

DRAMA- YEAR 8-Terms 3 and 4

To understand the design aspects of theatre and be able to consider staging forms, set and setting, costume and props to communicate ideas to an audience.

This feeds on from Terms 3 and 4, Year 7, Pantomime.

This feeds on to GCSE Drama Component 1.

| <u>UNIT INTENT</u>   | <u>Lesson Intent</u>  | <u>Vocabulary – Daily Retrieval/Teach for memory</u>   | <u>Activities/Assessment (to including the metacognitive/learning verb)</u>  | <u>Homework/Literacy Map</u> |
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| <p><u>Week 1:</u><br/>To DESCRIBE the design aspects of theatre and be able to consider staging forms, set and setting, costume and props to communicate ideas to an audience.</p>     | <p>To understand how to consider set and staging for a large cast scene.<br/>This feeds on from 'The Terrible Fate of Humpty Dumpty', Year 7.<br/>This feeds onto GCSE Component 1.</p> | <p>Introducing:<br/>SET<br/>STAGING<br/>AUDIENCE<br/>WINGS<br/>OFFSTAGE<br/>SIGHTLINES<br/>BLOCKING<br/>Retrieving:<br/>Areas of a stage</p> | <p>Areas of the stage game.<br/>Whole class part reading of scenes from 'Our Day Out' by Willy Russell.<br/>Use of forum theatre to explore ways to create the set for the bus scenes.<br/>Small groups create school bus scene.</p> |                              |
| <p><u>Week 2:</u> To EXPLAIN WHAT the design aspects of theatre are and be able to consider staging forms, set and setting, costume and props to communicate ideas to an audience.</p> | <p>To understand how to consider set and staging for a large cast scene.<br/>This feeds on from 'The Terrible Fate of Humpty Dumpty', Year 7.</p>                                       | <p>Retrieving:<br/>SET<br/>STAGING<br/>AUDIENCE<br/>WINGS<br/>OFFSTAGE<br/>SIGHTLINES<br/>BLOCKING</p>                                       | <p>Revise knowledge of set and staging design learnt last week.<br/>Small groups develop school bus scenes.<br/>Perform and evaluate effectiveness of use of set.</p>  |                              |

Vocab Bank

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|   | This feeds onto GCSE Component 1.   | AREAS of a STAGE  |   |  |
| <u>Week 3:</u><br>To EVALUATE HOW the design aspects of theatre can be used and be able to consider staging forms, set and setting, costume and props to communicate ideas to an audience.  | To learn about different staging forms and consider site specific drama.<br>This feeds on from 'The Terrible Fate of Humpty Dumpty', Year 7.<br>This feeds onto GCSE Component 1. | Retrieving:<br>SET<br>STAGING<br>AUDIENCE<br>WINGS<br>OFFSTAGE<br>SIGHTLINES<br>BLOCKING<br><br>Introducing:<br>END ON<br>TRAVERSE<br>THRUST<br>PROMENADE | Physical demonstrations of each staging form.<br>Small groups read scenes from Gregory's Girl.<br>Site specific blocking and rehearsing of scenes/devising own site specific scenes of school life. |  |
| <u>Week 4:</u><br>To ANALYSE WHY the design aspects of theatre are important and be able to consider staging forms, set and setting, costume and props to communicate ideas to an audience. | To learn about different staging forms and consider site specific drama.<br>This feeds on from 'The Terrible Fate of Humpty Dumpty', Year 7.<br>This feeds onto GCSE Component 1. | Retrieving:<br>SET<br>STAGING<br>AUDIENCE<br>WINGS<br>OFFSTAGE<br>SIGHTLINES<br>BLOCKING<br>END ON<br>TRAVERSE<br>THRUST<br>PROMENADE                     | Develop and refine ideas for site specific scenes/devising own site specific scenes of school life.<br>Perform as Promenade theatre and analyse and evaluate the staging.                           |  |
| <u>Week 5:</u><br>To DEMONSTRATE understanding of the design aspects of theatre and be able to consider staging   | To consider how to use space effectively to communicate relationships between characters.   | Retrieving;<br>SET<br>STAGING<br>AUDIENCE<br>WINGS  | Status card game.<br>Whole class part read scenes form DNA<br>Small groups block and rehearse scenes  |  |

Vocab Bank

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| <p>forms, set and setting, costume and props to communicate ideas to an audience.</p>  | <p>This feeds on from 'The Terrible Fate of Humpty Dumpty', Year 7.<br/>This feeds onto GCSE Component 1.</p>   | <p>OFFSTAGE<br/>SIGHTLINES<br/>BLOCKING<br/>Introducing:<br/>PROXEMICS<br/>STATUS</p>   | <p>considering use of space to communicate relationships between characters.</p>  |  |
| <p><u>Week 6:</u><br/><br/>To EVALUATE and ANALYSE use of the design aspects of theatre and be able to consider staging forms, set and setting, costume and props to communicate ideas to an audience.</p> | <p>To consider how to use space effectively to communicate relationships between characters.<br/>This feeds on from 'The Terrible Fate of Humpty Dumpty', Year 7.<br/>This feeds onto GCSE Component 1.</p> | <p>Retrieving:<br/>SET<br/>STAGING<br/>AUDIENCE<br/>WINGS<br/>OFFSTAGE<br/>SIGHTLINES<br/>BLOCKING<br/>PROXEMICS<br/>STATUS</p> | <p>Small groups continue to block and rehearse scenes considering use of space to communicate relationships between characters.<br/>Show and evaluate use of space.</p> |  |

Vocab Bank