



Year 8 Drama - Haunted House

Learning about this topic is important because: It will help you understand how we can create tension in performance and the impact that this can have on an audience. You will also understand that there are different forms of tension and that you can use your vocal/physical/spatial skills in addition to technology to create desired effects.

This builds on the work you have done in Year 7 on performance where you explored your use of voice and physical skills to create scenes. It uses stimuli to create drama as in ROLE-PLAY (WW2) and develops devising skills.

This leads to Year 9 Script work where you will focus on a range of scripts from different styles and genres and consider how the playwright creates status and tension within the piece, you will then move this script from the page to the stage.

We will learn:

- How tension can be created through performance skills – voice and body.
- How special effects and sound can help to create tension.
- What are the different types of tension – fear/excitement/nerves and these are shown in different ways and have a different effect upon an audience.
- How to create effective short performance using our skills and knowledge on tension.
- How to understand the structure of a performance.
- How to create and use a cue sheet.

We will develop/practise skills including:

- Working as a team.
- Listening skills.
- Communication skills
- Improvisation.
- Rehearsal and refinement.
- Technical skills such as lighting and sound. You will be shown how to use the lighting and sound desk to help achieve effects.
- You will also experiment with the use of gauze and silhouettes to create a dynamic in performance.
- Narration
- Working as an ensemble.
- Devising

Some of the vocabulary that we will use includes:

Tension. Focus. Atmosphere. Lighting. Sound. Gauze. Status. Voice. Physicality. Use of space. Audience. Jump scare. Pyrotechnics. Staging. Improvisation. Role play. TIR. Contract. Cue sheet. Reflection.

You could learn more about this topic by:

Reading about tension in performance.

Watching *The Woman in Black* at the theatre.

Learning about the Seven Levels of Tension:

[7 Levels of Tension - Drama Resource](#)

Analysing moments in film and TV programmes to identify how actors show tension in their vocal and physical expression.



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. You will be assessed on your ability to **create performance material (C), present (P) a performance and respond (R) to performance material.**

The key pieces of work in this topic are:



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On-going formative assessment will be part of every lesson with your teacher and peers plus yourself reflecting and giving suggestions/advice and comments. **You will be assessed on your final performance piece which is the creation of a short piece of theatre where you explore how to create tension (C, P). We will look at your ability to sustain the role (P), consider the impact on the audience, use space effectively as well as create elements of tension (C). You will also reflect on your performance and that of others (R).**

Your classmates and teacher will give you feedback about strengths and areas for development, after watching your final performance. You will write down their comments and reflect upon what you did well and what you need to do to develop your skills.



Year 8 Drama - Melodrama

Learning about this topic is important because: You will gain an understanding about Melodrama, learning the history and how to perform it. You will explore exaggerated actions, the typical structure of melodrama, stereotypical stock characters and how to create your own melodrama story.

This builds on: Creating material in ROLE-PLAY (WW2) and MIME, looking at scripts in HARRY POTTER.

This leads to: Further understanding of theatre history through GREEK THEATRE and PRACTITIONERS. Further exploration of DESIGN in Yr 9.

We will learn:

- History of Melodrama
- Stock characters
- Exaggerated acting style
- Breaking the fourth wall
- Direct address
- Aside
- Stage combat
- Importance of music
- About Victorian theatre and theatre history.
- How to structure a performance

We will develop/practise skills including:

- Exaggerated Vocal and physical skills
- Creation of Melodramatic storyline
- Performance
- Creating tension
- Teamwork and collaboration
- Using placards
- Using script
- Devising from plot
- Using costume signifiers

Some of the vocabulary that we will use includes:

Melodrama, Direct address, stock characters, slapstick, stereotype, Heroine, Hero. Villain. Melodramatic. Victorian theatre. Musical. Theatre. Jump scare. Stage trickery. Trap door

You could learn more about this topic by:

Reading: books or websites about the history of Melodrama/where it comes from/how it has developed.

Watching: [victorian melodrama at DuckDuckGo](#)

Looking at examples of silent movies with melodramatic features.

Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.

You will be assessed on your ability to **create performance material (C)**, **present (P)** a performance and **respond (R)** to performance material.

