




| | Year: | 8 | Subject: | Drama | Autumn 1 – Darkwood Manor | Autumn 2a – Darkwood Manor Continued | Autumn 2b – Live Theatre | | |
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| Intent | Subject Concepts (Substantive knowledge)  | <ul style="list-style-type: none"> • Collaboration • Development of dramatic potential • Performance • Styles of theatre • Context | <ul style="list-style-type: none"> • Collaboration | Understanding their role in the success of whole class role-play and responding to Teacher-In-Role. Shared success of a final outcome. | Prior Knowledge: <ul style="list-style-type: none"> • To know what Teacher in Role is. Takeaway Learning: <ul style="list-style-type: none"> • To improvise as a whole class scene. • To be able to evaluate the work of themselves and others. | Making performance decisions as part of a group | Prior Knowledge: <ul style="list-style-type: none"> • To know a range of vocal and physical subject specific terminology Takeaway Learning: <ul style="list-style-type: none"> • To work creatively to devise a final performance. • To create and sustain roles/characters | Students will collaborate with each other to share ideas and opinions on performances they have watched | Prior Knowledge: <ul style="list-style-type: none"> • To be able to share ideas in groups about performances. Takeaway Learning: <ul style="list-style-type: none"> • To be able to evaluate the work of themselves and others. |
| | | | <ul style="list-style-type: none"> • Development of dramatic potential | Students will learn how to create engaging, tense atmosphere using physical and vocal skills Written Monologue Assessment | Prior Knowledge: <ul style="list-style-type: none"> • To know subject specific terminology such as narration, monologue and still images. • To use and understand physical theatre. Takeaway Learning: <ul style="list-style-type: none"> • To create and sustain roles/characters. • To be able to use subject specific terminology. • To write in role as a character different to yourself | Students will explore use of vocal and physical skill and apply to performance work. | Prior Knowledge: <ul style="list-style-type: none"> • To know a range of vocal and physical subject specific terminology. Takeaway Learning: <ul style="list-style-type: none"> • To create and sustain roles/characters. • To understand how performance skills reflect character emotion | Students will learn how to answer exam style questions in preparation for GCSE. | Prior Knowledge: <ul style="list-style-type: none"> • To know a range of lighting effects using subject specific terminology. • To know a range of vocal and physical subject specific terminology. Takeaway Learning: <ul style="list-style-type: none"> • To use subject specific terminology when answering an exam style question. |
| | | | <ul style="list-style-type: none"> • Performance | Justify choices of space and of performance skill. Development of confidence of personal performance skills | Prior Knowledge: <ul style="list-style-type: none"> • To have performed for an audience Takeaway Learning: <ul style="list-style-type: none"> • To use and understand physical theatre. • To be able to use subject specific terminology. | Performance assessment – group performance with monologues | Prior Knowledge: <ul style="list-style-type: none"> • To have performed for an assessment before Takeaway Learning: <ul style="list-style-type: none"> • To create and perform a monologue. • To use and understand physical theatre | Students will watch clips on National Theatre Collections to understand how performance are created using lighting, sound, set and costume. | Prior Knowledge: <ul style="list-style-type: none"> • To know a range of lighting effects using subject specific terminology. • To know a range of vocal and physical subject specific terminology. Takeaway Learning: <ul style="list-style-type: none"> • To use subject specific terminology when answering an exam style question. |
| | | | <ul style="list-style-type: none"> • Styles of theatre | Students will develop understanding of non-naturalistic techniques such as Physical Theatre | Prior Knowledge: <ul style="list-style-type: none"> • To know subject specific terminology such as narration, monologue and still images. • To know a range of vocal and physical subject specific terminology. Takeaway Learning: <ul style="list-style-type: none"> • To use and understand physical theatre. • To be able to use subject specific terminology. | Students will develop and explore their understanding of a non-naturalistic performance style | Prior Knowledge: <ul style="list-style-type: none"> • To understand what naturalism is. Takeaway Learning: <ul style="list-style-type: none"> • To understand and use a range of non-naturalistic performance techniques. | Students will develop an understanding of how a theatre show can fit into style and genre. | Prior Knowledge: <ul style="list-style-type: none"> • Students will understand Takeaway Learning: <ul style="list-style-type: none"> • To understand how style and genre can effect acting, lighting, sound, set and costume decisions. |
