**Drama Year 8 Curriculum Plan**

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| Year 8 |  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| PRIOR LEARNING | **COMMEDIA DELL’ARTE**  This unit links with the Year 7 Shakespeare unit in terms of understanding the history of theatre. | | **BLOOD BROTHERS**  This unit links with Commedia, focussing on comedy and the use of status in performance. | | **JOYRIDE**  This final unit, like the end of year 7, is a social topic Intended to engage pupils in reflecting upon anti-social behaviour and the consequences involved. | |
| KNOWING WHAT… | Historical Context: historical origins and development of Commedia dell'Arte.  **Stock Characters:** Master & servant relationships.  **Mask Work:** Grasp the significance of masks in Commedia.  **Cultural Influence:** Appreciate the cultural impact of Commedia dell'Arte on the development of theater and its influence on modern comedic traditions.  **Performance Skills:** Acquire basic performance skills related to vocal projection, physical skills, stage presence, and effective communication within the comedic style of Commedia. | | Plot summary and the socioeconomic themes that underpin the narrative.  Themes: social class, nature versus nurture.  Social and historical context: socio economic climate in Liverpool during the time the play is set (1950s – 1970s).  Scene re-enactments and creative interpretations of key moments. | | Defining joyriding  Legal consequences  Social impact: effects on individuals, families and communities  Motivation and psychology behind rebellious behaviour  Utilisation of drama techniques such as role play, improvisation and forum theatre. | |
| KNOWING HOW… | **Physicality and Movement:** Develop an understanding of the exaggerated physicality and movement associated with Commedia characters, as well as the use of lazzi  (comic routines), physical theatre and use of slapstick.  **Improvisation Techniques:** Learn and apply improvisation techniques within the context of Commedia scenarios, emphasising spontaneity and creativity. | | **Sociology:** discussion of social issues presented in the play, particularly focusing on themes of social class and inequality.  Psychology explore the psychological dimensions of character development particularly in relation to nature versus nurture. Discuss the impact of upbringing, environment and expectations.  Practical activities such as role play, re-enactments of key scenes and character analysis. | | **Psychology:** examining motivations behind joyriding considering factors such as thrill-seeking behaviour, peer pressure and the psychological impact on individuals involved.  **Ethics and philosophy:** discuss the ethical implications of joyriding, considering issues of personal responsibility, harm to others and the ethical choices characters make within dramatic narratives.  **Public health:** examine the public health implications of joyriding especially in terms of injuries and fatalities resulting from accidents. | |
| ASSESSMENT | Group performance of a scene in the style of commedia. Students are asked to demonstrate understanding of status within the master/servant scenarios, physically and vocally displaying this. In addition, they must incorporate relevant techniques such as slapstick, rule of three and lazzi. | | Assessment will include performing an extract from the play - Mickey and Eddie meet for the first time, aged 7. Students are asked to pay particular attention to the skills used to present these two characters to highlight the differences in their social class. | | Assessment includes a group performance in which students are encouraged to push the drama forwards in a direction of their choice. | |