The key pieces of work in this topic are:

A final devised group performance, based upon a plot and title. You will create melodramatic characters and collaborate with peers (C). You will present in front of an audience, aiming for a sustained, focused and melodramatic performance (P).



Year 8 Drama - Melodrama

Evaluation: After each performance in class, you will be asked to reflect upon and analyse your own and/or others' work (R).

Your classmates and teacher will give you feedback about strengths and areas for development, after watching your final performance.
You will write down their comments and reflect upon what you did well and what you need to do to develop your skills.



Year 8 Drama - Missing

Learning about this topic is important because: it will help you to use a stimulus to create performance material. It will give you the opportunity to develop your naturalistic performance skills and create characters with emotional intensity.

This builds on: ROLE-PLAY (WW2) and HAUNTED HOUSE as you will be using role-play and working in groups to create and develop performances.

This leads to: Considering tension in TENSION AND STATUS, devising in Year 10.

We will learn:

- Teacher-In-Role (TIR) and Pupil-In-Role (PIR).
- How to use a stimulus
- How to use props effectively to create performance material.
- How to create tension
- How to add emotional depth to your performances.
- How to develop realistic and relatable characters
- Semiotics
- Socratic Circles

We will develop/practise skills including:

- Devising
- Rehearsal and performance
- Crosscutting
- Direct address
- Hotseating
- Collaboration

Some of the vocabulary that we will use includes:

Semiotics, proxemics, realism, naturalism, props, devising, issue-based drama, stimulus, corporate-role, Missing Person, runaway.

You could learn more about this topic by:

Finding out about the devising process:

[Devising Exercises for the Drama Classroom](#)

[Devising - GCSE Drama - BBC Bitesize](#)

Researching theatre companies who use devising to create performance material.



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.

You will be assessed on your ability to **create performance material (C)**, **present (P)** a performance and **respond (R)** to performance material.

The key pieces of work in this topic are:

A final devised group performance, based upon stimuli explored over the unit. You will create characters and use drama strategies, sharing ideas and collaborating with peers (C). You will present in front of an audience, aiming for a realistic and emotionally relatable character (P).

Evaluation: After each performance in class, you will be asked to reflect upon and analyse your own and/or others' work (R).



Year 8 Drama - Missing

Your classmates and teacher will give you feedback about strengths and areas for development, after watching your final performance. You will write down their comments and reflect upon what you did well and what you need to do to develop your skills.



Year 8 Drama – Script work

Learning about this topic is important because:

The scheme develops skills in performance, analysis, evaluation, collaboration and characterisation. Other skills include focus, independence and resilience. You will learn how to analyse a script and develop a character for performance. The ability to communicate effectively with an audience will be beneficial for learners, both within the Drama department and across the wider school curriculum.

This builds on:

Year 7 Script work, through which learners use a script to develop their acting skills, presenting a solo piece or as part of a pair.
Year 7 Shakespeare unit as students use the works of Shakespeare as a stimulus for developing performance material.
Year 8 Greek Theatre as students will use extracts from Ancient Greek works to develop characterisation and performance skills.

This leads to:

Refined skills in **performance and a greater awareness of how to use voice and body to effectively communicate with an audience.** An understanding of how to write about performance from the point of view of an actor. Students will develop their ability to analyse and reflect, which is vital for continuing to refine skills.

We will learn:

- To use our vocal skills to communicate effectively with an audience, paying close attention to accent, emphasis, inflection and intonation.
- The term proxemics and how to use proxemics to communicate with an audience.
- How to analyse a script, considering style and interpretation.
- How to develop character, using facts provided by the writer in collaboration with interpretation
- How to refine characterisation skills by creating a Role-On-The-Wall.
- How to rehearse and refine a scripted extract collaboratively, as part of a group.
- How to perform a short script extract for an audience of peers and staff.
- How to write about the process of developing a character and reflect upon the process and performance.

