

Year 8 Drama Learning Outcomes

Unit 1: Refugee Boy

- To understand the story of Refugee boy and how the play could be presented on stage.
- To be able to identify the thoughts and feelings of a refugee in given scenarios.
- To be able to identify stage directions and how they can be used to support performance
- Use the scripted text to create and stage a performance of a key scene within the play.
- Be able to identify the status of characters in a given scene.
- Be able to use performance skills to convey a character and their status through improvised and scripted text.
- Use scripted text to identify specific performance opportunities that convey status and consider the use of stage directions to support this.
- Be able to identify moments of tension within a given scene.
- Be able to use performance skills to convey different types of tension through improvised and scripted text.
- Use scripted text to identify specific performance opportunities that convey tension and consider how knowledge of roles can impact this.
- Be able to identify how voice can be used to perform a monologue.
- Be able to use vocal and physical skills when making decisions about performance and character.
- Use skills of empathy to enhance a performance of a given monologue from Refugee Boy.
- Be able to identify emotions and feelings within a given extract.
- Make decisions about the use of stage space to communicate ideas and performance.
- Make decisions about characters thoughts and feelings and be able to convey this through performance skills.
- Be able to find creative ways to use marking the moment within a given scene.
- Make decisions about performance skills and interaction when performing a scene.
- Make appropriate suggestions and question actors through Forum Theatre exercises.

Unit 2: Stanislavski

- To understand and explore the technique 'Given Circumstances'.
- To understand the differences between over-acting and naturalistic acting.
- To understand and explore belief as an actor.
- To understand what the 'fourth wall' is and be able to use it in performance.
- To understand how to use the 'magic if' to develop characters.

Unit 3: Charlie and the Chocolate Factory

- Pupils will gain knowledge of basic ideas and skills within three different theatre styles.
- Pupils will learn the context of a script and be able to discuss how this is explained within the performance.
- Pupils will gain an understanding of why different theatre styles are used and understand how you can interpret a script in different ways.
- To think about making a product appealing for the audience and understand the characters and context within the play.
- To develop characters within the script to think in role, leading on to a naturalistic performance.
- To be introduced to Abstract Drama. To use our movement and vocal skills to create a basic abstract performance.
- To be introduced to Physical Theatre by using our bodies and sound effects to create scenery and props within the scene.

Unit 4: Charlie Dimone Investigation

- To be able to use conventions such as hot-seating to investigate and develop characters.
- To be able to use flashback to deepen our understanding of characters and their circumstances.
- To understand and be able to use multi-role in a performance.
- To use drama techniques and performance skills to investigate and develop characterisation and creativity.

Unit 6: Scripted Project

- To understand the importance and be able to stay in role during a scripted performance.
- To be able to select gestures and facial expressions to suit a character.
- To be able to select vocal tone to suit a character.
- To understand how key vocal skills can be applied to a scripted performance.
- To understand how staging and body language can be used to portray a character on stage.
- To be able to learn scripted lines in order to bring a script to life on stage.