



Drama

Key Stage 3 Framework for Learning

Year 8 2017-2018: Creative Foundations

Autumn 1

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| Knowledge | Celebrity/ Little Sister. |
| Skills | Sustaining a character. Exploring fame and pressure on modern day society. Looking at juxtaposition in performance to create pathos. |
| Assessment | Research the pressure on image and 'perfection'. Performance/ Practical Assessment. |
| Cultural enrichment | Manchester Art Gallery <i>Getting Under the Skin</i> Tour of BBC at Media City Take Part in school musical Reading List: <i>The Hunger Games</i> , Suzanne Collins <i>1984</i> , George Orwell, (HAP) <i>Chicken Soup for The Teenage Soul: Stories of Life, Love and Learning</i> Jack Canfield Listen to Radiolab podcasts Eye in the Sky, K-poparazzi, Candid Camera |
| Character | 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

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| Knowledge | Dilemmas |
| Skills | 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. |
| Assessment | Research Dilemmas faced by young people Progress test of practical performance from Dilemmas. |
| Cultural enrichment | 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 Reading List: <i>Noughts and Crosses</i> <i>An Eye for an Eye</i> <i>Knife Edge</i> <i>Checkmate</i> <i>Double Cross</i> , Malorie Blackman <i>To Kill a Mockingbird</i> , Harper Lee |
| Character |  <p>As the scheme of work on Dilemmas explores social responsibility, morality and loss; pupils are encouraged to develop their empathy skills and problem solving 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.</p> |



Spring 1

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| Knowledge | Human Rights |
| Skills | 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. |
| Assessment | Research Human Rights. Performance/ Practical Assessment. |
| Cultural enrichment | Visit The Imperial War Museum Visit Manchester Jewish Museum Visit Pankhurst Museum, Manchester Reading List: <i>I Am Malala</i> , Malala Yousafzai <i>A Thousand Splendid Suns</i> , Khaled Hosseini <i>Anne Frank: Diary of a Young Girl</i> , Anne Frank <i>The Boy in the striped Pajamas</i> , John Boyne Listen to Radiolab podcast Nazi Summer Camp |
| Character |  <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 Nuremberg Laws up to the Final Solution.</p> |

Spring 2

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| Knowledge | Africa |
| Skills | Explore culture of Africa through storytelling, scriptwriting and real life testimony used to create monologue and physical theatre. |
| Assessment | Progress test on Holocaust performance. Research Child Soldiers. |
| Cultural enrichment | Living Cultures at Manchester Museum Visit World Museum, Liverpool Reading List: <i>Beasts of No Nation</i> , Uzodinma Iweala (only extracts) <i>A Long Way Gone: Memoirs of a Boy Soldier</i> , Ishmael Beah (only extracts) <i>Burn My Heart</i> , Beverley Naidoo Listen to CLIPS from Radiolab podcast The Rhino Hunter, Mau Mau |
| Character |  <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

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| Knowledge | Our Day Out |
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| Skills | Exploring stereotypes and status. Script into performance. Learning lines. Accent and character. Creating subtext and character depth. Creating caricature and naturalistic characters. |
| Assessment | Develop understanding of accent. Rehearsed performance of our Day Out. |
| Cultural enrichment | Visit Conway Castle Visit Museum of Liverpool Visit People's History Museum Reading List: <i>Our Day Out (Full Play)</i> , Willy Russell <i>The Light That Gets Lost</i> , Natasha Carthew <i>Crongton Knights</i> , Alex Wheatle |
| Character |  <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

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| Knowledge | Shakespeare and status |
| Skills | 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. |
| Assessment | Performance Progress Test of Our Day Out. Research conflict in Gangs. |
| Cultural enrichment | Watch NT Live Shakespeare performances. Watch Shakespeare performances on Digital Theatre Reading List: <i>A Midsummer Night's Dream, Hamlet, Romeo & Juliet</i> , William Shakespeare <i>YOLO</i> , Courtney Carbone Brett Wright |
| Character |  <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> |