



Big Question

AoLE: EXPRESSIVE ARTS	Subject: DRAMA	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of Curriculum
Can you perform it? Scrooge Romeo and Juliet Sweeney Todd Our Day Out Scream	In <b>Year 8</b> students will develop their <i>Script Writing</i> skills, <i>Devising</i> and <i>Evaluating</i> during fun lessons that focus on Drama techniques and practitioners; <i>Stanislavski, The 4<sup>th</sup> Wall, Feeling of Truth, Emotional and Muscular Memory, Three Dimensional Characters, Pauses, Transporting a Character, Soliloquy, Persuasion, Climax/Anti-Climax, Soundscape, Dramatic Irony, Group Dynamics, Problem Solving, Stage Directions, Props, Costumes, Conflict, Alter Ego, Multi-Roling and Genres</i> . Topics covered are designed to encourage engagement and enjoyment creating an <i>Advert, Reality TV Show, Holiday from Hell, Halloween Horror, Time Machine</i> and participate in <i>Number Acting and Alphabet Acting</i> . As well as performing in small groups of 4, larger groups of 8 and class productions of <i>Scrooge, Romeo and Juliet, Sweeney Todd, Our Day Out and Scream</i> . Students will attempt to achieve the 10 points of assessment criteria for Performing and Writing, whilst learning different genres. Pupils will consider elements and themes of <i>Mental Health, Masks and Poverty vs Wealth</i> , as well as cross-curricular themes of Numeracy lessons based on <i>Time Difference (Minutes, Hours, Years)</i> .

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can synthesise and apply experience, knowledge and understanding with sophistication and intent when communicating my ideas.</p> <p>I can design creative outcomes to professional and industry-standard with sophistication, clear purpose and intent.</p> <p>I can consider artistic intent, purpose and audience in an informed way when performing, presenting and marketing my creative work.</p>	<p><b>Invent</b> and <b>develop sophisticated</b> scripts and performances, that are well structured and that utilise different techniques found in this industry of Drama, Film and Theatre.</p> <p><b>Analyse</b> their own and other students' work, considering intent, purpose and audience. Make comments on characterisation, plot, relationships, body language and facial expressions.</p> <p><b>Evaluate</b> the effectiveness of their product, commenting on how to improve and what makes it successful using the assessment criteria of performing and writing.</p> <p><b>Apply</b> technical and physical control into the acting performances, as well as creative ideas and imagination when writing a script or devising a piece of theatre.</p> <p><b>Perform</b> using the ten points of assessment criteria for performance, demonstrating that all dialog has been learnt, requiring '<i>No Script</i>' and creating realism with a '<i>Feeling of Truth</i>'.</p>
Advancing	<p>I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.</p> <p>I can recognise and articulate strengths to demonstrate resilience and determination to improve. I can perform, produce, design, exhibit and share my creative work showing an awareness of artistic intent and presentation to the audience.</p>	<p><b>Oracy</b> used efficiently to perform in front of an audience, using the correct volume, tone, range, pitch, tempo and language to best communicate the script on stage and through recordings.</p> <p><b>Build</b> a portfolio of work by accumulating video and photographic evidence demonstrating good stage presence, proxemics, movement, positioning and other elements of performance.</p> <p><b>Perform</b> as a character with over thirty lines, utilising all the assessment criteria necessary to achieve Beginning and Securing levels, as well as following stage directions and '<i>Transitioning</i>' between scenes/characters. Also, '<i>Projecting Voice</i>' using elements of oracy and pace, clarity and accent, that demonstrate the characters personality and emotions effectively.</p>
Securing	<p>I can explore and experiment independently and demonstrate technical control with a range of creative materials, resources and tools showing innovation and resilience.</p> <p>I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary. I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes/outcomes.</p> <p>I can draw upon my familiarity with a range of discipline-specific techniques in my creative work, then perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact on the audience.</p>	<p><b>Demonstrate</b> security when performing, following the learning objectives and assessment criteria to best demonstrate the script on stage, with no mistakes when filmed.</p> <p><b>Implement</b> soundtracks and audio recordings within performances to create an atmosphere that is realistic to the scene and demonstrates the mood necessary.</p> <p><b>Use</b> different camera angles and basic recording techniques that show all the characters on stage and follow the correct transitions and stage directions.</p> <p><b>Knowledge</b> of the play/script being performed and understand the characters' relationships and connection to the plot. Whilst recognising the genre '<i>Comedy, Mime, Horror, Tragedy, Drama</i>'.</p> <p><b>Perform</b> relevant assessment criteria necessary for Begging and Securing levels. Whereby, students must use '<i>Facial Expressions</i>' and use '<i>Physical Skills</i>' of gesture, posture and body</p>



