

Drama**Year 8****Introduction to Drama**

Year group 8	Subject: Introduction to Drama
Prior learning- linked to National Curriculum	Building on knowledge which has been established during term 1 and 2 and 3 . The students have now worked for a full term on Physical Theatre. They have really explored the idea of body as object and expression through movement and they have experience building a narrative without dialogue and through the use of masks and movement alone
Rationale	Students are adding another skill set by moving onto working from a text. Should they wish to progress to KS4 they will have the correct tools from learning how to work effectively with text, characterisation and voice at this stage. The students' prior focus (last term) on physical aspects of performance should make them more comfortable when performing using their body language skills before adding voice. Students this term will apply hot seating and freeze frame techniques to explore the background and the status relationships of the main characters within the play
Vocabulary:	Key Tier 3 Vocabulary Words are: dialogue, stage direction, subtext, hot seating, status, theme, text analysis, Narrative,,
Cultural Capital:	Andrew Paine is an established playwright Mugged is an exciting play for pupils at KS3/4, focusing on issues that are both gripping and relevant to young people. It is accompanied by stimulating background materials containing fantastic ideas for drama exercises, as well as further activities to answer English Framework and NC objectives.
Key assessments- name the assessments	End of Term Assessment: Students are asked to consolidate the performance skills that they have learned over the term and create a short performance based on an extract of the play

What do children know/ can do now (EDSM)

Emerging: Students can identify and recognise the difference between stage directions and dialogue. They can make basic deductions about character intentions and predictions about plot development. They can identify a character from a script and present them at a basic level with basic or no adaptation of voice or physicality.

Developing: Students can identify and recognise the difference between stage directions and dialogue. They can make basic deductions about character intentions and predictions about plot development. They can identify a character from a script and present them using basic or inconsistent acting skills that may include use of body language, gesture, facial expression and some adaptation of voice, through control of tone, pitch and volume

Secure: Students can identify and recognise the difference between stage directions and dialogue and can demonstrate through oral discussion a reasonable level of script analysis including subtext and character intentions. They can make consistent and accurate deductions about character intentions and predictions about plot development. They can identify a character from a script and present them using a competent range of acting skills that may include use of body language, gesture, facial expression and some adaptation of voice, through control of tone, pitch and volume

Mastered: all of the above but would also demonstrate creativity, and imagination in their own character development and excellent audience awareness when performing .