We will develop/practise skills including:

- Vocal skills, including pace, diction, projection, intonation, inflection, emphasis, stress.
- Physical skills such as gait, posture, facial expression, gesture, eye contact/eye line
- Proxemics, blocking, levels, spatial awareness
- Characterisation
- Analysis and interpretation
- Collaboration
- Independence
- Resilience
- Reflection and evaluation



Year 8 Drama – Script work

Some of the vocabulary that we will use includes:

Performance skills associated with vocal expression (diction, pace, emphasis, intonation, inflection, projection, pitch, accent) and physical expression (gait, gesture, posture, facial expression)

Proxemics

Blocking and spatial awareness

Levels

Eye line/eye contact

Role-On-The-Wall

Given Circumstances

Interpretation

Characterisation

Rehearsal

Audience awareness

Analysis

Reflection

Evaluation

You could learn more about this topic by:



Finding out more about physical expression in performance:

[How performers use their body - Physical skills for interpreting a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)

Finding out more about vocal expression in performance:

[Controlling your breathing - Using your voice - GCSE Drama Revision - BBC Bitesize](#)

Finding out more about how to build a character and refine your acting skills:

[Character building and what makes a truly great actor | Stage | The Guardian](#)

Accessing Digital Theatre Plus online and watching a variety of plays. Ask your Drama teacher for the log in details and password:

[Digital Theatre+ \(digitaltheatreplus.com\)](#)

Reading plays to learn more about characters – think about what information the writer provides and how an actor might interpret a character

Going to the theatre to see how actors use their performance skills in performance.

Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. You will be assessed on your ability to **create performance material (C)**, **present (P) a performance** and **respond (R) to performance material**.

The key pieces of work in this topic are:

END-OF-YEAR DRAMA ASSESMENT: PERFORMANCE OF SCRIPT

Final polished performance of a short script extract, presented as part of a group. You will be assessed on your creativity, interpretation and characterisation (C).

You will also be assessed upon the level of theatrical skill you show in your final performance (P).

Evaluation: After each performance in class, you will be asked to reflect upon and analyse your own and/or others' work (R).

Your classmates and teacher will give you feedback about strengths and areas for development, after watching your final performance.

You will write down their comments and reflect upon what you did well and what you need to do to develop your skills.



Year 8 Drama - Greek Theatre

Learning about this topic is important because:

Ancient Greece is where drama began! You will learn about Greek Theatre history, style and conventions. This will include learning about and researching different Greek plays. You will explore how to work as a chorus and the key elements involved in Greek performance.

This builds on:

Your understanding of theatre history from SHAKESPEARE and MELODRAMA. Physical skills developed in MIME, vocal skills developed in units including SHAKESPEARE and PANTOMIME.

This leads to:

Improved acting skills, understanding of different styles and genres, improved analysis of script and greater understanding of staging and design.

We will learn:

- How to perform in a presentational style of acting, like the Ancient Greeks.
- About famous classical plays such as *Oedipus* and *Antigone*.
- The history of Greek Theatre and Ancient Greece.
- To perform as part of an ensemble.
- About the Ancient Greek chorus.
- How to name and label the parts of the Greek Amphitheatre.
- How to use physical theatre within your practical exploration.
- How Ancient Greeks used song and dance.
- You will research your own Greek Myth and create a performance.

We will develop/practise skills including:

- Narration
- Canon/unison
- Choral speaking
- Acting from script
- Vocal delivery of lines
- Gesture to communicate meaning
- Mask
- Collaboration
- Devising from text.

Some of the vocabulary that we will use includes:

Amphitheatre, Theatron, Skene. Parados. Chorus. Thespis. Narration. Storytelling. Gesture. Unison. Canon. Tone. Audience. Comedy. Tragedy. Hamartia. Prophecy. Gods. Festival.

You could learn more about this topic by:

Reading – various Greek plays including the work of. Aeschylus, Sophocles, Euripides

Watching – Greek Theatre/interviews on National Theatre or Digital Theatre online. Youtube versions of the plays.



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. You will be assessed on your ability to **create performance material (C), present (P) a performance and respond (R) to performance material.**



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The key pieces of work in this topic are:

Practical exploration of Greek Theatre (C, P).

Research into the Ancient Greek Theatre (R).

Performance of a piece of text from a Greek play. We will assess you on your interpretation, your creative response, your use of voice to achieve and convey meaning, your use of physicality to achieve and convey meaning, your understanding of conventions used (C, P).

Evaluation: After each performance in class, you will be asked to reflect upon and analyse your own and/or others' work (R).

Your classmates and teacher will give you feedback about strengths and areas for development, after watching your final performance.

You will write down their comments and reflect upon what you did well and what you need to do to develop your skills.