		language to express the characters emotions.
Beginning	<p>I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.</p> <p>I can give and accept feedback as both actor and audience. I am beginning to apply techniques in my creative work with guidance and direction.</p> <p>I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.</p>	<p><b>Identify</b> the type of character that they are performing as '<i>Protagonist or Antagonist</i>'. Recognising the personality and characteristics of the role, using '<i>Naturalism</i>' illusion of reality.</p> <p><b>Describe</b> what makes a successful performance, using learning objectives/assessment criteria.</p> <p><b>Identify</b> areas in which they or their peers can improve their performances and writing.</p> <p><b>Beginning to implement</b> soundtracks and audio recordings into their performances.</p> <p><b>Perform</b> in front of the class by staying in character '<i>Fourth Wall</i>', positioning yourself to '<i>Face the Audience</i>' and not block the view of other actors by distancing correctly '<i>Proxemics</i>' and utilising levels and space for visual synthetics by '<i>Following Stage Directions</i>'.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><u>Learning experiences:</u></p> <p>Learners will learn the basics of performing a piece of theatre, through a variety of techniques. Learners will engage in performances, using different types of scripts which they must understand. Learners will devise theatre and record performances on stage in front of an audience of peers.</p> <p><u>National/International Links:</u></p> <p>Scrooge, Romeo and Juliet, Sweeney Todd, Our Day Out and Scream are all well known books, plays, films that can be recognised on the world's stage. The stories have been performed via film, theatre and social media. The performances have provided job opportunities for actors/actresses, costume designers, lighting/digital technicians, script writers and set designers/artists, all viable career options for individuals to explore and make a living on.</p> <p>Scrooge was written by Charles Dickens in 1843, with core values of teaching the importance of family, kindness, selflessness and avoiding temptations of greed. The storyline explores dynamics of family and working relationships, grief through loss of life and recognising societal structures of poverty. Students will learn how life was in the early 1840's within the capital city of London, UK.</p> <p>Romeo and Juliet was written by William Shakespeare in 1594, with core values of family loyalty, friendship, romantic love and culture differences based on religion and nationality. The storyline explores family feuds, immature and rash decision making and understanding that revenge never solves a problem. Students will learn how life was in the 14<sup>th</sup> century in Verona, Italy.</p> <p>Sweeney Todd was written by James Malcom Rymer and Thomas Peckett Prest in 1846. It was later modernised by Christopher Bond in 1970 and turned into a film in 2007. The story seeks the values of peace, unity, justice and preserving sanity within humanity. The storyline explores social injustice, moral corruption, psychological obsession and trauma caused by revenge and violence. Students will learn about crime in the 18<sup>th</sup> century, understanding more about London in this era.</p> <p>Our Day Out was written by Willy Russell in 1977, with core values of moral guidance, authority, child-adult relations and power. The storyline explores cultural differences within poverty-stricken areas of cities, such as Liverpool. As well as themes surrounding; lack of education, lack of opportunity and deprivation, causing kids like those on the school trip to be so ill-disciplined and underprepared for adulthood. Students will learn the importance of school, teacher-pupil relations and preparing themselves properly for working life, with the right ambition and structure in place.</p> <p>Scream was writing by Kevin Williamson in 1996, representing the horror genre and became influential for feminists with the two survivors being female. Students learn about self-belief, trust, different types of relationships, practitioners and horrors (tension, climax/anti-climax, fight scenes).</p>	<p><u>Cross curricular links:</u></p> <p>Numeracy: <b>Time Difference &amp; Telling the Time</b>  <b>Beginning:</b> Can identify the time that the group are leaving and arriving in the time machine.  <b>Securing:</b> Can correctly demonstrate the two times as a clock face, using physical theatre.  <b>Advancing:</b> Can calculate the difference in time between leaving and arriving in the time machine.  <b>Excelling:</b> Can work out the time difference in seconds, minutes, hours, days, months and years.</p> <p>DCF: <b>Recording and Creating digital content: manipulating audio and video</b>  <b>Beginning:</b> Can record themselves and their group performing, using a camera or tablet.  <b>Securing:</b> Can record scenes in sequence and follow stage directions to capture all characters.  <b>Advancing:</b> Can edit videos to remove errors made and add soundtrack or relevant audio.  <b>Excelling:</b> Can create, edit and organise multimedia components (images, sound and video).</p> <p>Literacy: <b>Script Writing</b>  <b>Beginning:</b> Can write from left to right, recognising the alphabetic nature of writing and meaning.  <b>Securing:</b> Can write using imaginative, varied and precise vocabulary. Using more difficult words.  <b>Advancing:</b> Can use appropriate language, vocabulary, standard forms and higher-level spelling.  <b>Excelling:</b> Can use strategies to correctly spell complex and irregular words and phrases.</p> <p>Literacy: <b>Script Reading</b>  <b>Beginning:</b> Can understand the storyline and read the script with assistance from teacher.  <b>Securing:</b> Can read the script at a slower pace and attempt to express emotion/meaning of words.  <b>Advancing:</b> Can confidently read the script as any character and articulate sentences correctly.  <b>Excelling:</b> Can read complex texts independently for sustained periods and remember the script.</p> <p>Cross Curricular Themes: <b>School Subjects</b>  <b>English:</b> Different languages spoken and cultures. Alternative writing styles and genres.  <b>Music:</b> Adding music soundtracks to performances to add tension, humour and other emotions.  <b>Music:</b> Correct timing to say lines, reaction time on stage and movement in dance/singing scenes.  <b>Maths:</b> Learning about time difference in Time Machine and Number Acting lessons.  <b>Art:</b> Drawing storyboards, creating graphs, designing scripts and making props/scenery for plays.  <b>PE:</b> Movement on stage, following stage directions/actions and performing body language.  <b>History:</b> Learning about different time periods, cultures, historical figures, icons and events.  <b>Geography:</b> Learning about different cultures and origins. Whilst, performing in different locations.  <b>Welsh:</b> Incorporating the Welsh language into lessons/plays and learning about the Welsh culture.  <b>IT/Computing:</b> Using technology to record/edit performances and use lighting/sound boarding.  <b>Design &amp; Technology:</b> Making costumes, props, sets and staging for the performances.  <b>Life Skills:</b> Learning about different personalities, characteristics, relationships and emotions.</p>



