



<p>Year 8</p>	<p>Theatre History and Styles (part 1) (Greek Theatre, Medieval Theatre, Commedia Dell'arte, Elizabethan Theatre)</p>	<p>Term 2</p>
<p>Aims:</p> <ul style="list-style-type: none"> To explore a variety notable theatre styles and drama practitioners through the ages To appreciate theatre from other cultures and make links to the present day To be able to work both independently and as part of a group To gain knowledge regarding the origins of theater and drama and how the past has influenced the present To develop understanding of staging and committing to a style 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. <p>Links to KS4: Components 1, 2 and 3 of AQA specification</p> <p>3.2 Devising Drama</p> <p>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</p> <p>3.2.2 Performing devised Drama-developing the ability to realise artistic intention in devised drama</p> <p>3.4.1 Performer-developing the ability to create and communicate meaning</p>		
<p>Key Skills</p> <ul style="list-style-type: none"> Team work Controlled and appropriate movement and vocals to represent clear style or practitioners work 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>Literacy Links:</p> <p>Key Words: <i>Greek Theatre, Amphitheatre, masks, stock characters, religion, exaggeration, voice, movement, physicality</i></p> <p>Verbal/Written communication Every lesson students will be working with others to create work and some may choose to write scripts to support their work.</p>	<p>Numeracy Links:</p> <p>-Opportunity to work within time-limits -To work out the passing of time between eras</p>
<p>Assessment</p>		<p>Cross-Curricular Links</p>

<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 and time periods 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>SMSC opportunities and British values</p> <ul style="list-style-type: none"> 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.
<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 each style/practitioner</p> <p>Option 2- Direct a group for performance</p> <p>Option 3-Write a scene for a group to use</p> <p>Option 4- E-learning-research time periods and 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>	