

## Medium Term Planning Document: DRAMA Year 8 2024-25

### Curriculum Intent:

### **Curriculum Intent Statement:**

#### Intent, Implementation, and Impact Statement for Drama in a Secondary School

#### **Drama vision at Northampton Academy: Miss Henry-Moore's WHY**

#### **Our drama curriculum at Northampton Academy should...**

- A. **Prepare pupils for their future through the core transferrable life skills that the subject gives you, including confidence.**
  - 1) **Promote a love for drama and acting, giving pupils a creative outlet.**
  - 1) **Provide a safe space for expression, giving pupils a forum to explore their voice on matters of importance.**
- D. **Support the growth of a performing arts culture at Northampton Academy, linking into our character values with leadership opportunities and initiatives to give back to the community.**

## Intent

### **1. Cultural and Artistic Awareness**

The intent behind the Drama curriculum in this Secondary School is to help pupils develop a deep cultural and artistic awareness. Through the study and practice of drama, pupils will explore a range of theatrical forms, genres, and styles, as well as engage with diverse cultural and historical contexts, providing cultural capital. This will enable them to develop a strong understanding of the importance of drama in society and embrace its wider cultural significance.

### **2. Creativity and Expression**

The Drama curriculum aims to cultivate pupils' creativity and expression. Pupils will have opportunities to devise, perform, and critically analyse dramatic pieces, encouraging them to explore their imaginations, experiment with different approaches, and take risks in their creative choices. Through these experiences, pupils will enhance their communication skills, self-confidence, and self-expression, both on and off the stage.

### **3. Collaboration, Teamwork and Leadership**

Another crucial aspect of the Drama curriculum is to foster collaboration and teamwork. Pupils will engage in group work, ensemble performances, and devised projects that require effective communication, co-operation, and shared responsibility. This will help them develop essential skills in working collaboratively, respecting diverse opinions, and resolving conflicts, contributing to their personal and social development.

In addition to this, leadership skills are nurtured in Drama too: pupils have the opportunity to lead their group on a vision and part of their assessment criteria will begin to introduce leadership and challenge success criteria, in addition to 'director tasks,' giving learners the opportunity to speak up and shape their group's piece.

### **4. Critical Thinking and Analysis**

The Drama curriculum intends to enhance pupils' critical thinking and analysis skills. Through the study of texts, performances, and theatrical techniques, pupils will learn to interpret and evaluate dramatic works, understanding the intentions of playwrights and directors. They will develop the ability to analyse performances, identify design elements, and critically reflect on their own and others' work, thus nurturing a more discerning and reflective approach to the subject.

### **5. Empathy and Understanding**

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Building empathy and understanding is a key part of the Drama curriculum's intent. Pupils will explore a variety of roles, characters, and situations, enabling them to appreciate different perspectives and experiences. Through drama, pupils will learn to empathize with others, explore complex social issues, and develop a greater awareness and understanding of diverse cultures, backgrounds, and identities.

### 'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- We begin with an 8 week module on the theatre style: Commedia Dell'arte, mime and slapstick comedy. This serves as an effective ice breaker for the new year as it is very physical, and also builds upon the end of year 7 where they look at physical theatre through contemporary practitioners, as well as build on prior knowledge of stock characters (in our panto SOW in Yr7)
- In half-term 2, pupils are introduced to devising from a stimulus (Robot Boy Poem). This poem has been chosen as it celebrates those who feel othered by society and encourages pupils to consider those in society who feel othered, leading onto discussions/ performances being made respectfully about ablism, racism, LGBTQ+. The unit encourages empathy .
- In half-term 3 pupils study a script written by Judith Johnson. This unit has been placed here to ensure pupils understand the purpose of stage directions and how they can help underpin the playwright's intentions. Furthermore, this unit drills down for the first time on characterisation skills (for the 2024-2025 cohort), with pupils unpicking various characterisation skills and having to portray either a child or an antagonist. Pupils are not focussing on creating theatre as a theatre company here but instead their acting skills.
- In half-term 4 pupils are introduced to a new practitioner. This will be their second introduction to a contemporary practitioner, giving pupils a wide/ varied diet when it comes to practitioners and theatre makers. These practitioners are female and move away from the 'typical KS3/4/5 teaching' of simply teaching the olds/ greats (who happen to be male- Stanislavski, Brecht, Artaud.) Pupils will be introduced to a creative way of devising, teaching pupils how to avoid getting stuck in devising ruts, as they can use the creativity cards. This unit will encourage a different approach to devising and with avoid pupils making stereotypical secondary school drama.
- In half-term 5 pupils will be introduced to a new script: Billy Elliot and will start to explore the social/ historical and cultural context behind this text. Whilst this is good preparation for KS4 and 5 drama, it also provides them with historical insight into our country, understanding what it might have been like to live under Thatcher's rule. Furthermore, this unit tackles stereotyping and gender.
- In half-term 6 pupils will be introduced to Constantin Stanislavski's practices, one of the fundamental practitioners for character development and modern practices. The focus here will be on character development, building on the skills learnt in half-term 3 and will provide pupils with insight of how to get into the mindset of the role they are playing.

