



**Rainford High School – Department: Drama**

	<b>Year 8 Curriculum</b>					
	<b>Half-Term 1</b>	<b>Half-Term 2</b>	<b>Half-Term 3</b>	<b>Half-Term 4</b>	<b>Half-Term 5</b>	<b>Half-Term 6</b>
Topic	<b>Darkwood Manor: Introduction to Physical Theatre</b>	<b>A tour of Shakespeare</b>	<b>Social based Drama: Homelessness</b>	<b>Whodunnit? Murder Mystery</b>	<b>The Terrible fate of Humpty Dumpty</b>	<b>Comedy</b>
Essential knowledge, skills and understanding	In this unit students begin to take an in-depth look at the style of theatre Physical Theatre. They will explore the style of theatre using the stimulus of Darkwood manor, a ghost story. Students will look at techniques specific to the style: Body propping Choral speech Choral movement	In this unit, students take a tour of some of Shakespeare’s greatest texts. They look at Midsummer night’s dream, The Tempest and Macbeth. Student’s look at how to perform these texts in both traditional and contemporary styles of theatre. Interpreting a script Duologue Monologue Language	In this unit students are devising to a stimulus. Students develop their own script work around the theme of homelessness. Students work with both duologues and monologues and develop a character Conscience alley Sound collage Thought tracking	In this unit students will explore the style and genre of Murder Mystery. They will explore the 9 key features of Murder mystery and apply these to performances Cross cutting Duologue	In this unit students look at how to stage a script and interpret characters from a script. The script looks at the topic of bullying. Students will look at how to create tension and empathy using space on stage. Proximity Stage directions Spatial awareness	This is an exploration of historical context in Drama. Students will develop their understanding and use of stock characters to create a short performance. Students will further explore how devise their own comedy routines once learning about the different comedy conventions. Slapstick Comedic timing 7 levels of tension

<p>Assessments and assessment focus</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>A written evaluation on their practical performance</p> <p>A performance Using the stimulus develop the Darkwood Manor ghost story. In groups students use the body as a prop to enhance the drama</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p><b>ASSESSMENT WINDOW 1 including:</b></p> <p>A written evaluation on their practical performance</p> <p>A choice of scenes between the three plays we have studied</p> <ul style="list-style-type: none"> <li>- The Tempest</li> <li>- Midsummer Night's dream</li> <li>- Macbeth</li> </ul>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>A written evaluation on their practical performance</p> <p>Exploration of Sam's box and development of Sam's story. Use of voice collage to emphasise Sam's feelings and emotions. Final performance of Sam's story from pressure at home to life on the streets</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>A written evaluation on their practical performance</p> <p>Small group performance devised based of knowledge that they have gathered over the course of lessons through crime scenes and interviews</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p><b>ASSESSMENT WINDOW 2 including:</b></p> <p>A written evaluation on their practical performance</p> <p>A group performance of an extract from 'Terrible Fate of Humpty Dumpty' and Development of short thematic scenes of the play.</p>	<p>Retrieval testing of knowledge organiser</p> <p>Formative assessment:</p> <p>A written evaluation on their practical performance</p> <p>A group performance of a comedy performance based on a piece of visual comedy they have watched.</p>
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