



Year 8

Home and Belonging

Term 4

- Aims:**
- To explore a theme through drama
 - To appreciate a variety of different opinions, cultures and experience
 - To be able to work both independently and as part of a group
 - To gain knowledge about how different people may view home and belonging
 - To develop an understanding of devising meaningful work from a variety of stimuli
 - To evaluate own and others work, using subject specific vocabulary, enabling work to be improved
 - To improve and extend the use of spoken and written English during whole class, group and paired discussion
 - To develop speaking and listening skills.

Links to KS4:

Components 1 and 2 of AQA specification

3.2 Devising Drama

3.2.1 Creating devised Drama-developing the ability to develop ideas, collaborate with others, rehearse, refine and amend work in progress, analyse and evaluate the process

3.2.2 Performing devised Drama-developing the ability to realise artistic intention in devised drama

3.4.1 Performer-developing the ability to create and communicate meaning

Key Skills	Literacy Links:	Numeracy Links:
<ul style="list-style-type: none"> • Team work • Controlled and appropriate use of strategies to explore a theme • To develop audience skills through watching performances • Experimenting and challenging self through different approaches to the work • Developing an understanding of staging and stage space • Using and developing drama strategies to enhance work • Developing vocal and movement skills for performance 	<p>Key Words: <i>Home, belonging, empathy, immigration, refugee, asylum, opinion</i></p> <p>Verbal/Written communication Every lesson students will be working with others to create work and will be reading/using a variety of text and verbal communication</p>	<p>-Opportunity to work within time-limits</p>

Assessment	Cross-Curricular Links
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<p>Devising:</p> <ul style="list-style-type: none"> Students will be assessed throughout the unit on their ability to work collaboratively to create and refine pieces of drama influenced by a style or practitioner (Formative). <p>Performing:</p> <ul style="list-style-type: none"> Students should be able to demonstrate that they can create perform a piece of work that in based on the style or practitioner explored in the session (Summative). <p>Responding:</p> <ul style="list-style-type: none"> Students will be assessed on their verbal ability to evaluate and analyse the work they are part of and the work they say understanding of choreographic devices through a written examination (Formative). <p>Understanding</p> <ul style="list-style-type: none"> Students will take part in a short written assessment that focuses on key words, concepts and learning from the unit (Summative). 	<ul style="list-style-type: none"> Music – use of music to enhance work Humanities-looking at different cultures English/Literacy: Opportunities every lesson to develop these key skills, all practical tasks involve student’s needing to work together successfully and in an independent way.
<p>Opportunities for further learning</p>	
<p>Students are not set homework in Drama at Key Stage 3 but will be encouraged to extend their learning in and outside of the classroom by:</p> <p>Option 1- Creating information pages for key concepts</p> <p>Option 2- Direct a group for performance</p> <p>Option 3-Write a monologue for someone else to use</p> <p>Option 4- E-learning-research news reports/locations to support the work in class</p> <p>Option 5- Bring in/make/find props or costume to use in lesson</p> <p>Option 6-Lightbox challenges</p>	

SMSC opportunities and British values

- All lessons centre on developing the whole child, focusing on issues and relationships through the stimuli provided.
- Encourages students to accept responsibility for their behaviour & show initiative.