

Curriculum Intent, Implementation and Impact 2019-20

Subject DRAMA

Year group: 8

Periods per fortnight: 2

INTENT: To give students the opportunity to explore Drama from a range of perspectives:

- By devising their own, original work;
- By bringing to life the work of a playwright;
- Exploring a range of drama strategies which will inform performance and devising work.
- Learning to work in a range of group sizes.
- Creating a culture of independent exploration.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>Half term 1- Devised unit/Social Media.</p> <ol style="list-style-type: none"> 1- Explore social media. What is it? How helpful can it be? What are the pitfalls? 2- How can we stay safe? 3- Explore poetry about social media and present using Greek Chorus. <p>Half term 2- Remembrance/Evacuees.</p> <ol style="list-style-type: none"> 1- Explore the life of an evacuee. 2- Use documented stories of people who lived during the second world war. 3- Devise a performance based on developed characters using research obtained and stories from families and friends. <p>Assessment:</p> <p>Dec 2018 – Reflective performance exploring different accounts of world war 2.</p>	<p>Homework:</p> <ul style="list-style-type: none"> - No homework in Drama for KS3. Students are invited to rehearse for assessments. However, this is not a compulsory activity. <p>Google Classroom</p> <ul style="list-style-type: none"> - No classroom needed for KS3 	<ul style="list-style-type: none"> - Although it is not essential for students to rehearse, during assessment tasks, students like to spend time working on their assessment piece. Therefore, students may need support to enable them to stay after school for rehearsals.
Spring Term	<p>Half term 1- Comedy</p> <ol style="list-style-type: none"> 1- Introduction to the origins of comedy. 2- Explore slapstick and clowns. 3- Look at iconic comedy partners through history. 	<p>Homework:</p> <ul style="list-style-type: none"> - No homework in Drama for KS3. Students are invited to rehearse for assessments. However, this is not a compulsory activity. <p>Google Classroom</p> <p>No classroom needed for KS3</p>	<p>Although it is not essential for students to rehearse, during assessment tasks, students like to spend time working on their assessment</p>

	<p>Half term 2- TIE/Working with scripts/ Mark Wheeler scripts</p> <ol style="list-style-type: none"> 1- What is a script? What are the key characteristics needed for a script? What does a stage direction look like? 2- Explore existing T.I.E texts and developing understanding of structure. 3- Research and explore key roles in theatre. Work as a director, script writer, lighting technician etc. 4- Learning lines and performing extracts. 		<p>piece. Therefore, students may need support to enable them to stay after school for rehearsals.</p>
Summer Term	<p>Half term 1- Superhero</p> <ol style="list-style-type: none"> 1- Design own superhero based on research of iconic existing characters. 2- In assessment teams, all students will have a key role within the group. For example: Script writer, producer, director, costume designer. 3- Each role will come together to script a trailer for a superhero film. <p>Half term 2- Superhero continued</p> <ol style="list-style-type: none"> 1- Students will develop their trailer in teams and create a theme tune. 2- Film superhero trailer. 3- Superhero film premier. 	<p>Homework:</p> <ul style="list-style-type: none"> - No homework in Drama for KS3. Students are invited to rehearse for assessments. However, this is not a compulsory activity. <p>Google Classroom No classroom needed for KS3</p>	<p>Although it is not essential for students to rehearse, during assessment tasks, students like to spend time working on their assessment piece. Therefore, students may need support to enable them to stay after school for rehearsals.</p>

IMPACT:

By having a strong rehearsal ethic encouraged through classwork and through continuous rehearsal students should be able to develop the resilience they need to produce the performances.

By having video assessments for each unit the students should have time to work reflectively and to learn to critique their own work.

Students will increase their ambition as they use this time to reflect and review and realise that by breaking the course into the clear areas they have the ability to achieve.

Breaking down the drama course into different areas of expertise based on the expectations built from both mastery statements & the GCSE course they will encounter at Key stage 4 it will allow students to develop the confidence to approach Drama in all its aspects