

YEAR 8 DRAMA

ROALD DAHL

INTENT

Rotation 1 of 2

Knowledge Acquired:

- Devising Drama
- Presenting and Performing Texts

Learners will begin to develop their characterisation skills in this topic, drawing on their devising skills and working with text for the first time. Using the work of Roald Dahl, students will explore a range of characters in his books and poetry and will improve their ability to make key decisions regarding characterisation and what this communicates to the audience.

Skills Developed:

Learners should be able to:

- Craft a simple character based on the work of Roald Dahl
- Make specific decisions regarding characterisation and explain their reasons behind this
- Generate devised material around the character and narrative in some of Roald Dahl's books and poems
- Work with a piece of text and perform extracts in role
- Use rehearsal time effectively to adapt and refine performances in preparation for assessment

Understanding:

Learners should know and understand:

- How to interpret a character through voice, movement, gesture, expression and language
- How to adapt characterisations for some of the key characters in Roald Dahl's work to communicate meaning to the audience
- How to create off-text improvisations using a book or poem as guidance
- The importance of rehearsal including time management and preparation and how to rehearse in preparation for a performance to the audience

Links to Previous Study:

- Year 7 – Physical Comedy
- Year 7 – Darkwood Manor

YEAR 8 DRAMA

Links to Future Study/the Wider World:

- Links to work learners will complete in English, exploring character and language.
- Prepares students for characterisation work which they will build upon on in Year 9, *Godber*.
- Builds on devising skills required for the Devising Drama component (30%) at GCSE and, more specifically, the Presenting and Performing Texts component (30%) as students gain experience in learning lines and performing extracts from a play in role.

YEAR 8 DRAMA

ROALD DAHL IMPLEMENTATION

Number of Lessons: 6

Sequence of Lessons:

EXPLORATION	REHEARSAL	PERFORMANCE
1. Charlie and the Chocolate Factory	5. Introduction to assessment	6. Assessment
2. Matilda		
3. The Witches		
4. The BFG		

Main Resources:

- Roald Dahl play scripts
- YouTube
- Teacher prepared PowerPoint activities

Methods of Assessment:

- AfL strategies used in each lesson
- Summative assessment of the final performance marked using criteria created specifically for the scheme of learning. Feedback form completed by the teacher with WWW and EBI and stuck into English assessment book.
- Optional evaluation to be completed, analysing students' own work and the work of others. Evaluation marked using a separate set of criteria which focuses on pupils' ability to draw on strengths and areas for development.

Use of Assessment Results:

- Grades recorded on Go4Schools within the English Markbook.
- Students encouraged to use EBI as a target in the next Drama rotation.

YEAR 8 DRAMA

SOCIAL MEDIA

INTENT

Rotation 2 of 2

Knowledge Acquired:

- Devising Drama

Learners will discover how a theme, topic, or issue can be explored through dramatic techniques and work with a range of stimuli. Building on devising skills from previous topics, students will explore the impact that social media has and begin to generate artistic intentions for their work, encouraging the audience to consider the positive and negative aspects of social media.

Skills Developed:

Learners should be able to:

- Respond to a stimulus and use this as a starting point to create a piece of drama
- Use a range of dramatic techniques in a performance to a more advanced level than Year 7
- Explain what intended meaning is created for the audience
- Take part in whole class improvisations and stay in role throughout
- Use rehearsal time effectively to adapt and refine performances in preparation for assessment

Understanding:

Learners should know and understand:

- How a theme, topic or issue can be used in Drama to devise material from
- How to respond to a stimulus with a view to generating material for a performance
- How to select dramatic techniques to achieve an intention for the audience
- How to communicate meaning to an audience through engaging drama
- How strategies such as whole class improvisation can support a deviser in understanding character and creating material
- The importance of rehearsal including time management and preparation and how to rehearse in preparation for a performance to an audience

Links to Previous Study:

- Year 8 – Roald Dahl
- Year 7 – Darkwood Manor

YEAR 8 DRAMA

Links to Future Study/the Wider World:

- Encourages students to reflect on their own use of social media and the impact that this might have on their wellbeing and relationships.
- Allows students to access a creative outlet to feel safe in sharing thoughts and feelings about their own experiences with social media and provides opportunities to be more astute in the way in which they incorporate it into their lives.
- Prepares students for devising work which they will build upon on in Year 9, War.
- Builds on devising skills required for the Devising Drama component (30%) at GCSE and encourages students to generate performance material at an advanced level, placing more emphasis on communicating meaning to the audience to achieve an artistic intention.

YEAR 8 DRAMA

SOCIAL MEDIA IMPLEMENTATION

Number of Lessons: 5

Sequence of Lessons:

EXPLORATION	REHEARSAL	PERFORMANCE
1. 'Look Up' Gary Turk	4. Introduction to assessment	5. Assessment
2. 'The Social Media Song' Shimona Kee		
3. 'Instagram: worst for young mental health' BBC News Article		

Main Resources:

- Stimuli: 'Look Up', 'The Social Media Song', 'Instagram: worst for young mental health'
- YouTube
- Teacher prepared PowerPoint activities

Methods of Assessment:

- AfL strategies used in each lesson
- Summative assessment of the final performance marked using criteria created specifically for the scheme of learning. Feedback form completed by the teacher with WWW and EBI and stuck into English assessment book.
- Optional evaluation to be completed, analysing students' own work and the work of others. Evaluation marked using a separate set of criteria which focuses on pupils' ability to draw on strengths and areas for development.

Use of Assessment Results:

- Grades recorded on Go4Schools within the English Markbook.
- Students encouraged to use EBI as a target in the next Drama rotation.