Learning key words, genres, progression steps and evaluation techniques

- Step 1: I can communicate ideas, feelings & memories for an audience > I am beginning to apply techniques in my creative work with guidance & direction > I can perform, produce & design.
- Step 2: I can combine my knowledge, experience & understanding to plan/perform for a range of different audiences/outcomes > I can draw upon a range of discipline-specific techniques.
- Step 3: I can use my experimentation & investigation to manipulate creative work > I can apply specialised technical skills in my creative work > I can perform & produce with artistic intent.
- Step 4: I can synthesise & apply experience, knowledge & understanding with sophistication & intent when communicating my ideas > I can use professionally established techniques confidently.
- Step 5: I can consider artistic intent, purpose & audience in an informed way when performing, presenting and marketing my creative work.
- Step 6: I will explore creative dramatic situations and evolving characters. Reflecting on how they would personally respond to events and characters.
- Step 7: I will use improvisations to discover effective ways of communicating stories and use different techniques to generate different audience reactions, feelings and perceptions of performance.
- Step 8: I will regard the drama classroom as a laboratory for dissection and investigation of human experience.

Cultural, Historical & Aesthetic Context > Knowledge, Skills & Concepts of the Art Form	School Curriculum benefits for Drama
<p>Introducing students to a wide range of dramatic texts and forms and encouraging an interpretation of them.</p> <p>Helping students understand the cultural and historical context in which drama originates and is performed.</p> <p>Learning how to speak and move with fluency and clarity of intention, while introducing different performance styles.</p> <p>Developing critical awareness, understanding social context and improving creative thinking by interpreting characters and scripts.</p> <p>Enhancing the ability to work collaboratively with others, through planning and problem-solving.</p> <p>Considering the needs of the audience by watching, listening and recognising personal, emotional and intellectual responses.</p>	<p><b>Promotes</b> self-expression</p> <p><b>Builds</b> self-confidence</p> <p><b>Enhances</b> creativity</p> <p><b>Encourages</b> co-operation</p> <p><b>Improves</b> reading, writing, oracy, literacy and numeracy skills</p> <p><b>Amplifies</b> ability to self-reflect and evaluate</p>

Assessment (How will we know that students have learnt what we taught them?)

Formative assessment:

Performances in practice, responses to questioning and student peer assessment.

Summative assessment:

Video Performances and Photographic evidence of written work in lessons.

Evaluation (to be completed 2024)

Strengths	Areas for Development	Pupil Voice

