



## AQA Drama Assessment Objectives

Students work in Drama will be assessed by the following objectives. These are in line with the AQA GCSE Drama specifications. All schemes covered throughout the year aim to allow students to develop, excel and meet each objective.

**AO1** Create and develop ideas to communicate meaning for theatrical performance.

**AO2** Apply theatrical skills to realise artistic intentions in live performance.

**AO3** Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

**AO4** Analyse and evaluate their own work and the work of others.

## Key Content – Knowledge and Skills

### Autumn 1: Macbeth

This scheme will follow the key scenes of William Shakespeare's Macbeth. The play follows the story of the death of the King of Scotland and the motives behind those involved. Students will have the opportunity to explore Shakespearean language on a deeper level than they had in year 7. Some of the difficult language, complex plots and distant settings of the plays will demand new ways of thinking from students. This will broaden their vocabulary and language as well as develop their confidence in working with their peers. They will use their ideas and build on dramatic techniques to create short performances in each lesson, depicting their interpretation of the key scenes. Students will learn new dramatic techniques to allow them to explore characters.

### Autumn 2: Tis the season

This scheme gives students an opportunity to take on wider roles in Drama and Theatre. Each group in the class will be given a popular Christmas song. They will have to create a music video that tells an engaging story to the audience. Students will explore different career paths in the industry taking on different roles in the groups. The focus throughout the scheme will be on developing independence and decision making for performance, working as part of a team, facial expressions and body language as well as preparation for performance.

### Spring 1 : The Towers – Documentary Theatre

In this scheme, through the use of drama students will be able to learn about the historic events of 9/11 from a variety of perspectives. They will use Documentary theatre and pre-existing materials (such as newspapers, government reports, interviews, journals, and correspondences) as source material for stories about the event and real people who were affected. Students will learn about effective and different ways to stage their performances to create tension for their audience. They will explore ways of using symbolism and abstract theatre via their movement, costume and props.

### Spring 2: Commedia Dell'Arte

This scheme will focus on elements of Commedia Dell'Arte which was an early form of professional theatre, originating from Italy. Students will look at the history of Italian theatre and how they can use it in their own performances. The scheme will develop student's awareness of audience and how students can use voice, gesture and movement to portray a character.

### **Summer Term 1 : Greek Theatre**

This scheme will give students an opportunity to understand how Greek theatre has survived through the ages as a powerful and influential art form. They will look at the origins and culture of Greek theatre, from the types of plays to stock characters and the layout of Greek theatre. Students will learn how to work as part of an effective chorus through the exploration of Sophocles' Antigone. As well as learning about Greek Gods through hotseating. Students will plan and develop a piece of street theatre as part of their end of year assessment.

### **Summer 2: Face by Benjamin Zephaniah**

In this scheme students will study excerpts from Benjamin Zephaniah's novel Face. It follows the story of a popular year 11 boy who suffers severe burns to his face after being involved in a joyriding car crash. Students will be given the opportunity to learn about theatre practitioners Konstantin Stanislavski and Bertolt Brecht. These theatre practitioners offer different styles and techniques. They will create their own scenes based on the text they are reading, giving them a chance to direct each other and evaluate their work.

Subject: Year 8 Drama  
Long term plan



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Week	Weekly Learning Intentions and/or Key Questions
Aut1-1	<b>Autumn 1</b>
Aut 1-2	<b>Macbeth – Shakespeare play</b> text This scheme will look at key scenes of the play. Exploring the main themes and characters.
Aut 1-3	<ul style="list-style-type: none"> <li>• The Heath – How can we use soundscapes to create atmosphere?</li> </ul>
Aut 1-4	<ul style="list-style-type: none"> <li>• The 3 witches and the prophecies – How can we portray the witches using our bodies? taking on a supernatural character</li> </ul>
Aut 1-5	<ul style="list-style-type: none"> <li>• Lady Macbeth’s character –How can we learn about Lady Macbeth using hotseating?</li> </ul>
Aut 1-6	<ul style="list-style-type: none"> <li>• Killing King Duncan – How can we show the death of King Duncan using Mime?</li> </ul>
Aut 1-7	<ul style="list-style-type: none"> <li>• Haunted by spirits – How can we create an effective performance with all we have learnt this term?</li> <li>• Assessment</li> </ul>
<b>HALF TERM</b>	
Aut2-2	<b>Autumn 2</b>
Aut 2-3	<b>Tis the season</b> – This scheme gives students an opportunity to take on wider roles in Drama. Each group in the class will be given a popular Christmas song. They will have to create a music video that tells an engaging story.
Aut 2-4	<ul style="list-style-type: none"> <li>• Introduction to music videos and mime</li> </ul>
Aut 2-5	<ul style="list-style-type: none"> <li>• Creating a story from your song – how do we develop original ideas?</li> <li>• Creating atmosphere using music – how can we use music to create a mood?</li> </ul>
Aut 2-6	<ul style="list-style-type: none"> <li>• Character and costume – How does costume have an effect on character and performance?</li> <li>• Preparing for assessment</li> </ul>
Aut 2-7	<ul style="list-style-type: none"> <li>• Assessment and Evaluation of work</li> </ul>
<b>CHRISTMAS HOLIDAY</b>	
Spr 1-1	<b>Spring 1</b>
Spr 1-2	<b>The Towers – Documentary Theatre</b> This scheme will look at 9/11 and real life articles and footage from the event. Students will develop a performance based on stimulus they have been given.
Spr 1-3	<ul style="list-style-type: none"> <li>• An introduction to 9/11 – teacher in role, whole class drama</li> </ul>
Spr 1-4	<ul style="list-style-type: none"> <li>• Innocent people – How can we create a character based on a stimulus?</li> <li>• Destruction – How can we create a story using your body as part of a group?</li> </ul>
Spr 1- 5	<ul style="list-style-type: none"> <li>• News report – How can we create an effective performance using split staging?</li> <li>• An act of terrorism – How can we use abstract theatre to create a compelling performance? Abstract theatre and preparation for assessment</li> </ul>
Spr 1-6	<ul style="list-style-type: none"> <li>• Performance/Assessment lesson</li> </ul>
<b>HALF TERM</b>	
Spr 2-2	<b>Spring 2</b>
Spr 2-3	<b>Commedia Dell’Arte – Italian Theatre</b> This scheme will focus on elements of Commedia Dell’Arte which was an early form of professional theatre, originating from Italy.
Spr 2-4	<ul style="list-style-type: none"> <li>• An introduction to Commedia Dell’Arte</li> <li>• Think you’re funny? How can we use body language to play a comedic role?</li> </ul>

