



Subject: Drama

Lead Teacher: Mrs N. Saysell

Year: 8

Curriculum organisation

Students are taught in groups of 30 students for one lesson per week.

What topics will your daughter be studying this year?**How will your daughter be learning?****Autumn Term**

- The process of developing a character through effective use of vocal and physical technique
- Monologues/ duologues
- Theatre History- Greek, Medieval, Commedia dell'Arte and Elizabethan Theatre.

Spring Term

- Devising Drama- devising techniques, stimuli and ensemble work.
- Physical Theatre- exploration of Frantic Assembly's 'Building Blocks'
- Live Production- analysis of production roles, staging, technical elements, symbolism, proxemics when reviewing live performance work.

Summer Term

- Theatre History- Melodrama and Victorian theatre
- Naturalism with an introduction to Constantin Stanislavski and 'An Actor Prepares'
- From Page to Stage- application of Stanislavski's 'System' to explore character, motivation and relationships.

- Whole class discussion.
- Pair work.
- Group work.
- Individual and group performance.
- Analysis and evaluation of performance work.

Equipment needed for lessons

- Standard school stationery.
- Props/ costume if applicable.

What can you do to support your daughter?

- Trips to the theatre to watch both amateur and professional productions
- General appraisal of different styles of drama/ theatre.
- Rehearsal of lines (if applicable).
- Encouragement of reading stage plays.

How will learning be assessed and progress measured?

- Baseline assessment in Autumn term.
- Regular peer and self-assessment.
- Practical assessments for each unit.
- End of year examination.

Extension & Enrichment opportunities

- Junior Drama Club (summer term).
- Opportunity to audition for annual school production.
- Opportunities to participate in the House Drama competition.

Inclusion

- Teachers follow student passports to ensure that the needs of all students with SEND are met.
- Work is enlarged to the necessary size for visually impaired students.
- Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.
- Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.
- Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.
- Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.
- Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.
- Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.
- Students are seated according to their needs, students work with the SENDCo to decide upon this.

Inclusion within Y8 Drama

- We include diverse voices, perspectives and identities in our curriculum, including Mark Haddon's *A Curious Incident of the Dog in the Night Time* (National Theatre Play Edition).
- Within Drama, students are encouraged to think about their own experiences and how these intersect with the intellectual material they encounter.
- Dyslexic students are provided with booklets for each topic in order to have reference to key terminology and definitions, as well as useful images related to the topic (such as stage types).
- Students with autism may need to work on small sections of projects/devising material to avoid being overwhelmed – this is supported and facilitated by staff.
- Modification of project work or instructions for devising material to allow for accessibility.
- Students are supported practically by the teacher or a TA if a student requires this.
- Use of visual and audio cues to support processing of written text.
- Key words/subject vocabulary displayed on classroom walls to aid memory in addition to the use of mnemonics/acronyms.

If you have any questions about this Learning Overview, please contact the named Teacher above.