

	Intent: To be able to use a variety of characterisation/performance skills in a number of scripted or improvised performances. To encourage and apply analytic and critical thinking and communication whilst working collaboratively.			
Drama Year 8	Blood Brothers Term 1	Let him av' it Jan – Feb	Theatre through history April – May	Billy Elliot May - July
Knowledge (facts, information, concepts and key terminology)	When studying Blood Brothers, we will be exploring Brechtian style theatre through character, plot and context.	When studying Let him av' it' students will be exploring Verbatim theatre along with moral choices in a devised performance based around the topic 'Capital Punishment'	we cover a range of theatre styles and genres from different time periods, but it is helpful for students to be able to contextualise these styles in terms of theatre history.	When studying Billy Elliot, students will not only explore the story to perform but they will also explore the historical context of the times.
Understanding (ability to connect and synthesise knowledge within a context)	Students will demonstrate an excellent understanding of social, cultural and historical contexts, the social, cultural and historical context in which the performance text is set, the theatrical conventions of the period in which the performance texts studied were created.	Students will demonstrate understanding of Verbatim theatre and use Newspapers articles and secondary source evidence to devise a performance. Students to understand the role of the audience and create characters who are representative of views.	Students will have an awareness of the first forms of drama and turning rituals into drama. They will Understand the importance of Greek theatre within drama history and will have considered how the Church used drama to convey morals and messages.	Students will be encouraged to understand and analyse the themes and characters in a script. To work collaboratively on both scripted and devised performances.
Skills (successful application of knowledge and understanding to a specific task)	Students will demonstrate their knowledge and understanding by using these techniques in performance: cross-cutting, development of characterisation, writing in role, prologue, status and relationships.	Students will demonstrate their knowledge and understanding through the ability to use these techniques in performance: debate, Verbatim, monologue, improvisation and production.	Students will demonstrate their knowledge and understanding through their ability to use these techniques in performance: Greek Chorus, mime and movement,	Students will demonstrate their knowledge and understanding through their ability to use these techniques in performance: individual characters, tension, teacher in role, script and theatre making.
Formal Assessments (those done by all/vast majority of the cohort)	Students will be assessed on the final performance. This will be based around a scene from the play. The students can opt to perform as a pair or in a group.	Students will be assessed on the final devised performance in groups.	Students will be assessed on the final performance. This will be based around their chosen stimulus and will be in devised groups. Students will also be assessed on the evaluation of the performance.	Students will be assessed on a collaborative piece.
By the end of the year students on course for at least a grade 5 will have a confident ability to create and devise their own performance based around a stimulus. Students will be confident in applying different practitioner styles and techniques in a performance. Students will be able to confidently identify and understanding historical, cultural and social context of any stimulus or starting point and use this to create a performance.				