| | | | <ul style="list-style-type: none"> • Context | Understand the genre and conventions of spooky stories | Prior knowledge: <ul style="list-style-type: none"> • Students will know what a spooky story is and will have an awareness of Halloween Takeaway learning: <ul style="list-style-type: none"> • To use a range of vocal and physical skills to create a spooky, tense atmosphere | | Prior knowledge: <ul style="list-style-type: none"> • Takeaway learning: <ul style="list-style-type: none"> • | Learn and understand the storyline to Peter Pan | Prior knowledge: <ul style="list-style-type: none"> • Students will be familiar with the characters of Peter Pan, Tinkerbell and Captain Hook Takeaway learning: <ul style="list-style-type: none"> • To understand the use of cross-gender casting and cross-age casting |

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| | Disciplinary Knowledge (How are the subject concepts used) | | <ul style="list-style-type: none"> How an actor and director explores performance skills to create a spooky atmosphere | <ul style="list-style-type: none"> How an actor uses voice, movement and body language to create a character different to themselves | <ul style="list-style-type: none"> How a designer uses production values to create meaning to a live audience How an actor explores vocal and physical skills to portray a character of a different age or gender. | | | | |
| AI | Common Misconceptions | | <ul style="list-style-type: none"> Use of drama openers as part of sentence structure | <ul style="list-style-type: none"> Thought Tracking – speaking as if you are a character in the first person. | <ul style="list-style-type: none"> That live theatre is only accessible if you are well off Symbolic use of colour Symbolic use of costume | | | | |
| | Enabling or Adapting the Curriculum | SEND Students | <ul style="list-style-type: none"> Structured/adaptive groupings literacy – key words, exemplars, sentence starters Verbal sentence starters | <ul style="list-style-type: none"> Adaptive grouping Performance anxiety - alternative venue and/or audience for performance | <ul style="list-style-type: none"> Discussing/listing key moments to look out for in advance Pausing/re-watching key moments Literacy – key vocabulary, sentence starters | | | | |
| | | Disadvantaged Students | <ul style="list-style-type: none"> Teacher modelling of vocal and physical skills | <ul style="list-style-type: none"> Teacher modelling of vocal and physical skills | <ul style="list-style-type: none"> Demonstrating that all students can access live theatre from a range of online platforms | | | | |
| | | More Able Students | <ul style="list-style-type: none"> To consider how lighting and sound can be used to create meaning and atmosphere | <ul style="list-style-type: none"> To enable and encourage opportunities for students to match use of vocal and physical skills with character emotion | <ul style="list-style-type: none"> Evaluation skills – understanding how to offer personal opinion on the quality of live theatre | | | | |
| | Literacy/Numeracy Skills  | Vocabulary: | <ul style="list-style-type: none"> Whole class role-play, teacher-in-role, physical theatre, thought tracking, annotation | <ul style="list-style-type: none"> Vocal Skills – volume, pitch, tone, pause Physical Skills – body language, facial expression, levels, physical theatre | <ul style="list-style-type: none"> Costume – colour, fit/shape, material, time period Lighting – wash, colour filter, spotlight, level/intensity | | | | |
| | | Reading: | | <ul style="list-style-type: none"> Reading and rehearsal of monologue performance | | | | | |
| | | Writing: | <ul style="list-style-type: none"> In role writing/character monologue Annotations and use of drama openers | | <ul style="list-style-type: none"> Structure paragraphs that describe and evaluate | | | | |
| | | Oracy: | <ul style="list-style-type: none"> Speaking in role writing for performance Using verbal sentence Starters for peer feedback and self evaluation | <ul style="list-style-type: none"> Delivering dialogue as part of a performance to an audience | <ul style="list-style-type: none"> Verbally expressing an opinion on the success of a key moment using verbal sentence starters. | | | | |
| | | Numeracy: | | | | | | | |
| | Digital Strategy  | | <ul style="list-style-type: none"> Use of IPAD to write and annotate written assessment | <ul style="list-style-type: none"> Use of IPAD to film work in progress and to support in evaluation | <ul style="list-style-type: none"> National Theatre online resource collection – ‘Peter Pan’ | | | | |
| Home Learning | | <ul style="list-style-type: none"> Reading homework - | <ul style="list-style-type: none"> Curriculum homework – line learning task. Exploring a range of techniques for line learning | | | | | | |
| Impact | Composite Assessment | Date: | Content: Written monologue assessment | Date: | Content: Practical performance assessment | Date: | Content: | | |