

Year 8 Drama Learning Outcomes

Unit 1: Refugee Boy

- To understand the story of Refugee boy and how the play could be presented on stage.
- To be able to identify the thoughts and feelings of a refugee in given scenarios.
- To be able to identify stage directions and how they can be used to support performance
- Use the scripted text to create and stage a performance of a key scene within the play.
- Be able to identify the status of characters in a given scene.
- Be able to use performance skills to convey a character and their status through improvised and scripted text.
- Use scripted text to identify specific performance opportunities that convey status and consider the use of stage directions to support this.
- Be able to identify moments of tension within a given scene.
- Be able to use performance skills to convey different types of tension through improvised and scripted text.
- Use scripted text to identify specific performance opportunities that convey tension and consider how knowledge of roles can impact this.
- Be able to identify how voice can be used to perform a monologue.
- Be able to use vocal and physical skills when making decisions about performance and character.
- Use skills of empathy to enhance a performance of a given monologue from Refugee Boy.
- Be able to identify emotions and feelings within a given extract.
- Make decisions about the use of stage space to communicate ideas and performance.
- Make decisions about characters thoughts and feelings and be able to convey this through performance skills.
- Be able to find creative ways to use marking the moment within a given scene.
- Make decisions about performance skills and interaction when performing a scene.
- Make appropriate suggestions and question actors through Forum Theatre exercises.

Unit 2: Stanislavski

- To understand and explore the technique 'Given Circumstances'.
- To understand the differences between over-acting and naturalistic acting.
- To understand and explore belief as an actor.
- To understand what the 'fourth wall' is and be able to use it in performance.
- To understand how to use the 'magic if' to develop characters.

Unit 3: Charlie Dimone Investigation

- To be able to use conventions such as hot-seating to investigate and develop characters.

- To be able to use flashback to deepen our understanding of characters and their circumstances.
- To understand and be able to use multi-role in a performance.
- To use drama techniques and performance skills to investigate and develop characterisation and creativity.

Unit 4: Greek Theatre

- To understand the key concepts of Greek Theatre
- To know what a Greek chorus is and why they were used in Greek theatre
- To be able to perform as part of a Greek chorus
- To recognise and apply Greek theatre concepts to a performance
- To create a performance in the style of Greek theatre

Unit 5: Blood Brothers

- To be able to perform in a number of roles with varying ages
- To generate ideas for performing as some of the characters from the play
- To be able to embody the main characters from the play using vocal and physical skills
- To understand a key theme in the play – class division and apply this to our presentation of the characters through performance skills
- To be able to use narration in performance
- To understand what a prologue is and be able to determine its use
- To apply knowledge and understanding of context into performance