



Year 8 Theatre History and Styles (part 1) (Greek Theatre, Medieval Theatre, Commedia Dell'arte, Elizabethan Theatre) Term 2

Aims:

- 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.

Links to KS4:

Components 1, 2 and 3 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 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>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>-Opportunity to work within time-limits -To work out the passing of time between eras</p>
<p>Assessment</p>	<p>Cross-Curricular Links</p>	

Devising:

- 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).

Performing:

- Students should be able to demonstrate that they can create perform a piece of work that is based on the style or practitioner explored in the session (Summative).

Responding:

- 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).

Understanding

- Students will take part in a short written assessment that focuses on key words, concepts and learning from the unit (Summative).

- 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.

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.

Opportunities for further learning

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:

- Option 1-** Creating information pages for each style/practitioner
- Option 2-** Direct a group for performance
- Option 3-** Write a scene for a group to use
- Option 4-** E-learning-research time periods and locations to support the work in class
- Option 5-** Bring in/make/find props or costume to use in lesson
- Option 6-** Lightbox challenges