



YEAR 8 WINTER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Improvisation & Silent Movies

Curriculum Intent	<p>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>BASELINE - THE KEY</p> <p>SPONTANEOUS & REHEARSED IMPROVISATION</p> <ol style="list-style-type: none">1. To be reminded of the rules of drama2. To take part in a baseline assessment 'The Key'3. To learn what is meant by improvisation4. To develop character through mime and improvisation5. To be able to create spontaneous improvisation6. To be able to use spontaneous improvisation and hotseating to develop ideas7. To be able to develop improvisation around a character8. To be able to prepare a piece of extended improvisation
Skills/National Curriculum Links	<p>SILENT MOVIES</p> <ol style="list-style-type: none">1. To learn the style of a Silent Movie2. To develop character through mime and gesture3. To be able to create Silent Movies using captions and GEMS4. To Understand GEMS5. To be able to evaluate each others work6. To be able to work well with others7. To be able to work on non-verbal communication8. To be able to act in an exaggerated style
Cross Curricular Links	<p>SMSC: Team work, exploration of social topics, being respectful of each other and as an audience</p> <p>PSHE/British Values: Team work, exploration of social topics, being respectful of each other and an audience</p> <p>Skills Builder: Developing ideas, Collaborating with others, Communication skills, Performance Skills</p> <p>Numeracy</p> <p>Literacy – Use of scripted pieces created by students, opportunities to plan and script, use of placards, creation of projection, use of GEMS</p>
Becoming future ready	<p>Careers/Employability:</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: Learners are asked to produce work on a variety of different levels throughout this block of work. In the main this will be individual, pair and group presentation, teacher will use Q&A, observations and feedback. The Silent Movies SOW is assessed and will be recorded with verbal feedback given, and uploaded to TEAMS</p> <p>By Intervention: by providing different levels of supervision and support as the teacher moves around the classroom</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: option to storyboard, direct or lead</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
QFT/SEND Provision	
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none">• Use GEMS• Work collaboratively with others

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Plan a successful piece of Drama • Use mime • Incorporate other skills cover in Year 7 • Understand the difference between rehearsed and spontaneous improvisation • Communicate a story to an audience • Use captions • Act in exaggerated style <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Students will build on the skills offered and use these in the next term and going forward into GCSE.</p>
Assessment	<p>Silent Movies is assessed in this term. Performances and evaluation will be recorded and uploaded to TEAMS with Teacher verbal feedback also recorded</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>



YEAR 8 SPRING TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Murder Mystery

Curriculum Intent	
Skills/National Curriculum Links	<p>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>To introduce the idea of murder mystery. To explore the components that make up a Murder Mystery story. To understand the stock characters in a murder mystery scenario. To develop improvisation skills and comedic timing.</p> <p>Exploring the role of the victim and their death, the murder and their motives and the detective and their clues. Looking at stereotypical characters and their character traits/tag lines. Using role play to respond a given title/scenario.</p>
Cross Curricular Links	<p>SMSC: Team work, exploration of social topics, being respectful of each other and as an audience PSHE/British Values: Team work, exploration of social topics, being respectful of each other and an audience Skills Builder: Developing ideas, Collaborating with others, Communication skills, Performance Skills Numeracy Literacy – Use of scripted pieces created by students, opportunities to plan and script, use of placards, creation of projection, use of GEMS</p>
Becoming future ready	<p>Careers/Employability:</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: Learners are asked to produce work on a variety of different levels throughout this block of work. In the main this will be individual, pair and group presentation, teacher will use Q&A, observations and feedback. The Silent Movies SOW is assessed and will be recorded with verbal feedback given, and uploaded to TEAMS</p> <p>By Intervention: by providing different levels of supervision and support as the teacher moves around the classroom</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: option to storyboard, direct or lead</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • Use GEMS • Work collaboratively with others • Plan a successful piece of Drama • Use mime
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Incorporate other skills cover in Year 7 • Understand use of 'Stock Characters' • Communicate a story to an audience • Effective use of dramatic and comedic elements • Act in exaggerated style <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Students will build on the skills offered and use these in the next term and going forward into GCSE.</p>

Assessment	Murder Mystery is assessed in this term. Performances and evaluation will be recorded and uploaded to TEAMS with Teacher verbal feedback also recorded.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.





YEAR 8 SUMMER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: She's Leaving Home / Choices

Curriculum Intent	<p>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>SHE'S LEAVING HOME / CHOICES</p> <p>Be able to explore improvisation, split scene, character profile,</p> <p>Hot seating, flashback, thought tracking</p> <p>Understand the pressures from home and how to make informed decisions, understanding the impacts.</p> <p>Know how to effectively demonstrate new skills.</p>
Skills/National Curriculum Links	<p>To look at reasons people leave home and why young people feel they have no option but to live on the streets. To use role-play and improvisation to distance the characters from the students' own lives.</p> <p>To introduce the stimulus of "Leaving Home". Students will learn the following drama skills and vocabulary – stimulus, hot seating, split scene, crosscutting.</p> <p>An exploration of character defining moments leading up to the raw reality of nowhere to call home. Exploring a timeline of events marking each moment and understanding and justifying why each decision has been made.</p>
Cross Curricular Links	<p>SMSC: Team work, exploration of social topics, being respectful of each other and as an audience</p> <p>PSHE/British Values: Team work, exploration of social topics, being respectful of each other and an audience</p> <p>Skills Builder: Developing ideas, Collaborating with others, Communication skills, Performance Skills</p> <p>Numeracy</p> <p>Literacy – Use of scripted pieces created by students, opportunities to plan and script, use of placards, creation of projection, use of GEMS</p>
Becoming future ready	<p>Careers/Employability:</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: Learners are asked to produce work on a variety of different levels throughout this block of work. In the main this will be individual, pair and group presentation, teacher will use Q&A, observations and feedback. The Silent Movies SOW is assessed and will be recorded with verbal feedback given, and uploaded to TEAMS</p> <p>By Intervention: by providing different levels of supervision and support as the teacher moves around the classroom</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: option to storyboard, direct or lead</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none">• Use GEMS• Work collaboratively with others

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Plan a successful piece of Drama • Use mime / Hot seating / flash back • Incorporate other skills cover in Year 7 • Understand the difference between a character and their own lives • Communicate a story to an audience • Use captions • Act in a serious / naturalistic style <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Students will build on the skills offered and use these in the next term and going forward into GCSE.</p>
Assessment	<p>She's leaving Home / Choices is assessed in this term. Performances and evaluation will be recorded and uploaded to TEAMS with Teacher verbal feedback also recorded</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>