

**Year 8 Drama Curriculum Journey – Speaking to the Audience**

*The curriculum in Drama will stimulate the creativity of our students to challenge, engage and encourage self-confidence whilst exploring the history of drama, the skills and techniques necessary to devise and perform a piece of drama and to question morality through the medium of Drama.*

Topic	Term	Context	Vocab <i>*The vocabulary is in addition to all of the essential skills, new skills and techniques</i>	<i>To become an accomplished actor, I will be able to apply the following essential skills to each character that I become:</i>  <i>I will be challenged by the context behind the character I am playing and the difficulty to achieve the artistic aims of the character.</i>	Essential Physical Skills	Essentials Vocal Skills	<i>I will be learning the following new skills and techniques throughout each topic.</i>	New skills	Techniques
Script delivered through Refugee Boy	Autumn 1	During this topic, pupils will be given the opportunity to perform a scripted piece. They will have spent time exploring how to create tension by growing their skill set and learn the key principles of following stage directions. They will use the play adaptation of Refugee Boy to analyse the Drama skills and techniques.	Transition  Stage Presence  Tension		Body Language Facial Expressions Gesture	Tone Projection		Tempo Pace Pitch	Freeze Frame Split Scene Monologue Hot Seating
Pantomime delivered through Cinderella	Spring 1	This project is about the history of pantomime and performing a pantomime. At the end of the project, students perform some scenes from Cinderella from a script after completing work on stock characters. All year 8 pupils visit the Liverpool Arena to watch the city's main pantomime. Work begins in the spring term.	Melodrama  Stock Characters		Body Language Facial Expressions Gesture	Pace Pitch Tone Projection Tempo		Exaggeration	Transitions Breaking the 4 <sup>th</sup> wall (audience participation)
Devising inspired by Brecht  <i>*Bertolt Brecht is one of the most influential Drama practitioners of the 20<sup>th</sup> Century.</i>	Spring 2 leading into Summer 1	In this project, students will study the Drama practitioner Bertolt Brecht. They will study many Brechtian techniques and they devise their own Brechtian performance inspired by a social, political or moral message.	Drama Practitioner  Bertolt Brecht  Energy		Body Language Facial Expressions Gesture	Pace Pitch Tone Projection Tempo		<i>*Technique based scheme. All new learning is through the application of Brechtian techniques.</i>	Freeze Frame Mime Improvisation Thought Tracking Inner monologue Choral Speaking Placards Levels
Staging delivered through Shakespeare	Summer 1	The aim of this project is to develop a piece of drama using a script. Students are given the opportunity to write and perform their own scripts, based on extracts from plays by Shakespeare.	Blocking		Body Language Facial Expressions Gesture	Pace Pitch Tone Projection Tempo		Eye Contact Proxemics Stage positioning	Blocking Mime Stage combat Physical theatre

Formative Assessment	I will complete formative assessment every lesson. I will recall my previous learning, demonstrate my knowledge through practical exploration, develop my knowledge through deeper thinking and discuss my intentions with my peers. I will receive verbal feedback from my teacher every lesson, this will help me to continue to make progress throughout each lesson.
Summative Assessment	I will complete a formal assessment at the end of each topic. I will be assessed on my ability to demonstrate the essential skills, new skills and techniques that have been taught throughout the topic. I will be expected to combine all learning and perform a key role to an audience.