

# WHAT ARE THE BIG AIMS OF YEAR 8?

- To understand approaches to Scripted Drama (including annotation and blocking)
- To understand the challenges and opportunities afforded by different acting spaces and the nine parts of a stage
- To understand how theatre is typically a visual and/or audio media
- To understand how to devise Drama using stimuli

## WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?

Performances are more developed and extended with a clear beginning, middle and ending.

Technique is used for creating effect with appropriate impact.

Roles are clear and sustained for longer periods through more complex performances

The five Elements of Drama are used intuitively or with a degree of automaticity for best effect.

Leadership skills are developing and individual pupils are assisting and directing peers.

## WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Introduction to the conventions of script (Italics, Stage Directions, layout)
- Understanding the meaning and use of different Year 8 Drama Keywords.
- The Challenges and Opportunities of different Acting Spaces (In-The-Round, Thrust/Apron, Promenade, Traverse, End-On/Proscenium Arch)
- Annotating, Blocking and Developing a scripted performance
- How to devise a piece of theatre
- How to use a stimulus for inspiration

## WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Further develop role sustenance and beginning to hone use of Specific Acting Skills
- Honing Script learning techniques (Working with longer scripts)
- Further develop the 5 elements of Drama as a basis of Performance Skills.
- Introduction to and revisitation of (Yr7 Term 2) a range of further Interpretive and Acting Skills
- Appreciation of performance (both own and others).
- Further development of the Actor-Audience Relationship in different acting spaces

## WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- Some pupils may have difficulty understanding that the person playing a role is NOT the same as the CHARACTER. For example, if a pupil is asked to play the character of an old person that does not mean that THEY are old; and others should not laugh at them.
- Some pupils may underestimate the importance of teamwork and the time needed when learning a longer script.
- Some pupils may perceive acting spaces as physical buildings rather than a space created by actors for performance or recognise the versatility of a studio space
- Some students may over-rely on script for the devising process rather than recognising it as a single tool amongst many for devising.