Students will follow the 3-step process of 'create perform respond' at regular intervals to develop their understanding of the key concepts being taught.

## How can parents help?

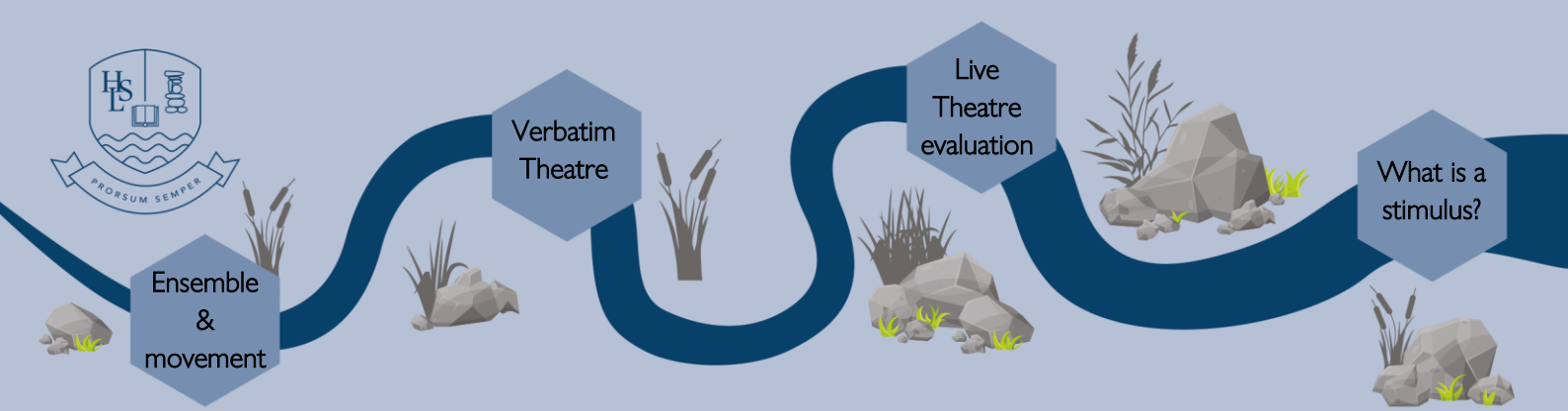
Discussing how Drama improves vital transferrable skills needed for their future such as communication, teamwork and problem solving. Experiencing live or recorded theatre/plays (movies too!) which can inspire their own work. Engaging in discussion about current news and their opinions on interesting stories.

## Recommended Reading and Preparation for Learning

- All about Theatre - National Theatre
- Acting for Young Actors: The Ultimate Teen Guide – Dinah Lenney
- Break a Leg! The Kids Guide to Acting and Stagecraft – Lise Friedman
- Reading stories and plays to inspire their own ideas
- National Theatre Youtube channel



