



# Drama

## Key Stage 3 Framework for Learning

### Year 8 2016-2017: Creative Foundations

#### Autumn 1

<b>Knowledge</b>	Celebrity/ Little Sister
<b>Skills</b>	Sustaining a character. Exploring fame and pressure on modern day society. Looking at juxtaposition in performance to create pathos.
<b>Assessment</b>	<b>Class Assessed performance of the creation and sustaining of a new character that shows the private and public face of society conformity. Ability to select and use Abstract Techniques when producing 'A Day In the Life of Celebrity'.</b> Acquisition and development variety of sophisticated Drama techniques. Creating a character clearly different to self. Staying in role throughout a performance. Thinking deeply about character. Grades D,E,F,G
<b>Reward &amp; enrichment</b>	Manchester Art Gallery <i>Getting Under the Skin</i> Tour of BBC at Media City Take Part in school musical
<b>Character</b>	QoS – Curiosity CV – Self-Help & Self Responsibility  Self-responsibility, empathy, creative idea sharing and independent learning are all used as pupil's analyse the impact 'celebrity representation' in the media has on self-esteem and body image in young people. Each member of the class will engage in issues that affect them and show resilience and openness when discussing serious matters. Pupils will be responsible for creating and sustaining their own believable character and staying motivated during the rehearsal and development process.



#### Autumn 2

<b>Knowledge</b>	Dilemmas
<b>Skills</b>	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.
<b>Assessment</b>	<b>Class Assessed performance of the creation of tension in emotive, naturalistic improvisations based on dilemmas. Ability to select and use Abstract Techniques when showing the importance of Road Safety.</b> Devising Drama in various forms. Exploring and interpreting ideas. Structuring Drama using appropriate dramatic forms such as documentary and use of different Drama conventions such as split screen and symbolic movements. Grades D,E,F,G
<b>Reward &amp; enrichment</b>	Watch <i>Birth</i> at The Royal Exchange Watch <i>Things I Know To Be True</i> at The Lowry Take part/watch school musical Take part in CHAT:SS
<b>Character</b>	QoS – Creativity & Motivation CV –Solidarity & Social Responsibility  As the scheme of work on Dilemmas explores social responsibility, morality and loss; pupils are encouraged to develop their empathy skills while working in role, developing their understanding of symbolism. The perceptive problem solving skills in Drama are an essential part of the creative process in order to produce emotive and meaningful theatre. Pupils will be expected to provide constructive support and feedback to each other while they confidently work together towards the common goal of creating an effective performance. The social responsibility issues studied will be studied as characters face a series of dilemmas and forum theatre and improvisation is used to explore different outcomes.



#### Spring 1

<b>Knowledge</b>	Human Rights
<b>Skills</b>	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.
<b>Assessment</b>	<b>Class Assessed performance of the creation of tension in emotive, naturalistic improvisations based on the Holocaust. Ability to select and use Abstract Techniques when showing the impact on the victims in Auschwitz.</b> Being able to devise dramas in various forms based on a range of challenging issues. Being able to recognise and understand cultural, historical and social context of drama that is performed. Show complete control in performance. Grades C,D,E,F,G
<b>Reward &amp; enrichment</b>	Visit The Imperial War Museum



	<p>Visit Manchester Jewish Museum Visit Pankhurst Museum, Manchester</p>
<b>Character</b>	<p>QofS – Resiliency &amp; Practice CV – Equality &amp; Equity</p> <p>Equality is studied in depth during the scheme as Human Rights and The Holocaust approach the question of social responsibility within your own community. Pupils will be self-managers as they explore these serious themes. Pupils will show resiliency while working in role to empathise with victims of the Holocaust as they follow the introduction of the Nuremburg Laws up to the Final Solution.</p> 

## Spring 2

<b>Knowledge</b>	Africa
<b>Skills</b>	Explore culture of Africa through storytelling, scriptwriting and real life testimony used to create monologue and physical theatre.
<b>Assessment</b>	<p><b>Class Assessed performance of the creation of tension in emotive monologues and abstract performances based on Child Soldiers.</b></p> <p>Show ability to make plays which use symbolic representations to communicate meaning. Can create and represent clearly defined characters from written word, add depth and consider motivation. Grades C,D,E,F,G</p>
<b>Reward &amp; enrichment</b>	<p>Living Cultures at Manchester Museum Visit World Museum, Liverpool</p>
<b>Character</b>	<p>QofS – Optimism &amp; Empathy CV – Openness &amp; Honesty</p> <p>Using real life statements from Child Soldiers in Africa pupils are forced to empathise with the young victims of war and while working in role will be taught how to question social responsibility by creating politically motivated pieces of theatre. Pupils will show sensitivity towards this serious matter allowing open and honest discussion about the futility of war.</p> 

## Summer 1

<b>Knowledge</b>	Our Day Out
<b>Skills</b>	Exploring stereotypes and status. Script into performance. Learning lines. Accent and character. Creating subtext and character depth. Creating caricature and naturalistic characters.
<b>Assessment</b>	<p><b>Class Assessed performance of the development of a character and learning lines from a section of 'Our Day Out'.</b></p> <p>Characters are developed throughout rehearsals. Thinking deeply about character and always trying to develop and improve performances. Create and represent clearly defined characters from written word, add depth and consider motivation. Grades C,D,E,F,G</p>
<b>Reward &amp; enrichment</b>	<p>Visit Conway Castle Visit Museum of Liverpool Visit People's History Museum</p>
<b>Character</b>	<p>QofS – Reflection CV – Caring for Others &amp; Self-Help</p> <p>The 'Our Day Out' script by Willie Russell allows pupils to develop their comedic performances and believable character Acting Skills while reflecting on the underlying issues of poverty and neglect that run through the subtext of the script. Pupils will need to show resilience while learning a new accent and stay motivated when learning lines for as assessment. Through the exploration of text pupils will be asked to question and reflect upon whose responsibility is it to care for the characters in the play.</p> 

## Summer 2

<b>Knowledge</b>	Shakespeare and status
<b>Skills</b>	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.
<b>Assessment</b>	<p><b>Class Assessed performance of an extract from a Shakespeare script. Romeo and Juliet or A Midsummer Night's Dream.</b></p> <p>Demonstration of imagination and considered justifications when interpreting a text. Showing control and subtlety in performance. Can create a powerful piece of theatre. Grades C,D,E,F,G</p>
<b>Reward &amp; enrichment</b>	<p>Watch NT Live Shakespeare performances. Watch Shakespeare performances on Digital Theatre</p>



<b>Character</b>	<p>QofS – Responsibility CV – Democracy</p> <p>Pupils will study democracy and social responsibility when exploring the social division in Shakespeare’s Romeo and Juliet. Resilience, practice and motivation are needed when approaching the challenging language of the script and the ability to take positive risks with the vocal and physical representation of the language. There are many opportunities to show positive leadership skills through effective participation and directing when working in a small group.</p> 
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