



## Year 8 Drama Curriculum Plan

Term 1	Key concept/ Key question	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites:
Autumn 1: Time Machine Devising & Performance	Where in time would you most like to visit?	Students will devise a performance in groups using the stimuli of a mad professor traveling through time using a wide range of dramatic techniques.	Performances marked using creating marking criteria.	<p><b>Literacy:</b> Students will develop their Literary skills through research into historical events and working with script in preparation for their assessments.</p> <p><b>Numeracy:</b> Students will create timelines.</p> <p><b>Thinking Skills:</b> Students will take part in a range of paired and group-work activities to develop their team-work skills.</p>	<p>Rehearsal in studio.</p> <p>Foiled again script</p>
Autumn 2: Melodrama	'Foiled Again' melodrama script	Students will perform each scene from the script 'Foiled again' working on use of melodramatic gesture, voice and facial expression.	<p>Assessment of one of the melodramatic scripts which students will have learnt off by heart.</p> <p>Assessment will use performance grading criteria.</p>		



<p><b>Term 2</b> Spring 1: Romeo and Juliet</p> <p>Spring 2: Macbeth</p>	<p>Presenting and Performing</p> <p>Presenting and performing</p>	<p>Students will examine two Shakespearean texts over the course of the term developing an in depth understanding of the chosen play texts.</p>	<p>Assessment will take place at the end of each half term, grading students on their development of character and understanding of the play using the performance marking criteria.</p>	<p><b>Literacy:</b> Students will examine Shakespearean text, challenging themselves in use of Shakespearean language and learning scripts by heart.  <b>Numeracy:</b> Students will learn to understand the relevance of the different numbered acts within a play.  <b>Thinking Skills:</b> Students will examine the scripts developing deeper understanding of the characters within showing this understanding through developed performances.</p>	<p>Romeo and Juliet script</p> <p>Macbeth Script</p>
<p><b>Term 3</b> Summer 1 Independent devising project.</p> <p>Summer 2 West Side Story</p>	<p>Devising Drama</p> <p>Performing</p>	<p>Students will devise and perform a performance using a short scripted stimuli.</p> <p>Students will study the musical West Side Story in drama dance and music giving a well-rounded understanding of the musical theatre style. Students will explore the use of accent and gesture</p>	<p>Students will be assessed on the creating marking criteria exploring how effectively they incorporated dramatic techniques.</p> <p>Students will be assessed cross curricular in drama dance and music using performance marking criteria.</p>	<p><b>Literacy:</b> Students will examine exemplar responses and revise anthology works for their final year 10 exam. Revision resources and revisiting classwork and exam questions.  <b>Numeracy:</b> Students will examine grading criteria and results.  <b>Thinking Skills:</b> Students will research their chosen topics implementing their research into performance during summer 1 while in summer 2 students will work in groups. Discussing the most effective directorial route.</p>	<p>Watch 'West Side Story'</p> <p>Watch 'speak with a new York accent' video's on youtube.</p>



		to recreate scenes from the musical.			
--	--	--------------------------------------	--	--	--