<b>Subject:</b> Drama		<b>Year Group:</b> 8		<b>Term:</b> 1 & 2	
<b>Module/Theme:</b> Ensemble & Movement					
<b>Topic Outline &amp; Aims</b> In this topic, students will learn what is meant by non-naturalism and how this is different to naturalism. They will explore more stylised and abstract concepts to create visually interesting work that encourages the audience to come to their own conclusion and interpretation. They will use the refugee crisis as a main topic for creating content using movement sequences with props, music and script to communicate important messages to an audience.					
<b>Key Skills and Knowledge taught through this topic:</b> Knowledge: students will understand the term non-naturalism and how this differs from naturalistic work they explored in Year 7 through characterisation and script work. They will understand what an ensemble is and the importance of creating work with 'no main character' to ensure equal responsibility for all in a creative and interesting way. Skills: students will be able to challenge their creativity and imagination to go beyond the obvious and realistic. They will be able to communicate concepts in abstract ways using a variety of basic skills and more complex methods.					
<b>Prior Learning:</b> (Context) <b>KS2: (within the English National Curriculum)</b> Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		<b>Future Learning:</b> (Context) KS3: This topic prepares students to think outside of the box by creating original Drama in a non-naturalistic style which allows for more depth and imagination. KS4: provides students with a variety of tools to complete their practical exams in Year 11 and see performances differently.		<b>National Curriculum Links:</b> (Context) 'Spoken English' section in the KS3 English National Curriculum says "improvise, rehearse and perform scripts".	
<b>RRSA Links:</b> Article 2 – no discrimination Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 22 – refugee children Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			<b>Assessment of Learning: (Impact)</b> Students will complete short formative assessments at different stages to assess their understanding of the various non-naturalistic techniques. Students will have the opportunity to peer assess and be peer assessed themselves to ensure consolidation of learning. Students will have a summative assessment of their piece at the end of term 2 which will be recorded and assessed by the class teacher using 5 criteria each totalling 4 marks. The criteria includes level of skill, variety of skill, creativity and imagination, teamwork and rehearsing and responding and improving.		
<b>British Values Links:</b> Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
<b>Eco Schools Links:</b> Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Scripts are stored centrally in class in a KS3 booklet to avoid re-printing but also available digitally on the VLE.					
<b>Reading / Enrichment:</b> <ul style="list-style-type: none"> <li>• Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon.</li> <li>• Attending a variety of extra-curricular to develop skills</li> <li>• Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips.</li> </ul>		<b>Key Vocabulary: (Literacy)</b> <ul style="list-style-type: none"> <li>• Non-naturalism</li> <li>• Naturalism</li> <li>• Ensemble</li> <li>• Props</li> <li>• Promenade</li> <li>• End on</li> <li>• Proscenium arch</li> <li>• Thrust</li> <li>• In the round</li> <li>• Traverse</li> </ul>		<b>Numeracy Opportunities:</b> Using the timing of music to refine their work – using beats of 4 and 8 to create simultaneous work. Dividing lines between group members. Reviewing the size of the space	
				<b>Career Links:</b> The vital transferrable skills used in Drama provide students with an essential toolkit to be successful in life. Understanding non-naturalism will allow students to see things differently and make insightful perceptions on the world around them – useful in any workplace.	



<b>Subject:</b> Drama	<b>Year Group:</b> 8	<b>Term:</b> 3 – 4
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**Module/Theme:** Verbatim Theatre

**Topic Outline & Aims**  
 In this topic, students will learn what verbatim theatre and why it is a powerful form of theatre. They will look at examples of verbatim performances and learn key techniques for gathering verbatim content to influence a piece of work they will create based on a topic that is age appropriate and important to them.

**Key Skills and Knowledge taught through this topic:**  
 Knowledge: students will understand the term verbatim theatre and its value in Drama. They will become aware of verbatim style texts and the topics that usually are explored to have a significant impact on a target audience. They will learn how to create verbatim content and perform it in an engaging and emotive way.  
 Skills: students will be able to use the internet to seek verbatim content and conduct interviews with members of our community to create verbatim content. They will develop their empathy and opinions on important social topics that can be explored through theatre to deliver a clear message.

