

Year 8 Topics

In year 8 we teach the following modules over the course of the year. Each module draws on prior learning from Year 7 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Introduction to directing: The Twits	This unit builds on the Year 7 units of starting with scripts and characterisation. Students take on the role of the director and apply the knowledge from year 7 in a different context; a director rather than a performer.	1. The role of the director Characterisation: Motivated movement Dramatic technique: Marking the moment	Director, motivated movement <u>Elements:</u> climax/anti climax <u>Dramatic technique:</u> Marking the moment, freeze frame	CREATING: Developing ideas, problem solving, decision making, time management, collaborating Research Rehearsing Interpreting text Devising Refining and amending work in progress PERFORMING: Contribution to final performance EVALUATING: Analysing and evaluating their own process of creating live theatre Analysis and evaluation of live theatre work by others Literacy Oracy Creativity Resilience Resourceful
		2. Genre, form, style. Relationship between actor and audience Actor and audience configuration <i>Directors interpretation and concept</i>	<u>Elements:</u> Genre, form, style, character, action/plot/content Directors concept, interpretation, location, PALL <u>Configuration:</u> end on, in the round, traverse, thrust	
		3. Characterisation & Rehearsal techniques: Given circumstances, observation, hot seating, action/reaction/pause	<u>Rehearsal techniques:</u> Given circumstances, observation, hot seating, action/reaction/pause <u>Performing skills:</u> vocal skills, physical skills, motivation, performance energy, reaction, status, audience awareness.	
		4. Role of the director in practice <i>Directing a rehearsal using rehearsal techniques effectively</i>	Director, creative control, vision, concept, collaboration, communication, feedback, improve	
		5. Performance conventions Role of performer	<u>Performing skills:</u> vocal skills, physical skills, motivation,	

		<p>Use of performance space and proxemics Performers interpretation <i>Perform a piece of theatre that communicates meaning to an audience. Perform a defined character and sustain it throughout performance</i></p>	<p>performance energy, reaction, status, audience awareness.</p>	
		<p>6. Drama and theatre terminology and how to use it appropriately <i>Analyse and evaluate my own and others work comparing the different interpretations using drama language. How to give clear examples to support an opinion.</i></p>	<p>Analyse, evaluate, justify, PEEL, examples, process, techniques</p>	
<p>Devising 2: Identity (Autumn 2: Oct – Spring 1: Feb)</p>	<p>This unit builds on the Year 7 introduction to devising. Explores how to create original work from more advanced stimuli. How to choose the rehearsal and dramatic techniques to communicate meaning and intention clearly. Roles and responsibilities of</p>	<p>1. Social, cultural and historical context How meaning is interpreted and communicated <i>Devising from a song</i></p>	<p>Stimuli, text, social, cultural, historical, devising, lyrics, illicit Discuss, explore, experiment, analyse, evaluate, commitment, collaboration, concentration, courage</p>	<p>CREATING: Developing ideas, problem solving, decision making, time management, collaborating Research Rehearsing Interpreting text Devising Refining and amending work in progress PERFORMING: Contribution to final performance EVALUATING: Analysing and evaluating their own process of creating live theatre</p>
		<p>2. Social, cultural and historical context How meaning is interpreted and communicated <i>Devising from a script</i> <i>Effective research 2</i></p>	<p>Stimuli, text, social, cultural, historical, devising, script, illicit Discuss, explore, experiment, analyse, evaluate, commitment, collaboration, concentration, courage</p>	
		<p>3. Aims and intentions (PALL) a. Structure b. Genre & style</p>	<p>Interpretation, aims and intention Structure: narrative Genre: Documentary theatre Style: non-naturalistic, reportage</p>	

