

Year 8 Drama	Subject Intent	We aim to support students during their transition into confident, creative, independent young people, equipped with the transferable skills they need to support them throughout their lives. Lessons are taught through a variety of mediums such as performance, movement, technology and writing, with plenty of time to reflect on themselves, as individuals, and the work they produce. Lessons are supplemented with a varied selection of extra-curricular activities such as the chance to be involved in the production or to watch a play in the theatre.
	KS3 Subject Narrative	The three main areas of assessment in Drama are creating, performing and evaluating. Each topic allows students the time to develop key knowledge and skills to develop these three areas. Students learn a variety of different Drama skills to enable them to produce engaging performances that explore the world around them.
	KS4 Subject Narrative	The knowledge of creating, performing and evaluating gained at KS3 is explored in further depth at KS4. As the course progresses students become independent, resilient performers who are able to self-evaluate and produce polished performances. We study a wide variety of performance material to ensure students have a strong knowledge base to be able to make contextual, justifiable creative choices.
	Routine Assessment Strategies	Creating, performing and evaluating are all routinely assessed at the end of each topic. Students produce a performance and evaluate the work of their peers. There will be a Strength, Action, Response task for each half term that will focus on implementation of practical skills.

Year 8 Drama	WHY THIS, WHY NOW?	Autumn Term – Topic 1- Fantasy Topic 2- Horror	Spring Term – Topic 3- Soap Operas Topic 4- Comedy	Summer Term- Topic 5- Crime Topic 6- Adventure
	Enquiry questions	<ul style="list-style-type: none"> How can we present something that is not as being real? How do we create tension in a performance? 	<ul style="list-style-type: none"> How do we create an emotionally real performance? What are the rules that a comedy must follow? 	<ul style="list-style-type: none"> How can we use Drama to explore social issues? How do we create performance that are thrilling for the audience?
	Key Subject Knowledge	<ul style="list-style-type: none"> Conventions of the fantasy genre Conventions of the horror genre Implement acting skills to build tension 	<ul style="list-style-type: none"> Conventions of a Soap Operas Conventions and rules of the comedy genre Characterisation techniques 	<ul style="list-style-type: none"> Conventions of the crime genre Conventions of the adventure genre Application of Drama skills
	Subject Competencies	<ul style="list-style-type: none"> Able to believe in what the students act Developing and sustaining interesting characters Able to create an atmosphere 	<ul style="list-style-type: none"> Application of genre conventions Performing emotionally realistic characters Performing using comedy rules Application of appropriate Drama techniques 	<ul style="list-style-type: none"> Application of new genre conventions Interpreting true stories into plays Application of appropriate Drama techniques
	Summative Assessments (high stakes assessments which test cumulative knowledge)	<ul style="list-style-type: none"> Fantasy assessment will be a baseline for creating and performing. 	<ul style="list-style-type: none"> Mid- Year Assessment- Focus on Year 7 and 8 knowledge to date. 	<ul style="list-style-type: none"> End of Year Assessment- Focus on all Year 7 and 8 knowledge.
	How does this pave the way for future study?	<ul style="list-style-type: none"> Students start to develop an understanding of how performance skills are used for different genres. Students continue to develop evaluation and analysis skills when watching a performance. 	<ul style="list-style-type: none"> Students continue to develop their understanding of producing, analysing and evaluating a performance from a variety of genres. In Key Stage 4 students need to be able to devise performances using a range of styles and genres. 	<ul style="list-style-type: none"> Students continue to develop their understanding of producing, analysing and evaluating a performance from a variety of genres. Students now have knowledge of a wide variety of genres to draw on when creating performances.