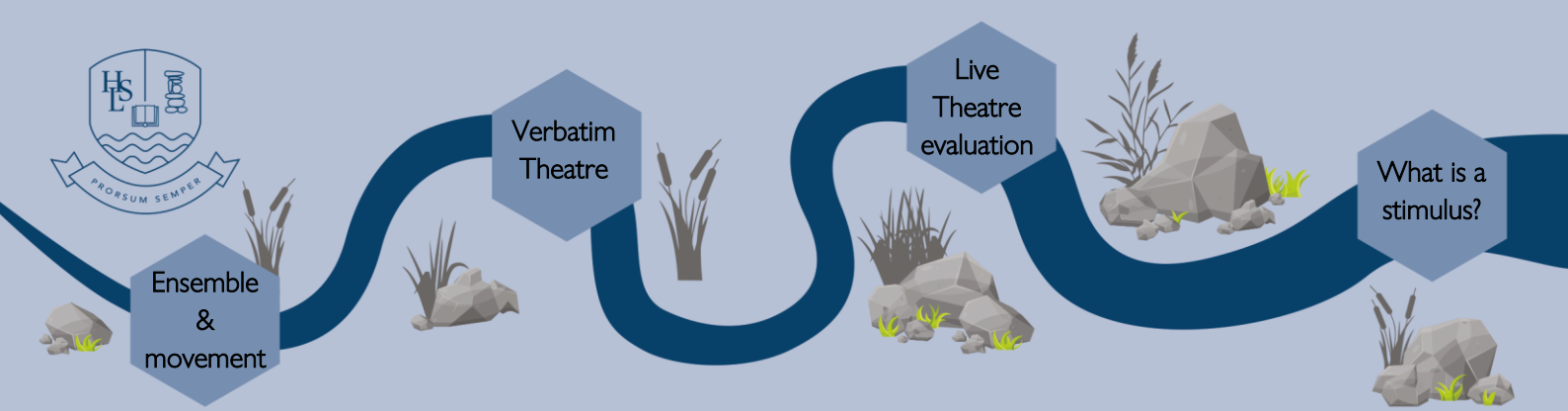
<b>Prior Learning:</b> (Context) <b>KS2: (within the English National Curriculum)</b> Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.	<b>Future Learning:</b> (Context) <b>KS3:</b> This topic allows students to see how real life events can be presented in Theatre to have an impact on a target audience whilst developing their non-naturalistic techniques. <b>KS4:</b> provides students with knowledge of a powerful style of theatre that could influence their Devising unit for GCSE.	<b>National Curriculum Links:</b> (Context) ‘Spoken English’ section in the KS3 English National Curriculum says “improvise, rehearse and perform scripts”.
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<b>RRSA Links:</b> Article 2 – no discrimination Article 12 – respect for children’s views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts	<b>Assessment of Learning:</b> (Impact) Students will complete short formative assessments at different stages to assess their understanding of verbatim content and how to successfully perform it. Students will have the opportunity to peer assess and be peer assessed themselves to ensure consolidation of learning. Students will have a summative assessment of their piece at the end of term 2 which will be recorded and assessed by the class teacher using 5 criteria each totalling 4 marks. The criteria includes level of skill, variety of skill, creativity and imagination, teamwork and rehearsing and responding and improving.
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**British Values Links:**  
 Democracy – students work together, equally  
 Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together

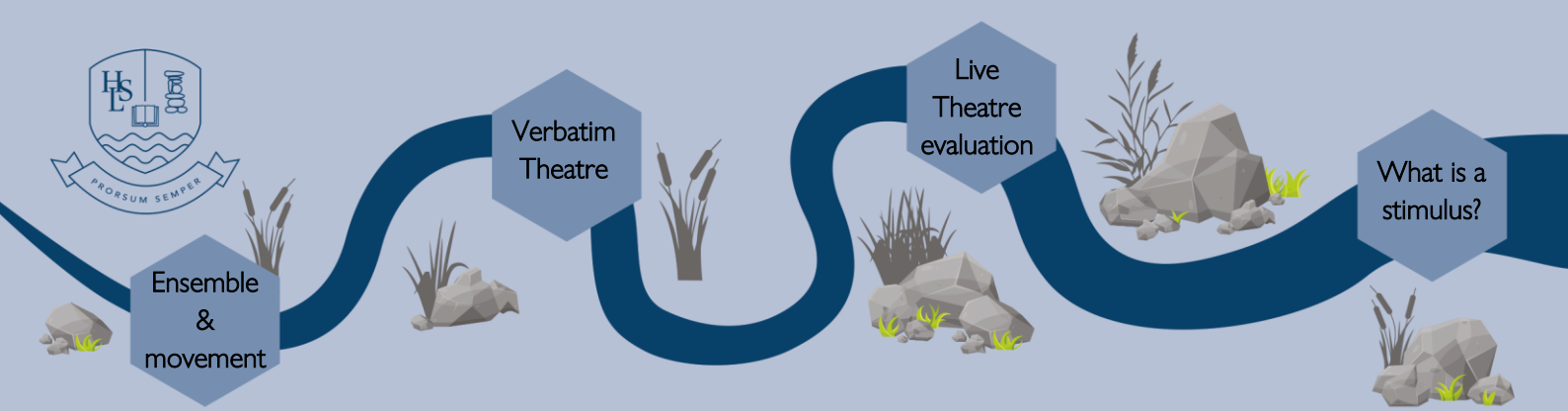
**Eco Schools Links:**  
 Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances.  
 Scripts are stored centrally in class in a KS3 booklet to avoid re-printing but also available digitally on the VLE.