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The Medium-Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

Drama	Year 8 – Module 1			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
<b>Commedia Dell'arte, Silent Films and Mime</b>  <a href="#">HT1 Silent film mime and commedia Yr 8 SOW.docx</a>	1.Intro to the three forms of mime.	Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back	<a href="#">1. Introduction to mime Yr8.pptx</a>	<a href="#">Introduction to Commedia Del Arte</a>
	2. <b>Recall and recreate some of the stock characters within Commedia Dell'arte .</b>		<a href="#">2 Stock Characters Yr8.pptx</a>	<a href="#">Using Commedia in a Scene</a>
	3. <b>Demonstrate</b> the principles of slapstick comedy by <b>performing</b> a short routine that <b>incorporates</b> physical humour techniques and <b>evaluates</b> the effectiveness of the comedic timing.		<a href="#">3. Slapstick Yr8 HT1.pptx</a>	<a href="#">Stock Characters</a>
	4. Practise the three skills we've learnt so far and begin devising a mock performance, in order to gain teacher feedback.		<a href="#">4 Preparing for teacher feedback Yr8 HT1.pptx</a>	
	5. Perform to the class, showcasing where I am 'working at'. I will showcase the following skills A) Commedia Dell'Arte stock characters and an appropriate lazzi that matches their character B) Slapstick comedy (and intertitle for extra challenge) C) Mime skills and clocking the audience.		<a href="#">5. Performing and gaining teacher and peer feedback.pptx</a>	
	6. Watch my most recent performance, gain teacher feedback and set myself a target		<a href="#">6. Watching back and preparing for EOT Yr8.pptx</a>	

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	ready for my end of term performance, from this.			
	<b>7.</b> Implement my self-set target in my new performance.		<a href="#">7. Polishing and self assessing ready for EOY Yr8 HT1.pptx</a>  <a href="#">EoT assessment Year 8 HT1.docx</a>	
	<b>8.</b> Perform end of term assessment performance, adhering to the success criteria and working towards meeting my self-set target.		<a href="#">8. EOT for HT1 Yr8.pptx</a>	
<b>Key terms- seen on PPTs and in the KO (in bell tasks particularly)</b>				
<a href="#">KO for Yr8 HT1.pptx</a>				

Drama	Year 8 – Module 2			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
<b>Robot Boy (and devising from a stimulus – a poem)</b>  <a href="#">HT2 Yr8 SOW Robot Boy Devising.docx</a>  <a href="#">KO for Yr8 HT2.pptx</a>	1) Devise a piece of theatre on this stimulus, using still images and role play.	Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back	<a href="#">1. Devising from a poem Yr8.pptx</a>	
	2) <ul style="list-style-type: none"> <li>▪ Recall the purpose of a thought track.</li> <li>▪ Deliver a thought track using appropriate facial expressions.</li> </ul>		<a href="#">2. Thought tracks and facial expressions Yr8.pptx</a>	
	3) Devise a scene that includes at least 1 form of cross cutting.		<a href="#">3 Cross Cutting Robot Boy.pptx</a>	

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	4) Gain peer feedback and perform in front of the class.		<a href="#">4. Teacher feedback HT2 Yr8.pptx</a>	
	5) Watch my most recent performance, gain teacher feedback and set myself a target ready for my end of term performance, from this.		<a href="#">5. Watching performance back and planning eot yr8 ht2.pptx</a>	Empathy
	6)  <input type="checkbox"/> Continue to develop your devised performance on the feeling of otherness from the stimulus <i>Robot Boy</i> . <input type="checkbox"/> Use your self-set target from last lesson and begin implementing it into your new performance.		<a href="#">6. Continue devising and work towards self-set target Yr8.pptx</a>  <a href="#">EoT assessment Year 8 HT2.docx</a>	
	7) Perform our end of term piece to the class.		<a href="#">7. EOT HT2 Yr8.pptx</a>	
<b>Key terms: Tier 3 vocab on KO that is printed and handed out for every bell task + on each PPT slide. <a href="#">KO for Yr8 HT2.pptx</a></b>				

