

**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: Performing Arts - Drama**

**YEAR: 8**

**Half Term: 1**

<b>Title</b>	<b>Learning Objectives</b>	<b>Classroom Activity</b>	<b>Recommended Homework</b>	<b>Marking &amp; Assessment</b>
<b>Joyriding</b>	To develop an understanding of the theme 'Joyriding'	Introduce the theme of joyriding.  Newspaper article/ script (Choice available)  Identify key facts/ characters.	Research articles related to youths that have been involved in joyriding	Self/Peer – plenary evaluation  Formative –throughout the lesson
<b>Joyriding</b>	To explore different character scenarios developing a narrative.	Explore a variety of possible scenarios reasons why the characters may have been joyriding? Argument/ drinking/ drugs etc.	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson
<b>Joyriding</b>	To develop confidence in using a variety of drama techniques.	To get used to using the techniques of flashback and flash forward to explore past future events surrounding the story e.g. Jail, court, 10 years later etc..	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson
<b>Joyriding</b>	To perform a piece of theatre using space effectively. Timing/ beats between cuts. Script work skills.	Pupils will explore the use of space (using cross cutting technique) whilst showing multiple locations on the stage at the same time. (Recapping prior knowledge)	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson  Summative – level to be given for use of flash forward and flash back and cross cutting.

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<b>Joyriding</b>	To develop a greater understanding of characterisation skills – empathy; the ability to move an audience.	Pupils will learn that a young child was killed as a result of a youth joyriding incident. They will explore using the hot seating technique to explore tension by creating a funeral scene. Music may be used?	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson.
<b>Rehearsal</b>	To create a piece of work for assessment showing development in performance skills.	Pupils will decide on an ‘ending for the story’.  Consider space, technique and characterisation skills to create an assessment performance.	Rehearse for performance assessment.	Self/Peer – plenary evaluation  Formative –throughout the lesson.
<b>Assessment</b>	To evaluate work effectively. To set targets for improving work.	Pupils are to be given 10 minutes practice time and are then to perform to the rest of the class.  Teacher to level performances.	Complete evaluation in preparation for next lesson.	Self/Peer – plenary evaluation  Formative –throughout the lesson.  Summative – level to be given for final performance and written evaluations.

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**SUBJECT: Performing Arts - Drama**

**YEAR: 8**

**Half Term: 2**

<b>Title</b>	<b>Learning Objectives</b>	<b>Classroom Activity</b>	<b>Recommended Homework</b>	<b>Marking &amp; Assessment</b>
<b>Introduction Mystery Genre</b>	To develop an awareness of the character development	Recap prior learning on techniques & introduce Frank Millar. Using a suitcase filled with props and poison pen letter.  Pupils will begin to explore Frank's situation.	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson
<b>Developing a plot / narrative</b>	To establish a character context and develop a narrative	Explore the potential narratives surrounding Frank's disappearance.  Create a role to show the moments before he disappears	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson
<b>Who wrote the poison pen letter</b>	To develop characterisation skills using the hot seating technique.	Hot seat character to develop character background.	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson  Summative – level to be given for use of hot seating and plot development.

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**YEAR: 8**

**Half Term: 2**

<b>Title</b>	<b>Learning Objectives</b>	<b>Classroom Activity</b>	<b>Recommended Homework</b>	<b>Marking &amp; Assessment</b>
Where is Frank now?	To use the flash forward technique to show future events.	Create a role play showing Frank where he is now?  Explore possibilities.	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson
Franks return	To experiment with dramatic tension to create atmosphere.	10 years later. Frank returns what has happened and what is he returning to. Has he become a legend in the locality?  Create a dramatic return scene – end on a cliff hanger.	Costume/props for final performance.	Self/Peer – plenary evaluation  Formative –throughout the lesson.
Rehearsal for assessment	To create a conclusion to the story of Frank Millar.	Students plan in detail their performance piece ready to show to an audience. They must decide what the outcomes of the story are and experiment with the techniques learned in the previous weeks.	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson.
Assessment	To perform to an audience	Students perform their work and then level according to the criteria setting appropriate targets		Self/Peer – plenary evaluation  Formative –throughout the lesson.  Summative – level to be given for final performance and written evaluations.

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**SUBJECT: Performing Arts - Drama**

**YEAR: 8**

**Half Term: 3**

<b>Title</b>	<b>Learning Objectives</b>	<b>Classroom Activity</b>	<b>Recommended Homework</b>	<b>Marking &amp; Assessment</b>
<b>Introduction to 'Our Day Out'</b>  <b>Read script</b>	To understand the play 'Our Day Out'	Introduction to the play 'Our Day Out' – Facts  Characters – Select pupils to read  Read script – At specific scenes stop and evaluate the story and the characters	N/A	Self- Peer – plenary evaluation  Formative –throughout the lesson
<b>Introduction to 'Our Day Out'</b>  <b>Read script</b>	To understand the play 'Our Day Out'	Characters – Select pupils to read  Read script – At specific scenes stop and evaluate the story and the characters	N/A	Self- Peer – plenary evaluation  Formative –throughout the lesson
<b>Read Script</b>  <b>Explore a character</b>	To create a role on the wall for a character from 'Our Day Out'	Groups – pupils note down the story/ characters so far.  Feedback to class / Read Script  Role on the wall for a chosen character  Hot seating for character chosen	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson  Summative- hot seating and role on the wall

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**YEAR: 8**

**Half Term: 3**

<b>Title</b>	<b>Learning Objectives</b>	<b>Classroom Activity</b>	<b>Recommended Homework</b>	<b>Marking &amp; Assessment</b>
<b>Groups – select a scene</b> <b>Rehearsal</b>	To create a performance for assessment based on the play ‘Our Day Out’.	Groups – Select 1 or 2 scenes for the performance. Select characters.  Read through scenes with script Rehearse	Learn lines	Self/Peer – plenary evaluation  Formative –throughout the lesson.
<b>Rehearsal</b>	To create a performance for assessment based on the play ‘Our Day Out’.	Rehearsal – without script Select a group to perform – Evaluate	Learn lines	Self/Peer – plenary evaluation  Formative –throughout the lesson
<b>Performance</b>	To perform for assessment	Groups – Rehearse  Performance	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson.  Summative – level to be given for performance.
<b>Evaluation</b>	To respond to own and others’ work	Evaluation – complete assessment record sheet 2 stars and a wish	N/A	Self/Peer – plenary evaluation  Formative –throughout the lesson.  Summative – level to be given for final performance and written evaluations.