



The curriculum for this stage of students' education has been designed to be inclusive to all and to further develop skills in the three main areas of performance, devising and theatre analysis. The intention is to build upon the skills gained in Year 7, to help performers become even more confident performers. In this curriculum students will engage in more mature content to stretch and challenge their creativity. Students will build social skills, group work and leadership during this curriculum as they will be required to work in groups working on a series of practical projects responding to a range of stimulus material. The intention of this curriculum is to strengthen the key skills explored in Year 7 whilst also expanding their skill base and awareness of new drama techniques and styles. Respect will continue to play an important role in lessons to build a comfortable environment where students can support one another to help each other improve, providing meaningful feedback and responding to performances using key subject terminology. Students will continue to work creatively and learn more about the benefits of the arts and Drama in their education and daily lives.

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| <p>HALF TERM 1—INTRODUCTION TO DRAMA Students will be introduced to the Drama techniques of Cross Cutting, Improvisation and Choral Speaking.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> •How to use the following techniques: Cross Cutting, Improvisation and Choral Speaking. •How to use spacing and positioning to ensure they are seen by the audience. •How to analyse and evaluate performances focusing on giving positive and constructive comments. <p>HOW THIS WILL BE ASSESSED: Formal assessment based on a short-devised performance using the 3 techniques which they will perform to the rest of the class. A written evaluation showing evidence of self and peer assessment.</p> | <p>HALF TERM 2—BLOOD BROTHERS Students will be introduced to Willy Russel's Blood Brothers, exploring the themes and characters of the play.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> •What we mean by the term 'Class', 'Superstition' and how they play an important role in the play. •How to use their body language and voice to portray characters of different ages and class. •The basic plot points and themes of Blood Brothers •How to perform extracts of Blood Brothers focusing on portraying clear character. <p>HOW THIS WILL BE ASSESSED: Formal assessment based on a short performance of an extract from Blood Brothers. A written evaluation showing evidence of self and peer assessment</p> | <p>HALF TERM 3—KNIFE CRIME (DEVISING) In this topic students will use Devising to explore the topic of Knife Crime.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> •What the term Devising means. •How to devise and the steps to take to create a clear story. •How to respectfully discuss serious issues and themes thinking thoughtfully about the situations of others. •How to use devising to create a performance based on Knife Crime. <p>HOW THIS WILL BE ASSESSED: Formal assessment based on a short-devised performance on the theme of Knife Crime. A written evaluation showing evidence of self and peer assessment.</p> |
| <p>HALF TERM 4 – Murder Mysteries/Melodrama In this topic students will explore the style of Melodrama whilst looking at Murder Mysteries.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> •What the term Melodrama means. •How to devise and the steps to take to create a clear Murder Mystery story. •How to explore and create stock characters found within this style. <p>HOW THIS WILL BE ASSESSED: Formal assessment based on a short murder mystery which they will perform in a melodramatic way. A written evaluation showing evidence of self and peer assessment.</p> | <p>HALF TERM 5 – COMMEDIA DELL'ARTE Students will be introduced to Commedia Dell'Arte and explore the different stock characters found within this style.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> •What Commedia Dell'Arte is and when it originated. •Who the stock characters are within Commedia Dell'Arte •How to perform as the different stock characters and place them within a Commedia Dell'Arte style performance. <p>HOW THIS WILL BE ASSESSED: Formal assessment where students will perform as a stock character within a Commedia Dell'Arte performance. A written evaluation showing evidence of self and peer assessment</p> | <p>HALF TERM 6 – SHAKESPEARE AND HAMLET Students will be introduced to the William Shakespeare play Hamlet and explore key characters, themes and extracts.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> •The basic plot points and characters of Hamlet •How to perform key extracts from Hamlet portraying a character. <p>HOW THIS WILL BE ASSESSED: Formal assessment based on a short performance of an extract from Hamlet. A written evaluation showing evidence of self and peer assessment</p> |

Embedding this knowledge can be supported at home by going to the theatre and seeing professional performances that can influence and inspire in order to gain ideas of their own, encouraging students to take part in extra-curricular activities such as Drama Club or school productions, seeing if there are any local performing arts groups for them to get involved and take part in. There are also hundreds of shows/clips on www.youtube.com showcasing a broad range of performances which students can access and explore.