<b>Reading / Enrichment:</b> <ul style="list-style-type: none"> <li>Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon.</li> <li>Attending a variety of extra-curricular to develop skills</li> <li>Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips.</li> </ul>	<b>Key Vocabulary:</b> (Literacy) <ul style="list-style-type: none"> <li>Verbatim</li> <li>Spoken word</li> <li>Dramatic intention</li> <li>Engagement</li> <li>Characterisation</li> <li>Interpretation</li> </ul>	<b>Numeracy Opportunities:</b> Using the timing of music to refine their work – using beats of 4 and 8 to create simultaneous work. Dividing lines between group members. Reviewing the size of the space	<b>Career Links:</b> Understanding the world around them will be hugely beneficial to any student interested in a job that has social or political motives such as community workers, politicians, police or journalists to name a few. Being able to engage in discussion about current affairs and provide opinions will be beneficial to the social development of the students.
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<b>Subject:</b> Drama		<b>Year Group:</b> 8		<b>Term:</b> 5	
<b>Module/Theme:</b> Live Theatre Evaluation					
<b>Topic Outline &amp; Aims</b> Developing on their introduction to live theatre in Year 7, students will continue to learn how to analyse and evaluate a professional performance. They will be able to engage in a production and recognise the successes of the performers and how performance skills they've learnt this year are used professionally and contribute to an audience's experience. Students will be able to engage in mature and sophisticated discussions on age-appropriate topics that help develop their understanding of the world around them. This topic will focus on a performance that utilises the skills learnt by the students in Year 8 to show progression of analysis and evaluation since Year 7.					
<b>Key Skills and Knowledge taught through this topic:</b> Knowledge: students will learn how to effectively describe, analyse and evaluate a professional production. They will understand how theatre is a voice for social and political topics and will learn to give their own thoughts and opinions confidently in discussion. Skill: students will use subject specific terminology to describe performance skills and focus on the impact on the audience through analysis and what the performance skills communicate. They will be able to evaluate the success of an actor's performance and connect on a personal level.					
<b>Prior Learning:</b> (Context) <b>KS2: (within the English National Curriculum)</b> Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.		<b>Future Learning:</b> (Context) KS3: students complete a live theatre review each year at KS3 to develop their analytical skills  KS4: a live theatre review forms part of the Year 11 exam		<b>National Curriculum Links:</b> (Context) (English KS3) The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations	
<b>RRSA Links:</b> Article 2 – no discrimination Article 12 – respect for children's views Article 13 – sharing thoughts freely Article 28 – access to education Article 29 – aims of education Article 31 – rest, play, culture, arts			<b>Assessment of Learning:</b> (Impact) Students will be assessed through their oracy and contributions to class discussions surrounding the production we watch. It is important to recognise clear, coherent and confident vocal exchanges as valuable sources of assessment in Drama where communication is a main focus. Students will be formatively assessed each lesson based on engagement and contribution through class discussion. Students will complete a short evaluation of the performance they have watched that focuses on close analysis of key techniques used in Year 8 and observed in a professional performance.		
<b>British Values Links:</b> Democracy – students work together, equally Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together					
<b>Eco Schools Links:</b> Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Scripts are stored centrally in class in a KS3 booklet to avoid re-printing but also available digitally on the VLE.					
<b>Reading / Enrichment:</b> <ul style="list-style-type: none"> <li>• Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon.</li> <li>• Attending a variety of extra-curricular to develop skills</li> <li>• Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips.</li> </ul>		<b>Key Vocabulary:</b> (Literacy) <ul style="list-style-type: none"> <li>• Describe</li> <li>• Analyse</li> <li>• Evaluate</li> <li>• Intent</li> <li>• Impact</li> <li>• Meaning</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Non-naturalistic elements</li> <li>• Interpretation</li> </ul>		<b>Numeracy Opportunities:</b> Counting the beats in any music used in the production and understanding the impact this has on physical movement	
				<b>Career Links:</b> Evaluating theatre allows students to express their opinions on a creative outlet and would be beneficial experience for any student considering a critic role in the future. Developing an opinion on something and discussing it will benefit all students in any industry.	