technical areas of theatre.	4. How to run a production meeting: Roles and responsibilities & Rehearsal schedule	Production meeting, minutes, rehearsal schedule <u>Roles & responsibilities:</u> stage manager, set designer, costume designer, sound designer, lighting designer	Analysis and evaluation of live theatre work by others Literacy Oracy Creativity Resilience Resourceful
	5. Rehearsal techniques: <i>Generating material</i> Drama and theatre terminology and how to use it appropriately <i>How to effectively evaluate a rehearsal</i> (this will take 3 lessons 5/6/7)	Rehearsal techniques: a day in the life, role play, improvisation, status exercises, different interpretations of the scene Analyse, evaluate, PEEL	
	After Christmas 6. <i>Shaping the work:</i> scene development, applying and choosing rehearsal and dramatic techniques (this will take 3 lessons 8/9/10)	<u>Rehearsal techniques:</u> students to choose <u>Dramatic techniques:</u> cross cutting, essence machine, flashback/flash forward, marking the moment, montage, multi-rolling, space staging	
	7. Roles & responsibilities: How to run an effective dress rehearsal Drama and theatre terminology and how to use it appropriately <i>Analyse and evaluate the work produced</i>	Dress rehearsal, technical run, cue to cue, costume, lighting, set, sound Analyse, evaluate, PEEL, process, rehearsal techniques, dramatic techniques, justify: examples	
	8. Performance conventions Role of performer Use of performance space and proxemics Performers interpretation	<u>Performing skills:</u> vocal skills, physical skills, motivation, performance energy, reaction, status, audience awareness, transition,	

		<p><i>Perform a piece of theatre that communicates meaning to an audience.</i></p> <p><i>Perform a defined character and sustain it throughout performance</i></p>		
		<p>9. Drama and theatre terminology and how to use it appropriately</p> <p><i>How to evaluate your own and other works through a devising log.</i></p>	Analyse, evaluate, PEEL, process, rehearsal techniques, dramatic techniques, justify: examples	
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<p>Texts in Practice 1: Shakespeare (Spr 2: Feb – Summer 1: May)</p>	<p>This unit builds on the Year 7 units basics, characterisation and starting with scripts & ancient Greek Theatre. Students must draw on and demonstrate a practical understanding of their Year 7 knowledge and develop their ability to:</p> <ul style="list-style-type: none"> ❖ Interpret text ❖ Create and communicate meaning 	<p>1. Social, cultural, historical context.</p>	<p>Playhouse, courtyards, James Burbage, Globe, audience actor relationship, theatre open to all classes, male actors, no scenery, costumes and social status, performed in the afternoon, Christopher Marlowe, blank, unrhymed verse, religion, Shakespeare performer & writer, bible & classical mythology,</p>	<p>CREATING: Developing ideas, problem solving, decision making, time management, collaborating</p> <p>Research</p> <p>Rehearsing</p> <p>Interpreting text</p> <p>Devising</p> <p>Refining and amending work in progress</p> <p>PERFORMING: Contribution to final performance</p> <p>EVALUATING: Analysing and evaluating their own process of creating live theatre</p> <p>Analysis and evaluation of live theatre work by others</p> <p>Literacy</p>
		<p>2. Structure of the text</p> <p>Action/plot/content</p>	<p>5 act structure – evolved from Greek Theatre</p> <p>Act 1 = Inciting action</p> <p>Act 2 = Turning points</p> <p>Act 3= Climax</p> <p>Act 4 = Falling action</p> <p>Act 5 = Resolution</p>	
		<p>3. Genre and style</p>	<p>Comedies: Midsummer nights dream</p>	

	❖ Realise an artistic intention		Tragedies: Hamlet, Macbeth, Romeo & Juliet Histories: Richard III Style: classical, play within a play	Oracy Creativity Resilience Resourceful
		4. Language of the text <i>Way it is spoken, reveals: social class, personality, mood, current situation</i> <i>Prose: Comic characters, low class</i> <i>Verse (stylised, rhythmic speech): kings, gentleman, higher status characters, heightened emotional states</i> <i>Number of lines = intelligence</i> <i>Hamlet king of soliloquys</i> <i>Witches Macbeth = speak in riddles</i> <i>Metaphors and figurative language, puns</i>	Iambic pentameter, social class, personality, mood, Prose, Verse, stylised, rhythmic speech status heightened emotional states, soliloquy, riddles Metaphors and figurative language, puns	
		5. Visual/aural/spatial elements	Globe theatre Visual: bare stage, no scenery, no stage lights, costumes rich and colourful, balcony = heaven, trap door = hell Aural: live music Spatial: thrust stage, entrance and exits two doors at the rear	
		6. Characterisation	Dramatic techniques: direct address (soliloquy, aside, prologue, epilogue) mask, stylised movement, heightened speech patterns,	
		After Easter 7. Interpretation Aims and intentions – group and personal (PALL)	Interpretation, aims and intention, Purpose, Audience, Language, layout	
		8. Rehearsal and dramatic techniques to communicate your aim and intention. (2 lessons)	<u>Rehearsal techniques</u> : blocking, role on the wall, hot seating	