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Drama				
Year 8 – Module 3 – HT3				
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
Scary Play and characterisation		Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back		
				<a href="#">Using your Voice</a>
				<a href="#">Physical Skills</a>
				<a href="#">Characterisation</a>
				<a href="#">The Director</a>
			<b>Key words:</b>	

Drama				
Year 8 – Module 4 – HT4				
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
Paper Birds and Devising	1. To know who The Paper Birds are and some of their methodology. To introduce the Theatre Creativity Cards and understand two of the four suits.	Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back	<a href="#">1. Introductory Workshop Part One.pptx</a>	
	2. To continue to introduce the Theatre Creativity Cards and understand the remaining two of the four suits.		<a href="#">2. Introductory Workshop Part Two.pptx</a>	
	3.		<a href="#">3. Devising Workshop.pptx</a>	

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	To continue using the Theatre Creativity Cards to create drama.			
	4. To respond to a stimulus. To use the Theatre Creativity Cards to help create a piece of theatre.		<a href="#">4. Devising with a Theme Part One.pptx</a>	
	5.To use the Theatre Creativity Cards to help shape the piece of theatre we started creating last week.  To use your feedback to improve your performance, ready for your assessment next lesson.		<a href="#">5. End of term practical assessment prep Yr 8.pptx</a>	
	6. Polish our piece of theatre, using the theatre creativity cards, ready for today's end-of-term practical assessment.  Recall what we are being assessed on.		<a href="#">6. EOT assessment practical Yr8.pptx</a>	

Drama	Year 8 – Module 5 – HT5			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
<p><b>Billy Elliot</b></p> <p><a href="#">KO Billy Elliot.pptx</a></p>	<p>1. To understand why the British miners' strike started</p> <p>To be able to perform a scene from 'Billy Elliot'.</p> <p>To understand the use of cross cutting.</p>	<p>Bell Work Recall Quizzes MWB formative assessment in lessons Spotlight: showing work back</p>	<p><a href="#">Billy Elliot - L1 Cross cutting on the picket line. .pptx</a></p>	
	<p>2. To be able to recall key moments of the story within Billy Elliot.</p> <p>To showcase key moments using your physical skills.</p>		<p><a href="#">Billy Elliot - L2 Context of the play- Freeze Frame .pptx</a></p>	
	<p>3. To Know why Tony, Jackie and Mrs. Wilkinson argue about Billy missing his audition for the 'Royal Ballet School.'</p> <p>To Understand how status is presented on stage.</p> <p>To be able to perform this extract using your vocal and physical skills.</p>		<p><a href="#">Billy Elliot - L3- Conflict Scene - Vocal And physical skills .pptx</a></p>	
	<p>4. Develop our understanding for our character in our extract by using hotseating and improvisation, to understand their motives.</p>		<p><a href="#">Billy Elliot L4 MHE.pptx</a></p>	



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	Polish our performances of the conflict scene between Billy, Mrs Wilkinson and Tony.			
	5. To confidently use both vocal and physical characterisation in my acting, focussing on tone and facial expressions.		<a href="#">Billy Elliot L5 .pptx</a>	
	To experiment with how to create a gritty/ believable scene			

Drama	Year 8 – Module 6 – HT6			
Topic	Content	Formative Assessments?	Link(s) to an example lesson	Links to Oak Academy lesson
<b>Devising from a stimulus in the style of Stanislavski</b>		Bell Work		
		Recall Quizzes		
		MWB formative assessment in lessons		
		Spotlight: showing work back		

### Summative Assessment:

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Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

This assessment will be formed of two parts and broken down as follows:

- Practical assessment (most probably taken from HT1's performance= October)
- Knowledge test, completed in December. / 30

Pupil End of Year Assessments will take place at the beginning of half term 6. These will cover all content taught in the year. This assessment will inform pupil Rank Order in the subject.

This assessment will be formed of two parts. It will be broken down as follows:

- Practical assessment
- Knowledge test / 30