



Scheme of Learning	Y8 Theatre from Around The World
Learning Outcomes	Presentations on theatre from around the world Knowledge and Understanding: An overview of theatrical traditions: from Japan (Kabuki) (understanding of structure of Kabuki and Keshu (makeup design), theatre from the Continent of Africa (understanding of call and response), structure of Italian Theatre (Commedia Dell'Arte)(performance based) and Traditional Indian Theatre (understanding of structure of traditional Indian theatre with a focus on Kathakali Make-up). Skill Set: Cultural capital: sensitive discussions and explorations of different cultures, presentation creation and performance.
Key Questions	How do we celebrate theatrical traditions from around the world?
Knowledge	Key Concepts: Devising, hot seating, character development, audience awareness, building tension. Key Skills: Physical (gesture, facial expressions, body language, gait, movement, posture) & Vocal (Pitch, Pace, Pause, Tone, Volume, Accent) Skills. Techniques: Slow Motion, Aside, Still Image, Narration, Thought Track, Mime
Ongoing Assessment	Formative Assessment will happen throughout all lessons. Examples: Exit cards, Whole class discussions, spotlight performances/ questions, thumbs up check in for terminology, RAG checks, use of Bookmark MAC to set a personal target that they will continue to strive to achieve, 1-5 for confidence when using a technique Misconceptions: Difference between developing and refining performance. Homework: Add to and develop their character card. <i>Provides evidence of pupils refining their understanding of a character in response to stimuli.</i> Write a police statement <i>Pupils will show creativity when writing a statement that supports their devised performance.</i>
Key Assessment	• Creating mark assessed throughout (formative check-ins) to identify HOW they are devising from the stimulus. • Written Self-Assessment against rehearsal criteria to identify their success within the devised process. • Written Peer Assessment of the final performance to identify from a peer the success of the devised performance. • Written reflection of Bookmark MAC, a target developed on over time to identify if it was achieved within the final performance. • Formal Teacher Assessment given marking against creating and performing criteria which provides an overall colour linked to criteria. Informing the first data entry point. • <i>Data is tracked in a rolling document throughout the year for all assessments, so we have an accurate representation of the pupil across different topics.</i>



Clear sequencing of content	Narrative L1 Introduction to Stimuli L2 Creating character and opening scene scenario shared L3 Scene 2 scenario shared with physical skill development task L4 Scene 3 complication shared, with vocal skill development task. L5 Rehearsal of performance created L6 Perform for formal assessment Themes/ Concepts that are built upon Devising from stimulus, how to use improvisation to do this. Importance of character development and how to apply this to performance Help Future Learning Over the 3 years of KS3 the aim is to create a specific vocabulary that pupils can use when devising and reflecting on performance which will support their understanding at GCSE. Building confidence when working with others and presenting work. Recap of terminology from Year 7 to ensure that key skills are understood to introduced new styles throughout the year. Systematic Building of Vocabulary Pupils have a toolkit that was created in Y7, a new and improved version can be created. This allows pupils to identify key terms and their definitions. <i>At the end of the unit there can be an option to reflect on this with RAG.</i> Pupils are proactively asked to use these skills and techniques in practice. Physical evidence of them in performance can support their understanding of the definition.
Links to Careers	Careers Links: Skills developed in drama are used widely throughout all professions, skills such as: <i>Communication, Teamwork, Emotional (Self-awareness/motivation/ confidence), leadership skills, creativity, decision making, judgement skills, conceptual thinking, problem solving.</i> Drama is specifically highlighted in benefiting the following careers: Performer, director, designer, lawyer, theatre manager, therapy, doctor. *Connections to this unit of lawyer, place of performance skills within the court room.
Diversity and Inclusion	Diversity & Inclusion: All pupils will have an equal opportunity throughout each aspect of this unit to ask questions/ create opinions and problem solve. Pupils, when devising characters can make connections to the diverse community that the criminal would have interacted with.



	Conversation opportunity about how justice systems work differently around the world. Pictorial representation of detectives/police officers from different cultural backgrounds.
Support	Practical techniques are suggested using a coloured system so pupils can choose to apply one set of techniques rather than all of them. Suggested character titles Resources available on SharePoint Access to live performances to watch skills/ techniques to support their own application. Drama Terminology Page to ensure key words/ definitions can be referenced.
Challenge Wider reading / research / super curricular activities	Challenge • Research performances that link to the justice system to encourage appropriate terminology/ procedures are followed. • Wider research into styles of performance. How to create a naturalistic character? • Wider reading Devising Theatre: A Practical & Theoretical Handbook by Alison Oddey