<b>Subject:</b> Drama	<b>Year Group:</b> 8	<b>Term:</b> 6
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**Module/Theme:** What is a stimulus?

**Topic Outline & Aims**  
 In this topic, students will learn and understand what a stimulus is and how it can be used to create an original piece of Drama. The aim of this topic is to encourage students to engage with a stimulus of any kind and consider their own thoughts and what they can link it to in the world – such as historic events, current social affairs or important themes or topics they are aware of. By the end of the topic, students will be able to create simple content that is inspired by a stimulus.

**Key Skills and Knowledge taught through this topic:**  
 Knowledge: students will learn what a stimulus is and how to interpret it and make links to their own knowledge and experiences. They will draw on previous knowledge to create interesting non-naturalistic work that is inspired by their stimulus.  
 Skill: students will focus on connecting with a stimulus and their personal responses. They will be able to create Drama from scratch using a variety of skills covered in Year 7 and 8.

<p><b>Prior Learning:</b> (Context)  <b>KS2: (within the English National Curriculum)</b> Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p>	<p><b>Future Learning:</b> (Context)          KS3: This topic allows students to use their own creativity and imagination to create work from scratch that has a clear meaning. It develops their performance skills as they are not provided with scripts.           KS4: A stimulus is used to create the Devising performance at GCSE.</p>	<p><b>National Curriculum Links:</b> (Context)          ‘Spoken English’ section in the KS3 English National Curriculum says “improvise, rehearse and perform scripts”.</p>
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<p><b>RRSA Links:</b>          Article 2 – no discrimination          Article 12 – respect for children’s views          Article 13 – sharing thoughts freely          Article 28 – access to education          Article 29 – aims of education          Article 31 – rest, play, culture, arts</p>	<p><b>Assessment of Learning: (Impact)</b>          Students will complete short, formative assessments each lesson to assess their understanding of stimulus interpretation. There will be elements of peer and self-assessment to encourage students to be reflective of their own work and consider ways for improvement. Teacher feedback will be provided at regular opportunities with modelling used each lesson to highlight to the students the expectations.          The 5 success criteria used for all KS3 assessments will be regularly referenced throughout the topic.</p>
<p><b>British Values Links:</b>          Democracy – students work together, equally          Mutual respect and tolerance – students respect that not everyone works in the same way or thinks in the same way we should find ways to work together</p>	
<p><b>Eco Schools Links:</b>          Waste (reuse/recycle): not depending on lots of one-use items for performance, thinking imaginatively about how items can be repurposed for performances. Scripts are stored centrally in class in a KS3 booklet to avoid re-printing but also available digitally on the VLE.</p>	

<p><b>Reading / Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Reading a variety of genres to help develop imagination and creativity, including the Drama reading canon.</li> <li>• Attending a variety of extra-curricular to develop skills</li> <li>• Be aware of performances happening in smaller studio spaces locally and nationally and take advantage of trips.</li> </ul>	<p><b>Key Vocabulary: (Literacy)</b></p> <ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Devising</li> <li>• Dramatic intention</li> <li>• Vocal skills</li> <li>• Physical skills</li> <li>• Ensemble</li> <li>• Mood &amp; atmosphere</li> </ul>	<p><b>Numeracy Opportunities:</b>          Using the timing of music to refine their work – using beats of 4 and 8 to create simultaneous work. Dividing lines between group members. Reviewing the size of the space</p>	<p><b>Career Links:</b>          Creating own work shows engagement with the world around them and their ability to complete a task and meet a deadline that focuses entirely on their own ideas. Developing good time management and productivity are vital skills for the workplace that will be useful if presenting ideas to a group.</p>
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