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**Knowledge Rich Curriculum Plan**

Drama – Year 8



| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
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| **Half term 1.1 – Drama toolkit** |
| **Lesson 1 – Entrances and Exits** | Students will know that there are specific acting skills that actors use to portray a character such as facial expression, body language, movement, mime and gesture. Students will learn how to use basic stage skills and in particular how to start and end a scene, to create a clear and concise scene. They will also discover the importance of entrances and exits and why they are crucial for a performer. They will learn that it is crucial to make things clear to audience so that the audience know what is going on within the performance and the narrative. They will also learn the basic terminology of acting skills such as facial expression, body language, movement, mime and gesture and start to use these within a performance. | Tier 2 – AudienceTier 3 – Entrance and exits. Facial expression, body language, gesture, movement, gait, fourth wall. | First lesson – Limited or no prior knowledge depending on experience from KS2.Students may already know that there are different types of character and different styles or genres. The drama skills that they use will be different depending on the character that they are playing/portraying and they will need to adapt for each character they are playing/portraying. |  |
| **Lesson 2 – Dramatic Irony** | Students will learn what is Dramatic Irony? They will also learn what the word tension is and how tension can be created in a scene using drama skills learnt within the previous lesson. Students will use basic stage skills and dramatic irony to create tension within a scene. They will learn what makes an interesting or intriguing scene that includes dramatic irony and how to communicate this to the audience. They will continue to develop performance skills by considering their character choices and how to use voice and physical skills to perform their character. They will learn the word tension and how tension can be created within a performance. | Tier 2 – Suspense, tension, horror, irony.Tier 3 – Entrance and exits. Facial expression, body language, gesture, movement, gait. | Students need to already know the key skills within drama performances such as facial expression, body language, movement, mime and gesture and be able to identify characters when using these skills. Students need to already know how to use basic acting skills and the importance of entrances and exits within a scene. They will also know the importance of staying within role from the start of their performance all the way through to the end of their performance. |  |
| **Lesson 3 – Showing conscience on stage (Angel and Devil)** | Students will know that conscience can be shown on stage by breaking the fourth wall and speaking the thoughts of the characters on stage. They will know from the lesson what conscience means and how voice can be used to show Angel and Devil thoughts to show a character’s thoughts and conscience on stage. Students will know how to use drama skills on stage to show the conscience of the protagonist within the scene. Students will also know how to address the audience and break the fourth wall by speaking the thoughts of their character to the audience. They will also know how to use voice such as tone and pitch to show the contrast between the angel character and the devil character. | Tier 2 – Conscience, Angel and Devil.Tier 3 – Entrance and exits. Facial expression, body language, gesture, movement, gait, fourth wall. | Students need to already know that there are specific acting skills that actors use to portray a character such as facial expression, body language, movement, mime and gesture. They will know the importance of remaining in character throughout their scene and making these characters clear to an audience. What dramatic irony is and how it can be used to create an interesting narrative and how to create dramatic tension within a scene. Students need to already know how to use basic acting skills and the importance of entrances and exits within a scene. They will also know the importance of staying within role from the start of their performance all the way through to the end of their performance. They will also know how to create a scene that has a clear structure and narrative. They may also know how to use dramatic irony within their narrative and how to create tension within their scene. |  |
| **Lesson 4 – Showing conscience on stage (Thought out loud)** | Students will know that their character is able to communicate to the audience their true thoughts to the audience which maybe different to what they actually do on stage. Students will know how to use drama skills such as voice, facial expression, body language and gesture to show the true thoughts of a character on stage. Students will know how to use the fourth wall and how to make it clear to the audience that they are telling their thoughts and that this isn't part of the narrative. | Tier 2 – Conscience. Spoken thought.Tier 3 – Entrance and exits. Facial expression, body language, gesture, movement, gait, fourth wall. | Students need to already know that there are specific acting skills that actors use to portray a character such as facial expression, body language, movement, mime and gesture. They will know the importance of remaining in character throughout their scene and making these characters clear to an audience. What dramatic irony is and how it can be used to create an interesting narrative and how to create dramatic tension within a scene. They will also already know how to use vocal skills to show conscience on stage and how to use tone and pitch to show the true meaning of the character. Students need to already know how to use basic acting skills and the importance of entrances and exits within a scene. They will also know the importance of staying within role from the start of their performance all the way through to the end of their performance. They will also know how to create a scene that has a clear structure and narrative. They may also know how to use dramatic irony within their narrative and how to create tension within their scene. They will also know how to show conscience on stage and how to use the fourth wall to communicate to the audience. |  |