

KS3 Year 8 Overview Subject: Drama

Year 8		
Autumn Term 2018	Spring Term 2019	Summer Term 2019
<p><u>Half term 1</u> <u>Topic</u> Intro lesson Detectives</p> <p><u>Content breakdown:</u> Week 1: Intro / booklets/ Introduction to drama. Share rules and disciplines in drama · Learn names · To maintain a good working environment · To establish classroom control mechanism.</p> <p>Week 2: Work effectively as a group to engage in the murder mystery game. Whole class in role/ development of characterisation. Working in role and guessing the mystery of 'Albert Peach'.</p> <p>Week 3: Creating scenarios and characters from objects as stimulus. To identify with Drama by suspending disbelief.</p> <p>Week 4: Creating reconstruction of missing person scene. To build and consolidate knowledge and skills. To make links between TV detective programmes and theatre acting.</p> <p>Week 5: Creating drama from a diary extract stimulus. To dramatise a diary extract and to explore building tension.</p> <p>Week 6: Creating news bulletin from story so far. To develop an empathic approach to a character</p>	<p><u>Half term 3</u> <u>Topic</u> Horror</p> <p><u>Content breakdown:</u> Week 1: introduction to horror topic and using the style of melodrama. Develop still images to present a horror story.</p> <p>Week 2: Explore the Grand Guignol story using melodramatic movement and soundscapes.</p> <p>Week 3: Develop mime to create a horror atmosphere and heighten tension. Soundscapes and movement to heighten tension</p> <p>Week 4: Create wax works that come to life. Develop still images and slow motion to create moving wax works. Development and use of other theatrical effects to help enhance horror atmosphere.</p> <p>Week 5: End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment</p> <p>Week 6: Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment</p>	<p><u>Half term 5</u> <u>Topic</u> Lord of the Flies</p> <p><u>Content breakdown:</u> Week 1: Introduce the narrative. Explore thought tracking and mime. To use imagination to develop narrative</p> <p>Week 2: Develop narrative in groups. Represent a disaster on stage using drama techniques. Use of idea of 'Frozen moment of impact' marking the moment.</p> <p>Week 3: Develop empathy for characters. Form a whole class still image. Follow and respond to teacher narration.</p> <p>Week 4: Introduce the role of a narrator. Encourage students to speculate on possible narrative outcomes. Encourage the students to think of practical solutions to problems 'How to survive on a desert island!'</p> <p>Week 4: End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment. Create the end of the narrative in small groups. Students to agree upon and portray the fate of the children in small groups incorporating drama techniques that have been explored in this unit.</p>

<p>and to explore sound effects.</p> <p>Week 7: ICC Assessment 1 this week End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment. Create a police scene for the story so far. To create an emotional piece of drama exploring shock and grief.</p> <p>Week 8: Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment</p> <p>HW Title: Detectives Observational task HW length: 60 mins</p>		<p>Week 5: Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment</p>
<p><u>Half term 2</u> <u>Topic</u> <u>Status</u></p> <p><u>Content breakdown:</u> Week 1: DEP 1 Introduce the term status; explore ways that high status is conveyed in performance.</p> <p>Week 2: Explore ways in which status is conveyed in performance/ status relationships/ changes</p> <p>Week 3: develop different status roles. Playing and changing different status levels.</p> <p>Week 4: Explore ways in which status is conveyed in text. To look at how status can affect meaning. To develop and perform text work.</p> <p>Week 5: Re-cap and work towards assessment</p>	<p><u>Half term 4</u> <u>Topic</u> 'Why did the Chicken Cross the Road' Play text</p> <p><u>Content breakdown:</u> Week 1: DEP 2 Intro to script. Script analysis. Still images Exaggerated movement. Develop mirroring and exaggerated movements</p> <p>Week 2: Develop comedy timing with off text improvisations.</p> <p>Week 3: Create scenes from the script. Off text improvisation used to develop role and relationships.</p> <p>Week 4: Learn about characters by hot seating and then creating a talk show from this.</p>	<p><u>Half term 6</u> <u>Topic</u> Media</p> <p><u>Content breakdown:</u> Week 1: DEP 3 Develop understanding of soaps and cliff hangers. Analysing reality TV shows and creating own versions.</p> <p>Week 2: Develop understanding of talk shows. Analysing the talk show genre and creating own versions..</p> <p>Week 3: Develop understanding of adverts. Analysing adverts and creating own versions..</p> <p>Week 4: Develop understanding of documentaries. Analysing documentaries and creating own versions.</p>



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<p>performances. This week given to prep.</p> <p>Week 6: End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment</p> <p>Week 7: Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment</p>	<p>Week 5: Develop work using split staging. Off text improvisation to build character</p> <p>Week 6: End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment. Script work. Present a section from the play considering characterisation and staging. Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment</p> <p>HW Title: Script practical rehearsal HW length: 60 mins</p>	<p>Week 5: Develop understanding of a reality show. Analysing reality TV shows and creating own versions.</p> <p>Week 6: End of topic assessment week: Practical DIRT marking assessment. Peer/ self and teacher assessment. Bring together knowledge and create a television channel.</p> <p>Week 7: Responding/ Evaluation/ Review of Topic/ completion of booklets/ DIRT marking assessment</p>
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