

What your child will learn each half term

This overview shows the key topics, skills, and knowledge your child will be learning in **Drama** in **Year 8**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning:** The topic or focus for the half term.
- **Key knowledge & skills:** What students should understand and be able to do.
- **How we assess learning:** knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know:** Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge	Key skills	How we will assess learning in this unit	Homework	Key vocabulary for this unit
HT 1	Devising	Devising from a stimulus. Practical workshops to introduce and reincorporate a range of performing skills and techniques. Application of technique to create final performance.	Thought Tracking, Group Narration, Choral speech, Use of freeze frame. Group devising and research. Team skills – developing a group performance piece.	Ongoing practical assessment in lesson. Peer / teacher feedback. Rehearsal and refinement of devised piece from stimulus.	Research tasks. Script development.	Devising Refinement Rehearsal Chorus Freeze frame Physicality
HT 2	Splendid Style	Exploration of practitioner style through performance based workshops and rehearsal. Exploration of archetypes and multi role performance. Exploration of style through study of 'Medea' in performance.	Multi-role acting, mixing narration, chorus and character. Physical motifs. Actor created sound effects. Creating archetypal characters in performance. Script reading and analysis.	Peer / teacher feedback in workshop sessions. Group performances of script work in practitioner style. Pieces created from Splendid text – 'Medea' - and utilising techniques learned over the unit.	Research into practitioner. Line learning for assessed performance.	Ensemble Multi-role Fourth wall Archetypes Motif Unison Cannon Echo
HT 3	Verbatim Theatre – 'Who Cares?'	Introduction of text.	Application of	Self, peer and whole group evaluation of	Group rehearsals	Verbatim theatre Synchronicity

		<p>Study of professional performance.</p> <p>Exploration of theme – ‘What is a young carer?’</p> <p>Read throughs and script / character analysis.</p> <p>Workshop lessons on key scenes / key characters.</p>	<p>rehearsal, team and performance skills.</p> <p>Focus on targeted application of multi-role acting, mixing narration, chorus and character, use of Verbatim script technique for desired effect.</p>	<p>ongoing and final performance work and development of technique over the unit using subject specific vocabulary and terminology.</p> <p>Assessed performance of scripted group pieces from set text ‘Who Cares?’</p>	<p>and line learning for end of unit assessed performance.</p>	<p>Ensemble</p> <p>Multi-role</p> <p>Fourth wall</p> <p>Archetypes</p> <p>Motif</p> <p>Unison</p> <p>Cannon</p> <p>Echo</p>
HT 4	Verbatim Theatre – Devising – ‘A Year in History’	<p>Further exploration of Verbatim Theatre and the devising creative process.</p> <p>How to create Verbatim script from source material.</p> <p>Selection and editing of first person accounts and appropriate performance skills to create effective Verbatim Theatre.</p>	<p>Application of rehearsal, team and performance skills.</p> <p>Research and scripting / editing skills.</p> <p>Focus on targeted application of multi-role acting, mixing narration, chorus and character, use of Verbatim script technique for desired effect.</p>	<p>Self, peer and whole group evaluation of ongoing and final performance work and development of technique over the unit using subject specific vocabulary and terminology.</p> <p>Assessed performance of devised group pieces based on ‘A Year in History’</p>	<p>Research / source material gathering.</p> <p>Line Learning for assessed end of unit performance.</p>	<p>Verbatim theatre</p> <p>Synchronicity</p> <p>Ensemble</p> <p>Multi-role</p> <p>Fourth wall</p> <p>Archetypes</p> <p>Motif</p> <p>Unison</p> <p>Cannon</p> <p>Echo</p> <p>Editing</p>
HT 5	Epic Theatre – Blood Brothers	<p>Exploration of Epic Theatre using the Willy Russell play, Blood Brothers.</p> <p>Exploration of key scenes and characters.</p>	<p>Script analysis and selection.</p> <p>Application of rehearsal, team and performance skills.</p> <p>Focus on targeted application of</p>	<p>Self, peer and whole group evaluation of ongoing and final performance work and development of technique over the unit using subject specific</p>	<p>Research into set text (Blood Brothers), characters, style, genre and context.</p>	<p>Epic Theatre</p> <p>Fourth Wall</p> <p>Narrator</p> <p>Archetype</p> <p>Stereotype</p> <p>Fate</p> <p>Episodic structure</p>

		Exploration of style and genre – Epic theatre techniques crossing over with musical theatre. Exploration of key themes within the play – Nature / Nurture, superstitions, fate.	Epic theatre techniques and acting, mixing narration, archetypal characters, use of these skills for desired dramatic effect.	vocabulary and terminology. Assessed performance of scripted group pieces from set text 'Blood Brothers'	Line Learning for assessed end of unit performance.	
HT 6	Performance analysis – The Odyssey	Exploration of theatre performance analysis and evaluation linked to the Splendid play 'The Odyssey'. What makes an effective performance? How do actor's use their performance skills to create effect? Recognition of stylistic techniques.	Analysis skills linked to chosen performance. Breaking down a scene to recognise effective use of technique. Linking stagecraft to story and the effectiveness of style.	Ongoing feedback and questioning from teacher. End of unit written assessment focused on analysis of performance and evaluation of success.	Research tasks linked to Splendid Productions.	Analysis Evaluation Stagecraft Revision of prior vocabulary to use in this context.