

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: Mask and Mime

- To understand how meaning can be communicated through body language and gestures.
- To understand the concept of focus on stage and be able to use it in performance.

- To understand the concept of stealing attention and be able to use it in performance.
- To understand and be able to use marking the moment in performance.
- To understand and be able to represent character status on stage.
- To understand and be able to 'maintain the illusion' when wearing masks on stage.

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 5: Handling Pressure

- To identify different types of pressure and explore different ways of using drama to present them.
- To be able to use non-verbal communication to demonstrate pressure.
- To create a theatrical montage.
- To consider the impact of pressure on ones thoughts and how this might be demonstrated to an audience.
- To develop physical and vocal skills in order to portray a characters emotion.
- To devise a performance that might educate a younger audience about pressure and how to deal with it.

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.