



# Academic Overview 2018-19

DRAMA & PERFORMING ARTS						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
<b>Year 7</b>	Introduction to Drama		Character		Script	
<b>Year 8</b>	Physical		Missing		Devising	
<b>Year 9</b>	Advanced Acting	Ghost Monologues	Wild West	Brecht Solo Performances	Genre Duet Performances	Movement Solo Performances
<b>Year 10</b>	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 2: Developing Skills & Techniques for Live Performance	Component 1: Investigating the Performing Arts	Component 1: Investigating the Performing Arts
<b>Year 11</b>	Component 1: Investigating the Performing Arts	Component 1: Investigating the Performing Arts	Component 3: Performing to a Brief	Component 3: Performing to a Brief	Component 3: Performing to a Brief	N/A



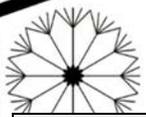
## Year 8 Curriculum Content Overview 2018-19

DRAMA – YEAR 8				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> <li>• Explain what is meant by slapstick comedy.</li> <li>• Define the term ‘rule of three’ and its effect on an audience when performing in the style of physical theatre.</li> <li>• Devise effective slapstick performances using appropriate health &amp; safety</li> <li>• Analyse character stereotype and select the most appropriate to perform in the style of physical comedy.</li> <li>• Select symbolic and literal physical theatre to retell a poem.</li> <li>• Work as part of a large ensemble to devise a well-structured and stylistic piece of physical theatre</li> <li>• Develop the skills needed to multirole (playing more than one character) in a performance.</li> <li>• Sustain character throughout an entire performance.</li> <li>• Explain what is meant by a naturalistic acting style and the key techniques needed to build tension.</li> <li>• Analyse past emotions to demonstrate a naturalistic character using key facts to support characterisation.</li> <li>• Define the term drama stimulus and devised drama and give a range of examples.</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• BTEC assessment criteria on task sheets</li> <li>• Plays</li> <li>• Poems</li> </ul>	Questioning  Live student performance in lessons followed by questions  Whole class feedback	2 assessments throughout the academic year.  This will include an end of topic performance.	Skills element of the BTEC.  Applying skills to rehearsal, performance and evaluating their development.
	<b>Numeracy</b> <ul style="list-style-type: none"> <li>• Ordering events</li> <li>• Ranking &amp; Hierarchy</li> </ul>	Student presentations  Exit Strategies  Debates  Peer & Self Assessment		
	<b>Oracy and Literacy (including key words for practical subjects)</b> <ul style="list-style-type: none"> <li>• Rehearsal</li> <li>• Performance</li> <li>• Feedback</li> <li>• Student discussion</li> <li>• Key Words</li> </ul>			



# Assessment Skills, Knowledge and Concepts Map

DRAMA – YEAR 8		Cross-Curricular Strands
<b>Key Learning Questions</b>	<b>REHEARSAL</b>	<b>Reading</b>
<ul style="list-style-type: none"> <li>• How can the body be used both symbolically and literally to enhance the story through physical theatre?</li> <li>• Why is naturalistic acting key to developing the depth of a character?</li> <li>• How can one stimulus be used to create a variety of different performance ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Devise an effective slapstick performance using appropriate health &amp; safety</li> <li>• Analyse character stereotype and select the most appropriate to support a performance idea.</li> <li>• Select symbolic and literal physical theatre to retell a poem.</li> <li>• Work as part of a large ensemble to devise a well-structured and stylistic piece of physical theatre</li> <li>• Devise an effective piece of drama based on key facts.</li> <li>• Analyse past emotions to demonstrate a naturalistic character.</li> <li>• Collect evidence and use this as stimuli to devise a piece of drama.</li> <li>• Work as part of an ensemble to devise a well-rehearsed piece of documentary-style drama in the style of factual documentary.</li> <li>• Devise an effective piece of drama based on a range of stimuli.</li> <li>• Consider the symbolic meaning when considering how to use a stimulus to devise a piece of drama.</li> <li>• Use extended rehearsal time to perfect and challenge a piece of drama.</li> <li>• Use a variety of drama skills and techniques to replace all elements of voice with movement and physicality.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Scripts</li> <li>• Reading Poems</li> <li>• Key Words &amp; Terminology</li> </ul>
<b>Key Learning Questions</b>	<b>PERFORMANCE</b>	<b>Oracy and Literacy</b>
<ul style="list-style-type: none"> <li>• How can physicality be used to enhance the comedic element to my slapstick performance?</li> <li>• How can I use personal emotions to develop a naturalistic style to my performance?</li> <li>• How can a symbolic idea be used to develop the deeper meaning to my performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in the style of physical comedy.</li> <li>• Use good focus and confidence to an audience.</li> <li>• Multirole (playing more than one character) in a performance to demonstrate versatility when creating a range of different objects for physical theatre.</li> <li>• Sustain character throughout an entire performance without laughing or dropping character.</li> <li>• Perform in a naturalistic style.</li> <li>• Develop characterisation (body language, gesture and vocal techniques) to show that there is a clear understanding of character.</li> <li>• Perform using character research from hot seating and questioning to show that there is a clear understanding of character.</li> <li>• Perform in a naturalistic style.</li> </ul>	<p><b>Language for Learning –</b> characterisation, physicality, vocal techniques, improvisation, sustaining character, devising, stimulus, naturalism, slapstick, physical comedy, physical theatre, symbolic, literal, multirole.</p> <p><b>Oracy</b> Student discussion and student feedback. Student responses to questions. Student to student discussion on evaluation of performance.</p>
<b>Key Learning Questions</b>	<b>SELF &amp; PEER EVALUATION AND FEEDBACK</b>	<b>Numeracy</b>



- How can effective evaluation help improve rehearsals and performance?
- How can I improve my own or another's performance?
- How do I identify a person's strengths and areas for development?

- Identify the strengths of another person/groups performance.
- Identify the areas for development of another person/groups performance.
- Evaluate the areas for development and provide detailed ideas of how these can be improved.
- Apply detailed ideas of how to improve your own work.
- Analyse your own performance and identify how you can challenge strengths and how you can develop areas for improvement.
- Set achievable yet challenging targets to develop and improve a range of drama skills.
- Watch recorded footage of your own performances to critically analyse your strengths and areas for improvement.

- Ordering events
- Ranking & Hierarchy