



Year 8

Darkwood Manor

Term 1

Aims:

- To use a range of drama skills and strategies to develop storytelling
- To be able to work both independently and as part of a group
- To use elements of drama and the drama medium in order to show tension and create believable characters
- To develop understandings of spontaneous and prepared improvisation
- 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 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"> • Improvisation • Still image • Thought tracking • Narration • Hot seating • Role-play • Teacher-in-role • Creating characters • Cross-cutting and split scenes 	<p>Key Words: <i>Role play, spontaneous, prepared, characterisation, believable, tension, atmosphere, reactions, voice, movement, still image.</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 and to work out how much time has passed for their characters in different role-plays.</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 a devised piece of drama (Formative). <p>Performing:</p> <ul style="list-style-type: none"> Students should be able to demonstrate that they can create a believable character and sustain a role for an appropriate amount of time in performance (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 and soundscape to create atmosphere History: Pre-research can be done looking at time periods and historical events/life of the teacher’s chosen ‘story’ 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. Homework tasks involve written and reading tasks that are then used in the practical lesson.
SMSC opportunities and British values	
<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 Character ‘identikits’ Option 2- Write a script for someone else Option 3- Write a monologue for performance Option 4- E-learning-research time periods, I ages 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</p>	