



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

DRAMA

INTENT

Our mission is to ignite creativity, uncover potential, and develop transferable skills through the arts, moulding creative, happy, and successful students at CHS South and beyond.

In an ever-changing world, drama and theatre offer the stability and creative opportunity to explore and discover in a safe and supportive environment. Studying current and historical events inspires us to develop our Local, National and Global responsibility, prompting emotional intelligence, resilience, empathy and a strong social conscience. Our students work as a drama family, they care for and support each other as they are challenged with provocative themes and questions. The centre of our ethos is that exploration through drama and theatre educates, promotes and empowers change, an ethos that is ever more important in fractious times. Drama helps develop creative, invested and passionate young people who recognise how theatre can be used to create positive change. Drama students will explore style and genre as well as developing their own acting skills through many practical performances while studying the AQA syllabus at Key Stage Four. Reviewing live theatre performances in order to develop analytical and evaluative understanding helps students expand their own opinions and can even challenge prejudice. Students become skilled at breaking down theatre to create meaning and subtext which then empowers their own practical performances.



YEAR GROUP

YEAR 8

RATIONAL / NARRATIVE

Students will be able to adopt, create and sustain a range of roles through the exploration of improvisation, devising and script work. They will watch and respond to a range of theatre performances. Through topic-based learning, students will experiment with transferable skills, which challenge them to see their world and their place within it. They are encouraged to step out of their comfort zone, develop confidence and improve self-esteem.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Social Media

Faces - Scripted

Human Rights –
Holocaust

Our Day Out

The Football Disaster

Shakespeare and status

SKILLS

Sustaining a character. Exploring social media pressure and how it can control young people's lives. Looking at juxtaposition in performance to create pathos.

Develop skills in naturalistic, emotive performances based on action and consequence. Show ability to participate in group discussions. To show consequence through use of dramatic techniques such as Angel/Devil. Cueing. Monologue. Flashbacks.

Study of Human Rights and the Holocaust using script extracts and character exploration. Focus on emotional literacy and maturity when dealing with sensitive issues, soundscape to build tension and atmosphere.

Exploring stereotypes, cultural representations of class and status. Script into performance. Learning lines. Accent and character. Creating subtext and character depth. Creating caricature and naturalistic characters.

Explore the Hillsborough Disaster through storytelling, scriptwriting and verbatim. Creating character, responding to scenarios.

Status on stage through characters in conflict situations in Shakespeare text. Using Shakespearean language to create tension and atmosphere. To use correct vocal and physical skills and staging to create a character of high or low status.

ASSESSMENT

Progress Check: Effective use of abstract techniques to communicate meaning.

Progress Check: Role in performance: practical assessment of working in role to communicate intention and interpretation.

Progress Test: Effective use of abstract techniques to communicate meaning and sensitive response to themes.

Progress Check: Role in performance: practical assessment of working in role to communicate intention and interpretation.

Progress Check: Performance piece based on the themes explored in lesson and various stimuli including self-written monologue.

Progress Test: Macbeth Effective use of abstract techniques to communicate meaning.

HOME LEARNING

Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.

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<p>READING, WRITING, TALK, NUMERACY</p> <p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p> <p>PSPSMC, BRITISH VALUES AND DIVERSITY</p>	<p>All rehearsal work develops a strong use of negotiating skills and language. Communication Presentation. Speaking and Listening skills. Evaluative skills. Communicating with group members. Problem solving. Creating caricature, using sounds, thought tracking and emotive vocabulary to create atmosphere and tension. To communicate meaning through physical representation.</p>	<p>Writing – Punctuation Reading Selecting appropriate material. Identifying Genre and theme. Creating Tension and Atmosphere through language choice. Verbalising key words – students are asked to repeat key words where necessary. Students are challenged to use the best choices of words.</p>	<p>Writing – Clarity and organisation Reading Active reading strategies Identify and define any unfamiliar terms. Human Rights and Apartheid Creative, in role writing/poetry Diary Entry to inform the audience of the character's private feelings. Evaluating Human Rights through persuasive language in performance. Using accent and body language to explore society and status.</p>	<p>Writing – Sentence structures Reading Selecting Information to present to class. Writing to Persuade Using Questions, feelings and repetition. Understanding genre of new s reports. Communicating to persuade using persuasive vocabulary and justification. Reasoning and debate. Recognising and dissecting dialectical patterns.</p>	<p>Reading - Skimming, Scanning research facts on Hillsborough. Writing a monologue. In role writing. Writing to create emotional response. Developing a character to keep the audience interested. Using empathy and emotional literacy to explore stories from other cultures. Communicating character and status through language choices and abstract techniques. Verbalising opinions about the media's take on the disaster.</p>	<p>Cultural Identity and Heritage through Shakespeare. Creative, in role writing/poetry Diary Entry to inform the audience of the character's private feelings.</p>
	<p>Create Develop Respond Devise</p>	<p>Evaluate Select Explain Analyse</p>	<p>Create Respond Analyse Devise</p>	<p>Select Role Perform Create</p>	<p>Create Empathy Evaluate Describe</p>	<p>Role Analyse Select Explain</p>
	<p>Abstract Techniques/Abstract Art Slow Motion Split Stage Puppetry</p>	<p>Dilemma Hot seating Empathy Angel/Devil Montage</p>	<p>Fluid Sculpture Physical Theatre Characterisation Teacher in Role Placards</p>	<p>Sustaining Character Accent Emphasis Tension</p>	<p>Monologue Mannerism Intention Unison Canon Devising</p>	<p>Soliloquy Shakespeare Iambic pentameter Genre</p>
	<p>Developing and maintaining self-esteem through collaborative ensemble work. Ability to identify personal skills and qualities needed to be able to thrive. Using</p>	<p>Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.</p>	<p>The political, legal and Human Rights and responsibilities of citizens. Explore creative approaches to taking action on problems and issues to achieve</p>	<p>Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.</p>	<p>Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations.</p>	<p>Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences.</p>



	<p>approaches to working with others, problem solving and active planning.</p> <p>Freedom of speech and diversity of views and the role of the media in informing and influencing public opinion and holding those in power to account.</p> <p>Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.</p>	<p>Actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment.</p>	<p>intended purposes.</p> <p>Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.</p>	<p>Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.</p>	<p>Thinking creatively by generating and exploring ideas making original connections.</p> <p>Process and evaluate information, planning strategic approaches to create a performance.</p>	<p>Work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness, and collaboration</p>
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