	<ul style="list-style-type: none"> <li>• Stock characters Can we use stock characters to create a short scene?</li> </ul>
Spr 2-5	<ul style="list-style-type: none"> <li>• The Mask – can we exaggerate our movements to tell a story whilst using a mask?</li> <li>• Improvisation – How can we use stock character, exaggeration and improvisation to create a short scene?</li> </ul>
Spr 2-6	<ul style="list-style-type: none"> <li>• Assessment lesson</li> </ul>
<b>EASTER HOLIDAY</b>	
Sum 1- 2	<b>Summer 1</b>
Sum 1-3	<b>Greek Theatre – A walkthrough of Ancient Greek Theatre</b> This scheme will look at the different conventions of Greek Theatre
Sum 1-4	<ul style="list-style-type: none"> <li>• Introduction to Greek Theatre – tragedies and comedies</li> </ul>
Sum 1-5	<ul style="list-style-type: none"> <li>• Exploring Greek myths Antigone – How can we work as part of a chorus effectively?</li> <li>• On the sofa with a God – How can we use hot seating to develop character?</li> </ul>
Sum 1-6	<ul style="list-style-type: none"> <li>• Behind the mask – How did the Greeks use masks in theatre?</li> </ul>
Sum 1-7	<ul style="list-style-type: none"> <li>• On the streetz – Can we create our own piece of street theatre?</li> <li>• Performance/Assessment lesson – outside weather permitting</li> </ul>
<b>HALF TERM</b>	
Sum 2 -2	<b>Summer 2</b>
Sum 2-3	<b>Face</b> – In this scheme students will study excerpts from Benjamin Zephaniah’s play Face. It follows the story of a popular year 11 boy who suffers severe burns to his face after being involved in a joyriding car crash.
Sum 2-4	<ul style="list-style-type: none"> <li>• Face – An Introduction to the play</li> <li>• Nothing will ever be the same - How can we use space to show a characters emotions and thoughts?</li> </ul>
Sum 2-5	<ul style="list-style-type: none"> <li>• The world stopped – How can we use slow motion and split staging to create an effective scene?</li> <li>• Family and Friends? – How can we use thought tracking to show a characters thoughts?</li> </ul>
Sum 2-6	<ul style="list-style-type: none"> <li>• My identity – how can we use lines from the play and make it our own?</li> </ul>
Sum 2-7	<ul style="list-style-type: none"> <li>• Performance/assessment lesson</li> </ul>

**Key assessment points**

Students will be assessed formatively throughout the year through verbal teacher feedback and performance marking.

Students are assessed summatively at the end of each unit:

Autumn - Students will complete a short assessment paper that covers the key points of Macbeth and characters, as well as drama techniques used.

Spring – Students will perform their piece of documentary theatre they have developed over the half term. The piece will contain the drama techniques they have covered in the term.

Summer – End of year assessment – This will include assessment of the performance of outdoor theatre performance and an end of year assessment paper.

**Christian ethos**

Where Christian ideas are explicitly expressed in materials studied, students will have the opportunity to discuss them and make connections to their own knowledge, and, or beliefs.

The Federation's importance of family will be upheld as students learn to create and encourage one another whilst working together.

**British values**

British values will be inherently upheld and explored through the themes presented within stimulus and studied plays, with links made to ideas of citizenship, kindness, fairness, justice and democracy. Through all lesson tasks, students will be encouraged to make references between their community and the social, moral and political context of the materials they study. They will use this information and ideas to create and develop their performances pieces.