

Communications Faculty – Year 8 Drama Lady Hawkins’ School

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	Romeo and Juliet	Soap Operas (how acting for the camera differs to acting for the stage)	'Our Day Out' by Willy Russell	'Our Day Out' continued		
Key Concepts	Explore the plot while making links between Shakespearean and modern themes; explore stage fighting and include Shakespearean language in their performance	Explore typical characters that feature in soaps and why there are so many; the way soaps make difficult or controversial topics accessible	Explore the issues surrounding living in Liverpool in the late 1970s and compare them to issues faced in our area today. To read and interpret a script and be able to justify preferences.	Explore the issues surrounding living in Liverpool in the late 1970s and compare them to issues faced in our area today. To read and interpret a script and be able to justify preferences.		
Learning Objectives	To understand key scenes and how they shape the plot of the play	To compare how the plots and styles of acting in soaps are different to stage	To explore how Russell shows that how and what children learn is relevant to their futures.	To explore how Russell shows that how and what children learn is relevant to their futures.		

		acting / live theatre	To interpret and perform a script; to devise own drama based on a script.	To interpret and perform a script; to devise own drama based on a script.		
Scaffolding for SEND to ensure quality first teaching	Abridged texts / modern translations Targeted questioning; choice of challenges; tasks modelled e.g. teacher in role; knowledge organiser	Targeted questioning; choice of challenges; tasks modelled e.g. teacher in role; knowledge organiser Teacher to model responses / make use of TA when available.	Detailed scenarios given for improvised and scripted work. Targeted questioning; choice of challenges; tasks modelled e.g. teacher in role; knowledge organiser	Detailed scenarios given for improvised and scripted work. Targeted questioning; choice of challenges; tasks modelled e.g. teacher in role; knowledge organiser		
Careers input	To learn to direct others' performance / manage conflict resolution	To explore how soaps are so influential in society and can help people	How pupils' social and economic background may disadvantage / improve their job opportunities.	How pupils' social and economic background may disadvantage / improve their job opportunities.		
Links (prior knowledge, future knowledge)	This unit builds on what they learned about Shakespeare and the Globe in year 7 and prepares	This unit builds on what pupils already know about soap operas and story lines they remember and	This unit builds on students' skills: group work, improvisation, script work, naturalistic acting (inc. colloquial	This unit builds on students' skills: group work, improvisation, script work, naturalistic acting (inc. colloquial		

	students to study Shakespeare's language in greater detail.	enjoyed; it prepares students to apply naturalistic acting and to learn the key conventions of soap operas.	dialogues e.g. as used in soap operas). It prepares students to apply their understanding of characters to costume and set design.	dialogues e.g. as used in soap operas). It prepares students to apply their understanding of characters to costume and set design.		
Key Vocabulary	character motivation	naturalistic acting	Creating and staying in role: Voice (intonation and pitch) Facial Expression Body language and gesture Space (proxemics) Empathy Cross-cutting Duologues	Creating and staying in role: Voice (intonation and pitch) Facial Expression Body language and gesture Space (proxemics) Empathy Cross-cutting Duologues		
Review and Assessment (including opportunities for retrieval practice)	FORMATIVE ASSESSMENT: Choreograph and perform argument in the opening scene; produce a modern version of a parent / child conflict;	FORMATIVE ASSESSMENT: Explore key features through group work: creating plot; character development; tension; cliffhanger;	FORMATIVE ASSESSMENT: Explore key features through improvised group work; peer feedback; Knowledge Organiser Test PEER / SELF	SUMMATIVE ASSESSMENT: The children from the Progress Class meet 10 years later and reminisce about their day out. Aim: to show understanding of character; use		

	<p>Knowledge Organiser Test</p> <p>SUMMATIVE ASSESSMENT: re-create Act 3 Scene 1, using modern and Shakespearean language and and some stage combat techniques</p>	<p>Knowledge Organiser Test</p> <p>SUMMATIVE ASSESSMENT: In groups, devise a soap opera episode, including the conventions learned.</p>	<p>ASSESSMENT: 'A Day in the Life of Carol': a group improvisation to show an understanding of Carol Chandler.</p> <p>SELF-EVALUATION: Explain choices for set and costume designs.</p>	<p>flashback and cross-cutting to help develop the scene.</p> <p>EXTENSION: What would have happened if Mrs Kay had taken the Progress Class to the circus? Ensure that the key characters' traits are shown.</p>		
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