		<i>How to rehearse effectively</i>	<u>Dramatic techniques</u> : direct address, stylised movement, marking the moment, aside, prologue, epilogue	
		9. Role of Performer Performance conventions Use of performance space and proxemics Performers interpretation <i>To perform communicating a clear interpretation and portraying a well-developed character with commitment and confidence.</i>	<u>Performing skills</u> : vocal skills, physical skills, motivation, performance energy, reaction, status, audience awareness, transition	
		10. Drama and theatre terminology and how to use it appropriately <i>Analyse and evaluate my own and others work comparing the different interpretations using drama language. How to give clear examples to support an opinion.</i>	Analyse, evaluate, PEEL, process, rehearsal techniques, dramatic techniques, justify: examples	
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Murder Mystery	To build students' knowledge of key genres that still influence theatre today. This units builds on the characterisation, status and tension unit in Year 7.	1. Social, cultural, historical context of melodrama from its origin in Commedia de'Il Arte to modern day 2. How to structure a murder Mystery Characterisation – stereotype v's naturalistic	Commedia dell'arte, improvisation, street theatre, troupes, masks, stock characters, melodrama, heightened acting style, pantomime, stage effects inventive, popular theatre Genre: melodrama Stereotype, naturalistic Structure: <ul style="list-style-type: none"> • MURDER VICTIM is discovered 	CREATING : Developing ideas, problem solving, decision making, time management, collaborating Research Rehearsing Devising Refining and amending work in progress PERFORMING : Contribution to final performance

			<ul style="list-style-type: none"> • DETECTIVE INTEROGATES SUSPECTS • SUPECTS give ALIBIS • FLASH-BACKS reveal characters' MOTIVES and relationships to VICTIM • MURDERER is revealed (DEMOUNEMENT) • SUSPENSE and TENSION ensures scenes are interesting and engaging for an audience 	<p>EVALUATING: Analysing and evaluating their own process of creating live theatre</p> <p>Analysis and evaluation of live theatre work by others</p> <p>Oracy</p> <p>Creativity</p> <p>Resilience</p> <p>Resourceful</p>
		3. Concept of motive and alibi	Motive, alibi <u>Rehearsal techniques:</u> still image, role play, thought tracking/thoughts aloud, hot seating	
		4. Rehearsal techniques and dramatic techniques suitable for the genre of Melodrama	<u>Rehearsal techniques:</u> still image, role play, thought tracking/thoughts aloud, hot seating <u>Dramatic techniques:</u> action before narration, exaggeration, marking the moment, slow motion, mime, split scene, flashback/flas forward	
		5. How to create mood and atmosphere through tension and status. Developing an effective denouement	Mood, atmosphere, status, tension, vocal skills, lighting, sound, proxemics denouement	
		6. Role of the performer Performance conventions	<u>Performing skills:</u> vocal skills, physical skills, motivation, performance energy, reaction,	

		<p>Use of performance space and proxemics Performers interpretation <i>To apply knowledge of melodrama and murder mystery through performance</i></p>	<p>status, audience awareness, transition</p>	
		<p>7. Drama and theatre terminology and how to use it appropriately <i>Analyse and evaluate my own and others work comparing the different interpretations using drama language. How to give clear examples to support an opinion.</i></p>	<p>Analyse, evaluate, PEEL, process, rehearsal techniques, dramatic techniques, justify: examples</p>	

