

**Subject: Drama**

**Year 8**

**Course Outline 2023 - 2024**

<b>Autumn 1</b> (6 Weeks)	<b>Autumn 2</b> (6 Weeks)	<b>Spring 1</b> (6 Weeks)	<b>Spring 2</b> (6 Weeks)	<b>Summer 1</b> (6 Weeks)	<b>Summer 2</b> (6 Weeks)
------------------------------	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------

**WHAT ARE WE STUDYING?**

<b>ACTING SKILLS:</b> <b>Studying the craft of the actor</b>	<b>EXPLORING TEXT:</b> <b>Macbeth</b>	<b>DRAMA TECHNIQUES:</b> <b>Greek Tragedy</b>
Actor communicate through use of voice, movement, posture, facial expression and imagination to communicate meaning to their audience.  <i>In this unit, students will advance prior learning to improve their performance skills and learning a variety of approaches to creating and communicating character.</i>  Students experiment with mime, improvisation, mask work, vocal technique, motivation and subtext.	Understanding of the performance space, arrangement of audience, use of design and technical elements to create tension, atmosphere and meaning for the audience.  <i>Exploration of how to practically stage a performance, using Macbeth to support and enhance understanding of Shakespeare, a text studied simultaneously in English lessons.</i>  Students explore interpretation of text, using performance skills various dramatic techniques. <b>Assessment focus on creation of atmosphere and tension.</b>	Drama is a multi-disciplinary art form including acting, dance, music, sound effects, lighting, staging, mask and costume to communicate meaning to an audience.  <i>The chorus in Ancient Greek drama was a group of actors who described and commented upon the main action of a play with spoken word and movement in unison.</i>  Students advance understanding of Choral Speech and Movement, Multi-Roling, Masks, Devising and stagecraft.

**WHY ARE WE STUDYING THIS? (skills, purpose or progression)**

Secure previous learning and advance to more sophisticated understanding of performance skills.	to create specific meaning through performance to realise performance and design skills to understand how drama is developed from page to stage	to create original performances to realise performance skill and techniques to evaluate audience impact of performance
---	---	--

**HOW WILL THIS BE ASSESSED?**

verbal and recorded feedback verbal feedback; evaluation	verbal and recorded feedback on performances recorded peer feedback, analysis of plot and character	verbal and recorded feedback on performances analysis/evaluation of scenes from a Live Production
---	--	--

<b>WHY NOW?</b> To improve skills of performance and communication	<b>WHY NOW?</b> To co-ordinate with English Department teaching of Shakespeare and to further challenge text interpretation.	<b>WHY NOW?</b>
---	---	-----------------

<b>Link to future units</b> Macbeth, Greek Theatre, Devising	<b>Link to future units</b> Romeo and Juliet, Greek Theatre, Devising	<b>Link to future units</b> Romeo and Juliet, Devising
---	--	---

<b>RWCM</b>	Study of texts, regular communication tasks, written evaluations.
<b>Extra-curricular experiences</b>	Where opportunities arise, theatre trips and visits will be offered, weekly drama club, school production Midsummer Night's Dream
<b>Careers Links</b>	Performer, writer, director, sound effects engineer, costume designer, set designer, stage management, dramaturg, historian
<b>Independent Learning</b>	Watching performance scenes, memorising lines, researching careers
<b>Essential Equipment</b>	Scripts, paper, coloured pencils, costumes, props all supplied by department