



Drama Department

Unit and Year:

Year 8: Term 3

Dan Nolan

Purpose of Unit:

1. To understand what Verbatim is.
2. To develop the use of monologue.
3. To work collaboratively with others to create verbatim performances.
4. To explore how to create scenes with cross cutting and flashback.
5. To be able to reflect and respond to self and peer performances.

Key Learning/Knowledge:

- Developing knowledge and understanding of Verbatim Theatre as a theatre style.
- Ability to create performances using monologue, cross cutting and flashback.
- To explore script extracts.
- To consider how Verbatim Theatre can enhance a performance.
- To improve written, reading and spoken language skills.

Key Vocabulary and meanings:

- Verbatim
- Characterisation
- Flashback
- Monologue
- Cross cutting
- Direct Address
- Transitions
- Slow Motion
- Script

Key Skills:

- Developed use of Monologue, direct address, cross cutting and flashback.
- Group work
- Staging – understanding proxemics and use of stage space.
- Reflection and evaluation

Links to prior knowledge/learning:

- Continuing to develop storytelling skills and how to bring 'page to stage'.
- Characterisation
- Development of group work and communication
- Analysis of text and understanding how to portray certain characters.
- Vocal and Physical skills.
- Reflection and self awareness.



Drama Department

Unit and Year:

Year 8: Term 4

Greek Theatre

Purpose of Unit:

1. To understand the historical context of Greek Theatre and where it originated from
2. Develop knowledge of the use of mask and Greek Theatre staging
3. To explore the role of the Greek chorus
4. Develop skills in choral speaking and moving in unison
5. Explore and perform script extracts from Medea
6. Analyse and evaluate the effectiveness of Greek Theatre

Key Learning/Knowledge:

- Historical, social and political context of Greek Theatre
- Types of plays: Comedy and Tragedy
- The role of the Greek chorus
- How to perform as a Greek chorus: developing a range of physical and vocal skills
- Understanding of play text: Medea
- Bringing 'page to stage' using a script extract from Medea
- To analyse and evaluate the success of live performance

Key Skills:

- Ability to work in a group
- Knowledge and understanding of style of Theatre
- To be able to perform as a Greek chorus
- Vocal skills: Pitch, Tone, Pace, intonation and Volume
- Physical skills: Unison, dynamic, stillness, exaggeration, clocking the audience, eye contact, mime, shape, movement
- Interpretation of script and staging

Key Vocabulary and meanings:

- ❖ Greek Theatre
- ❖ Amphitheatre
- ❖ Chorus
- ❖ Comedy
- ❖ Tragedy
- ❖ Vocal skills
- ❖ Physical skills
- ❖ Staging
- ❖ Mime
- ❖ Interpretation
- ❖ Audience
- ❖ Shape
- ❖ Movement

Links to prior knowledge/learning:

- Exploration of script and developing skills to bring 'page to stage'
- Physical theatre and movement
- Performance and staging
- Analysis and evaluation skills



Drama Department

Unit and Year:

Year 8: Term 5

Are you there?

Purpose of Unit:

1. To use a given stimulus to support the development of issue-based drama
2. To use real life situations to inform a performance
3. To develop and understanding of Abstract Theatre and stylised movement
4. Expanding the ability to work in groups and use script for performance

Key Learning/Knowledge:

- The Event of the 7/7 London terror attacks
- Show understanding of abstract techniques by creating a performance using a range of devises with imagination and clarity
- Make skilful use of stylised movement techniques to physically communicate a story that is fluid and clear
- Demonstrate a clear understanding of themes and issues raised by a stimulus to devise a performance which responds to the task at hand in an original way
- To devise a piece of Drama which responds effectively and sensitively towards the themes and issues discussed and explored.

Key Vocabulary and meanings:

- ❖ Issue based Drama
- ❖ Physical Theatre
- ❖ Abstract
- ❖ Stylised
- ❖ Script
- ❖ Montage
- ❖ Stimulus
- ❖ Devising
- ❖ Vocal skills
- ❖ Physical skills
- ❖ Cross cutting
- ❖ Staging
- ❖ Audience

Key Skills:

- Working sensitively on real life events and developing perspective
- To be reflective and understanding of real-life experiences
- The ability to work collaboratively in small groups
- Abstract theatre and stylised movement
- Creating original performance
- Interpreting and staging script

Links to prior knowledge/learning:

- Physical theatre and movement
- Issue based Drama
- Exploration of themes and gaining character perspective



Drama Department

Unit and Year:

Year 8: Term 6

Devising

Purpose of Unit:

1. To learn how to create performances from a stimulus
2. Develop the student's ability to work effectively as a group
3. Expand on creativity and imagination
4. To create and develop a devised piece from a stimulus
3. To analyse and evaluate the devising process and performance

Key Learning/Knowledge:

- To work collaboratively with others to explore a range of stimuli in order to create an original performance piece.
- Personal development and exploration.
- Performers must develop skills in:
 1. Rehearsing and learning lines; adapting work in response to rehearsals (to be done collaboratively)
 2. Voice: use of clarity, pace, inflection, pitch and projection
 3. Physicality: use of space, gesture, stillness and stance
 4. Ability to combine and apply vocal and physical skills

Key Skills:

- Group work
- Research and negotiation
- Creativity, performance and design skills.
- Consider the impact that they can make on an audience, as they develop the ideas that they want to communicate.

Key Vocabulary and meanings:

- Devising
- Performance
- Group
- Creativity
- Negotiation
- Characterisation
- Development
- Rehearsal
- Physicality
- Voice
- Design
- Audience
- Impact
- Dramatic potential
- Themes
- Intention

Links to prior knowledge/learning:

- Devising
- Group work
- Analysis and evaluate
- Collaboration and creativity
- Performance and staging