

Year 8: Curriculum Intent

The Drama department strives to give students a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach. We are dedicated to encouraging our pupils to use their creativity and individuality to investigate issues using varied styles, language, and creative skills. We aim to prepare the minds of young people to cope with the outside world as well as educating students about theatre and its history. Students learn physical theatre, with a focus on the methods used by the Frantic Assembly Theatre Company to convey stories via movement and the body. In order to enhance their spatial awareness, exaggeration, and willingness to move beyond their comfort zones in order to incorporate trust, students will learn how to employ slow motion, essence machines, and lifts as well as some basic stage combat. Cross-curricular; students will study the elements of Musical theatre looking at Dennis Kelly's version of Matilda Jr, they will enhance their understanding of Still images, characterisation, Hot-Seating and sustaining a role throughout a performance Shakespeare's Romeo and Juliet is the text we study in the final term, and it covers topics like relationships and conflict. In order to integrate choreography into play scenes, students will deepen their comprehension of stage combat. They will also examine language use and Shakespearean insults.

Year 8 Essential Knowledge Summary

Schemata 1: Physical Theatre	Schemata 2: Matilda the Musical	Schemata 3: Romeo and Juliet
<p>Composite Knowledge: Students will understand how physical theatre is more powerful than words – identifying the impact of movement-led storytelling.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> What Physical Theatre is - how to use Gestures and Body Language to show non-verbal communication and storytelling What is an ensemble and how can you show this effectively Who Frantic Assembly are – a UK-based theatre company known for their energetic, physical, collaborative approach to devising. The Key characteristics of Frantic Assembly's style: Emphasis on ensemble and trust. Techniques like, lifts, counterbalance, push-and-pull and minimal dialogue The role of physical theatre – how it communicates emotion, relationships, and narrative visually and symbolically. Health and safety awareness – importance of warm-ups, spatial awareness, and safe physical contact. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Create and perform movement sequences with use of strength, control and accuracy Accuracy of timings and pace - use of slow motion Exaggerated facial expressions and gestures Work as an ensemble – synchronisation and spatial awareness Use lifts and contact work safely – understanding weight-sharing and trust. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> How to perform for an audience How symbolism is used to produce still images. Apply levels, dynamics, rhythm, and contrast in movement work to tell a story or convey emotion. 	<p>Composite Knowledge: Students will acquire an awareness of how to make performance choices that reflect an understanding of the character and concepts represented in Matilda the Musical.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> An overview of the storyline and the structure of Matilda the Musical Key characters – Matilda, Miss Trunchbull, Miss Honey, and the Wormwoods, including their roles, personalities, and relationships How to achieve effective Still images and Mime to show the first day of school at Crunchem Hall How status is used through the 'little and big kids' Musical theatre conventions – integration of song, dance, and dialogue to tell a story. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Develop and sustain characterisation using voice, exaggerated movement, posture, and expression to portray distinct characters Work as part of an ensemble – contributing to group movement reacting in-role and maintaining focus Using techniques such as cannon, unison and antipon to develop choral speech Rehearse effectively using feedback to refine vocal delivery, timing, and staging. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Confident use of accurate exaggerated facial expression, gestures and body language Reflect on how musical theatre communicates meaning differently from naturalistic drama – recognising when heightened performance adds emotional or comedic impact Confidently performing to an audience or class 	<p>Composite Knowledge: Through stage combat and Shakespearean language, students will get a grasp of how conflict is depicted in the works of Shakespeare's Romeo and Juliet.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> An overview of the storyline, characters and themes of Romeo and Juliet, especially key moments of conflict such as the Montagues and Capulets, Juliet and her relationship with her father. Examples of External and internal conflict Stage combat techniques and keeping others safe and spatial awareness through stage combat How to work collaboratively as an ensemble Shakespearean language – key quotes related to conflict and their meanings. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Interpret Shakespearean language – breaking down lines for meaning and emotional content. Pace, control and accuracy of stage combat How a Greek Chorus can be used to deliver the prologue of the play How character relationships are shown through the play Perform key scenes involving conflict, using voice, body, and space to convey tension and emotion. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> How to use intonation to change the way Shakespearean language is used How language is used as a weapon throughout the play Use performance skills purposefully to show different forms of conflict (physical, emotional, verbal).

Year 8 Final Composite Knowledge End Point

- The Pupils will apply a combination of skills such as exaggerated facial expressions, gestures, body language and characterisation with confidence and accuracy.
- Have a good understanding of the key drama conventions Still Image, Mime, Split Screen, Slow Motion, Choral Speech, Thought Tracking and Audience Address.
- The plot and themes of the plays studied this year.
- Work effectively individually, in small groups or larger groups to devise your own ideas into developed scenes.
- Recognise that theatre can be in various styles with different staging types.
- Apply correct and safe technique when taking part in physical theatre and stage combat activities and the importance of following rules to keep each other safe.
- Identify the main aspects of a good performance and what makes it good and explain the reasoning.
- Lead appropriate tasks individually or as part of a group.
- Identify the main aspects of your own and others' performance that are good and explain the reasoning behind this.
- Recognise weaknesses in your own and others performance and suggest how a performance could be improved.
- To have a sound understanding of the foundational knowledge needed to perform a piece of theatre.
- Create a character different from yourself and sustain it through a scene.