

Year 8 Big Picture

Autumn 01 Weeks 1 – 7 (7 weeks)	Autumn 02 Weeks 8 – 14 (7 weeks)	Spring 01 Weeks 16 - 21 (6 weeks)
trestle Conventions and literacy: Stock characters Improvisation Character shape Independent learning Task: Create a fact file for any type of masked Theatre: Japanese, African/Trestle ARTICLE 31 Every child has the right to relax, play and take part in a wide range of cultural activities. Leisure, play and culture	Frantic assembly Building blocks Trust falls Leading around the room Round by through Chair duets lifts ARTICLE 31 Every child has the right to relax, play and take part in a wide range of cultural activities. Leisure, play and culture	Scripted performance Teechers by John Godber Develop an understanding of student's confidences abilities acting: techniques and literacy: context-voice-face-body-space- techniques for lifting Multi role IL: line learning ARTICLE 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Goals of education
Assessment Objectives -Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience	Assessment Objectives To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience.	Assessment Objectives -Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience To use conventions with confidence when required.

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		Big Test – Scripted performance Students must prepare a 2-3 minute scene Students will practice evaluation for Big test 2
<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>
Scripted performance- Costume Design Develop an understanding the design concepts in costume theatre. • Characters personality • use of materials • shape • texture • colour Stimulus Teechers by John Godber	Devising from a stimulus- students will be given a single word and a target audience- to replicate the Btec external exam unit Students will be taught a series of workshops on the topic and how to use conventions to bring it to life. Conventions could be used and repeated: Still image Thought track Puppetry Mime Slow motion Synchronised speech/movement	Devising from a stimulus- students will be given a single word and a target audience- to replicate theBtec external exam unit Students will be taught a series of workshops on the topic and how to use conventions to bring it to life. Conventions could be used and repeated: Still image Thought track Puppetry Mime Slow motion Synchronised speech/movement

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II: create speech for presentation ARTICLE 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Goals of education	Body as prop Angel vs devil Voices in the head ARTICLE 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is in the law. Freedom of expression	Body as prop Angel vs devil Voices in the head INDEPENDANT LEARNING: rehearsal log ARTICLE 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is in the law. Freedom of expression
Assessment Objectives To discuss the elements of performance/ design with confidence. -To analyse the strengths and weaknesses of my own/others performance. -To listen to others ideas and be able to develop or challenge them. -To be able to use the drama terminology with confidence. -I will be evaluating the impact on my audience.	Assessment Objectives -Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience. To discuss the elements of performance/ design with confidence. -To analyse the strengths and weaknesses of my own/others performance. -To listen to others ideas and be able to develop or challenge them. -To be able to use the drama terminology with confidence.	Assessment Objectives -Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience. To discuss the elements of performance/ design with confidence. -To analyse the strengths and weaknesses of my own/others performance. -To listen to others ideas and be able to develop or challenge them. -To be able to use the drama terminology with confidence. -I will be evaluating the impact on my audience.

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	-I will be evaluating the impact on my audience.	
		Big test Students will create, rehearse and perform a 2-3 min. Devised piece. They will watch it back and evaluate the impact and their acting skills