

## Year 8

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	Physical Theatre	How can we include non-naturalistic techniques into performance? What is the effect?	<p>Dealing with a serious topic using non-naturalistic techniques to convey strong emotions and meaning effectively</p> <p>EDI – Social, historical, political context discussed in relation to wars across time periods and locations, draws on students own knowledge to explore physical theatre through war poetry in the classroom</p>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Theatrical convention of moving backwards and forwards in time, showing a non-linear structure</li> <li>● Applying theatrical convention to create atmosphere</li> <li>● Communicating effectively with the audience</li> <li>● Follow and create sequences</li> <li>● Apply theatrical convention to inform the audience</li> <li>● Demonstration of Abstract style</li> <li>● Think and work on the spot</li> <li>● Recognise rhythm and pace and be able to apply this to performance</li> <li>● Recognise and apply structure</li> <li>● Apply appropriate characterisation to voice to create mood and atmosphere</li> <li>● Think creatively</li> <li>● Lead others in creating appropriate performance</li> <li>● Perform in front of an audience</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Cross cutting</li> <li>● Slow motion</li> <li>● Direct address</li> <li>● Stimulus</li> <li>● Choreography</li> <li>● Freeze frame</li> <li>● Stylisation</li> <li>● Improvisation</li> </ul>

				<ul style="list-style-type: none"> <li>● Thought tracking</li> <li>● Gesture Rhythm and Pace</li> <li>● Chair duets</li> <li>● Sequencing</li> <li>● Performance structure</li> <li>● Voice</li> <li>● Devising</li> <li>● Directing</li> <li>● Performing</li> </ul> <p><b>Assessment Point information (if applicable)</b>          Process marked          Performance marked</p>
<b>Autumn 2</b>	<b>Melodrama</b>	<b>What are the characteristics of melodrama?</b>	<p>Exploration and application of melodramatic style.</p> <p>EDI – groups are selected by teachers to make sure groups are inclusive of all abilities in relation to melodrama, social and historical context of melodrama is taught alongside students own knowledge of this genre of theatre or similar styles in different cultures</p>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Melodramatic techniques applied in performance</li> <li>● Writing a melodramatic script</li> <li>● Performing stock characters</li> <li>● Over exaggerated actions</li> <li>● Distinct vocals</li> <li>● Communicating effectively to an audience</li> <li>● Evoking emotion in the audience</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Stock characters (villain, damsel, hero, sick kick)</li> <li>● Exaggeration</li> <li>● Mime</li> <li>● Rule of three</li> <li>● Aside</li> <li>● Facial expression</li> <li>● Body Language</li> <li>● Vocal characterisation</li> </ul>

				<ul style="list-style-type: none"> <li>● Creating tension</li> <li>● Dramatic pauses</li> </ul> <p><b>Assessment Point information (if applicable)</b> Process marked Performance marked</p>
<b>Spring 1</b>	<b>A Midsummer Night's Dream</b>	<b>How can we use practically explore a Shakespearean script?</b>	<p>Understanding themes, relationships, language in a Shakespearean context.</p> <p>EDI - the origins of language, equipment, theatre and performance is discussed in relation to how Shakespeare came to be a great play write i.e Ancient Greek Theatre and the use of theatrical effects invented across the globe which Shakespeare made use of</p>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Re-enacting the story as still images</li> <li>● Applying rehearsal techniques to open rehearsals</li> <li>● Working independently with the script</li> <li>● Creating dramatic tension</li> <li>● Applying characterisation appropriate to role</li> <li>● Performing Shakespeare</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Characterisation</li> <li>● Vocal dynamic</li> <li>● Body language</li> <li>● Theatrical conventions</li> <li>● Rehearsal techniques</li> <li>● Status</li> <li>● Interpretation</li> <li>● Critical thinking</li> <li>● Cooperation</li> <li>● Collaboration</li> <li>● Shakespearean language</li> </ul> <p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>● Process marked</li> <li>● Performance marked</li> </ul>
<b>Spring 2</b>	<b>A Midsummer Night's Dream</b>	<b>How can we use practically explore a Shakespearean script?</b>		

Summer 1	Production Elements	What are production elements	<p>Developing an understanding of the different production elements needed to put on a live performance. Exploring live performance from a designer's perspective.</p>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Creating a shoe box set design</li> <li>● Creating a costume design</li> <li>● Creating a lighting and sound design</li> <li>● Analysing live performance</li> <li>● Evaluating the success of live performance</li> <li>● Describing and explaining what has been seen in a live performance.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Set design</li> <li>● Lighting and sound design</li> <li>● Costume design</li> <li>● Presentation</li> <li>● Analysing</li> <li>● Evaluating</li> <li>● Describing/Explaining</li> <li>● Essay writing</li> </ul> <p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>● Process marked every other week</li> <li>● Final live theatre essay marked at the end of the topic</li> </ul>
Summer 2	Production Elements	How can you effectively analyse and evaluate live performance?	<p>EDI – this unit explores the different routes into theatrical production people can take i.e set and costume design and explores and celebrates the diverse skills people have in the theatre industry</p>	