

Drama / Year 8 / 2022 – 2023

Year 8	Rotation 1 – Theatre in Education	Rotation 2 – <i>Blood Brothers</i>
Curriculum Content	<p>Composite 1: Create and perform a devised piece of drama in the style of Theatre in Education. Component 1: Understand the genre of Theatre in Education. Component 2: Understand the technique of Flashback. Component 3: Understand the technique of Direct Address. Component 4: Create of a piece of devised theatre using Theatre in Education techniques. Component 5: Perform a piece of devised theatre using the techniques of Flashback and Narration and/or Direct Address.</p>	<p>Composite 1: Study and perform an extract from the play <i>Blood Brothers</i> by Willy Russell, applying the use of the performance skills of facial expression and body language. Component 1: Gain an understanding of the play <i>Blood Brothers</i> by Willy Russell and character relationships. Component 2: Develop and apply the practical skill of Facial Expression to a character. Component 3: Develop and apply the practical skill of Body Language to a character. Component 4: Perform an extract from the play for assessment.</p> <p>Composite 2: Analyse and evaluate the technical skills used an extract from a performance of <i>Blood Brothers</i>. Component 5: Explore the use of costume/set/lighting in a performance of the play.</p>
Prior knowledge and skills (from previous rotation / year / key stage)	<p>Year 7 Knowledge of Still Image, Though Aloud, Split-Scene and Cross-Cutting. Rehearsing and performing devised and scripted drama Study and performance of a TIE scripted text <i>Chicken</i> by Mark Wheeller. Watching professional theatre performance of <i>A Midsummer Nights Dream</i> and understanding of costume/set/lighting.</p>	<p>Year 7 Rotations and Year 8 R1 Knowledge of Still Image, Though Aloud, Split-Scene, Cross-Cutting, Flashback, Narration and Direct Address. Rehearsing and performing devised and scripted drama Study and performance of scripted text <i>Chicken</i> by Mark Wheeller. Watching professional theatre performance of <i>A Midsummer Nights Dream</i> and understanding of costume/set/lighting. <i>Oliver Twist</i> in English in Year 7 looking at themes of rich vs poor and social injustice.</p>
Vocabulary / Key Subject Terminology	<p>Tier 3 Vocabulary Theatre in Education - (duel coding, etymology, prior knowledge) Flashback - (synonyms, duel coding, video model) Narration - (prior knowledge, morphology) Direct Address - (prior knowledge, duel coding) Fourth Wall - (duel coding, live model) Stimulus - (synonyms, antonyms, etymology)</p>	<p>Tier 3 Vocabulary Physicality - (duel coding, morphology) Facial Expression - (duel coding, live model, video model) Body Language - (duel coding, live model, video model) Gesture - (etymology, duel coding, live model) Posture - (etymology, duel coding, live model)</p>
Practical Assessment	<p>Students perform a devised piece, using the techniques of flashback and narration or direct address.</p>	<p>Students perform an extract from the play, using the performance skills of body language and facial expression.</p>
Written Assessment	<p>Students explain in a written answer how ideas been created in response to the chosen stimulus and how the techniques of flashback and narration or direct address are in the piece</p> <p>Flashback and Direct Address Quiz scores will also be considered as part of the assessment.</p>	<p>Students answer a question about character relationship.</p> <p>Students answer a question identifying what facial expression and body language skills they would to perform a character.</p> <p>Students answer a question based on costume, set and lighting used in a performance.</p> <p>Blood Brothers Quiz scores will also be considered as part of the assessment.</p>

<p>Cross Curricular Links with other Faculties</p>	<p>English: Narration, Flashback, Direct Address. PSHE: PSHE topics to use as stimulus. BV: In Component 3-6, stimulus' chosen to encourage British Value themes and therefore providing opportunity to research, devise and perform TIE performances that promote a British Value.</p>	<p>BV: Component 1-5 Individual Liberty and Mutual Respect and Tolerance explored through themes and issues within the play text. English: This cohort studied <i>Oliver Twist</i> in English in Year 7 looking at themes of rich vs poor and social injustice. This cohort study <i>Sherlock Holmes</i> in Year 8 Aut 1 and 2 in English (class and society). This cohort will study <i>Blood Brothers</i> in Year 8. Oracy Tasks. Careers: Component 3: Reading for Meaning – <i>The Guardian</i> Non Verbal cues at interview. Component 5: Students explore the occupations of a costume, set and lighting designer.</p>
<p>Knowledge Organiser content</p>	<p>Tier 3 Vocabulary. Theatre in Education aims and characteristics. Internet links to research.</p>	<p><i>Blood Brothers</i> plot summary. Play themes. Character List. Tier 3 Vocabulary. Body Language and Facial Expression skills. Design elements vocabulary. Internet links research and videos of <i>Blood Brothers</i>, techniques, facial expression and body language, performing a scripted piece, <i>Blood Brothers</i>, set/costume/lighting design</p>
<p>Extra-Curricular Offer</p>	<p>KS3 Drama Club – Students will have the opportunity to further explore the skills learnt this Year. Students may want to explore theatre in education further to create a drama piece, or focus on a different section of the <i>Blood Brothers</i> play using different characters School Shows Theatre Trips Visiting theatre companies and workshops</p>	