

Year 8	Rotation 1		Rotation 2
	Unit 1:1	Unit 1:2	Unit 2:1
6 lessons per fortnight/ 6 weeks per rotation = 18 lessons per rotation	<p style="text-align: center;">Genre</p> <p><i>Lessons include performance baseline, ending performance assessment and concluding written reflection task</i></p> <p>What will be learnt?</p> <p>Students will explore and demonstrate knowledge of different genres and their conventions.</p> <p>Why will it be learnt?</p> <ul style="list-style-type: none"> To practically explore a variety of genres including comedy, slapstick, tragedy, horror, or sometimes a play that contains elements of more than one genre which is called a hybrid for example: tragicomedy To analyse specific genre conventions for a controlled drama performance. To communicate effectively with others, listen and respond constructively to enhance practical work and promote written work with guided improvements. 	<p>Physical Theatre/ Face to the Wall Scripted and Physical Theatre unit</p> <p>GCSE LINK: <i>Component Three of AQA GCSE</i></p> <p><i>Lessons include formative assessment throughout with an ending performance assessment and concluding written reflection task</i></p> <p>What will be learnt?</p> <p>Students will be exposed to non-naturalism and the demands it has on a performer.</p> <p>Why will it be learnt?</p> <ul style="list-style-type: none"> To explore and apply non-naturalism to a scripted performance To understand the meaning and develop our understanding of physical theatre To reflect of the creation of meaning using our bodies To listen and respond constructively to others to promote practical and written improvement 	<p style="text-align: center;">Staging, Stimulus and Practioner Scripted/Devised/Physical Theatre Unit</p> <p>GCSE LINK: <i>Component Two of AQA GCSE</i> <i>Component Three of AQA GCSE</i></p> <p><i>Lessons include formative assessment throughout with an ending performance assessment and concluding written reflection task</i></p> <p>What will be learnt?</p> <p>Students will be given the opportunity to explore different staging types before allowing them to from well evaluated opinions on their success. Students will also be invited to discover the work of different famous practitioners before using differing theatre styles as a starting point for their own creations. This unit will see students challenged practically in all aspects of performance as well as allowing opportunity for students to incorporate technical aspects to their work such as lighting and sound.</p> <p>Why will it be learnt?</p> <ul style="list-style-type: none"> To critically analysis the advantages and disadvantages of different stages to make informed decisions To explore different theatre practitioners works and understand their influence To expand on our understanding of physical theatre and its purpose in theatre To understand and develop different performance styles To communicate effectively with others, listen and respond constructively to enhance practical work and promote written work with guided improvements. <p>Skills developed?</p> <p>To be an actor, a director a choreographer and a designer.</p> <p>How will learning be assessed?</p>

	<ul style="list-style-type: none"> To use different dramatic approaches to explore ideas, texts and issues specific to a set genre. To use different dramatic techniques to convey action, character, atmosphere and tension, explore how these techniques can be used within a variety of genres for different purpose on the performer and the audience. <p>Skills developed?</p> <p>To be an actor, a director a choreographer and a designer.</p> <p>How will learning be assessed?</p> <p>KS3 y7&8 marking criteria written in line with AQA GCSE marking criteria.</p> <p>KS3 pupils get marked using Developing, Secure and Exceeding</p> <p>KS3 Marking/literacy policy and workbooks are written in line with the written requirements for AQA GCSE drama</p>	<ul style="list-style-type: none"> To use different dramatic approaches to explore ideas, texts and issues To use different dramatic techniques to convey action, character, atmosphere and tension <p>Skills developed?</p> <p>To be an actor, a director a choreographer and a designer.</p> <p>How will learning be assessed?</p> <p>KS3 y7&8 marking criteria written in line with AQA GCSE marking criteria.</p> <p>KS3 pupils get marked using Developing, Secure and Exceeding</p> <p>KS3 Marking/literacy policy and workbooks are written in line with the written requirements for AQA GCSE drama</p>	<p>KS3 y7&8 marking criteria written in line with AQA GCSE marking criteria.</p> <p>KS3 pupils get marked using Developing, Secure and Exceeding</p> <p>KS3 Marking/literacy policy and workbooks are written in line with the written requirements for AQA GCSE drama</p>
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