





# YEAR 8 WINTER TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Improvisation & Silent Movies

<p><b>Curriculum Intent</b></p> <p><b>Skills/National Curriculum Links</b></p>	<p>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p><b>BASELINE - THE KEY</b></p> <p><b>SPONTANEOUS &amp; REHEARSED IMPROVISATION</b></p> <ol style="list-style-type: none"> <li>1. To be reminded of the rules of drama</li> <li>2. To take part in a baseline assessment 'The Key'</li> <li>3. To learn what is meant by improvisation</li> <li>4. To develop character through mime and improvisation</li> <li>5. To be able to create spontaneous improvisation</li> <li>6. To be able to use spontaneous improvisation and hotseating to develop ideas</li> <li>7. To be able to develop improvisation around a character</li> <li>8. To be able to prepare a piece of extended improvisation</li> </ol> <p><b>SILENT MOVIES</b></p> <ol style="list-style-type: none"> <li>1. To learn the style of a Silent Movie</li> <li>2. To develop character through mime and gesture</li> <li>3. To be able to create Silent Movies using captions and GEMS</li> <li>4. To Understand GEMS</li> <li>5. To be able to evaluate each others work</li> <li>6. To be able to work well with others</li> <li>7. To be able to work on non-verbal communication</li> <li>8. To be able to act in an exaggerated style</li> </ol>
<p><b>Cross Curricular Links</b></p>	<p><b>SMSC:</b> Team work, exploration of social topics, being respectful of each other and as an audience</p> <p><b>PSHE/British Values:</b> Team work, exploration of social topics, being respectful of each other and an audience</p> <p><b>Skills Builder:</b> Developing ideas, Collaborating with others, Communication skills, Performance Skills</p> <p><b>Numeracy</b></p> <p><b>Literacy – Use of scripted pieces created by students, opportunities to plan and script, use of placards, creation of projection, use of GEMS</b></p>
<p><b>Becoming future ready</b></p>	<p><b>Careers/Employability:</b></p>
<p><b>Adaptation</b></p> <p><b>QFT/SEND Provision</b></p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> Learners are asked to produce work on a variety of different levels throughout this block of work. In the main this will be individual, pair and group presentation, teacher will use Q&amp;A, observations and feedback. The Silent Movies SOW is assessed and will be recorded with verbal feedback given, and uploaded to TEAMS</p> <p><b>By Intervention:</b> by providing different levels of supervision and support as the teacher moves around the classroom</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> option to storyboard, direct or lead</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p><b>Implementation Curriculum Delivery</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Use GEMS</li> <li>• Work collaboratively with others</li> </ul>

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• Plan a successful piece of Drama</li> <li>• Use mime</li> <li>• Incorporate other skills cover in Year 7</li> <li>• Understand the difference between rehearsed and spontaneous improvisation</li> <li>• Communicate a story to an audience</li> <li>• Use captions</li> <li>• Act in exaggerated style</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	<p>Students will build on the skills offered and use these in the next term and going forward into GCSE.</p>
<b>Assessment</b>	<p>Silent Movies is assessed in this term. Performances and evaluation will be recorded and uploaded to TEAMS with Teacher verbal feedback also recorded</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>



# YEAR 8 SPRING TERM

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## Medium Term Planning - Topic: Murder Mystery

<b>Curriculum Intent</b>	<p>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>To introduce the idea of murder mystery.          To explore the components that make up a Murder Mystery story.          To understand the stock characters in a murder mystery scenario.          To develop improvisation skills and comedic timing.</p> <p>Exploring the role of the victim and their death, the murder and their motives and the detective and their clues. Looking at stereotypical characters and their character traits/tag lines.          Using role play to respond a given title/scenario.</p>
<b>Skills/National Curriculum Links</b>	
<b>Cross Curricular Links</b>	<p>SMSC: Team work, exploration of social topics, being respectful of each other and as an audience          PSHE/British Values: Team work, exploration of social topics, being respectful of each other and an audience          Skills Builder: Developing ideas, Collaborating with others, Communication skills, Performance Skills          Numeracy          Literacy – Use of scripted pieces created by students, opportunities to plan and script, use of placards, creation of projection, use of GEMS</p>
<b>Becoming future ready</b>	<p>Careers/Employability:</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<b>QFT/SEND Provision</b>	<p><b>By product:</b> Learners are asked to produce work on a variety of different levels throughout this block of work. In the main this will be individual, pair and group presentation, teacher will use Q&amp;A, observations and feedback. The Silent Movies SOW is assessed and will be recorded with verbal feedback given, and uploaded to TEAMS</p> <p><b>By Intervention:</b> by providing different levels of supervision and support as the teacher moves around the classroom</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> option to storyboard, direct or lead</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Use GEMS</li> <li>• Work collaboratively with others</li> <li>• Plan a successful piece of Drama</li> <li>• Use mime</li> <li>• Incorporate other skills cover in Year 7</li> <li>• Understand use of 'Stock Characters'</li> <li>• Communicate a story to an audience</li> <li>• Effective use of dramatic and comedic elements</li> <li>• Act in exaggerated style</li> </ul>
<b>Learning Outcomes (Knowledge)</b>	<p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	<p>Students will build on the skills offered and use these in the next term and going forward into GCSE.</p>

<b>Assessment</b>	Murder Mystery is assessed in this term. Performances and evaluation will be recorded and uploaded to TEAMS with Teacher verbal feedback also recorded.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.



# YEAR 8 SUMMER TERM

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## Medium Term Planning - Topic: She's Leaving Home / Choices

<p><b>Curriculum Intent</b></p> <p><b>Skills/National Curriculum Links</b></p>	<p>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p><b>SHE'S LEAVING HOME / CHOICES</b></p> <p>Be able to explore improvisation, split scene, character profile, Hot seating, flashback, thought tracking</p> <p>Understand the pressures from home and how to make informed decisions, understanding the impacts.</p> <p>Know how to effectively demonstrate new skills.</p> <p>To look at reasons people leave home and why young people feel they have no option but to live on the streets. To use role-play and improvisation to distance the characters from the students' own lives.</p> <p>To introduce the stimulus of "Leaving Home". Students will learn the following drama skills and vocabulary – stimulus, hot seating, split scene, crosscutting.</p> <p>An exploration of character defining moments leading up to the raw reality of nowhere to call home. Exploring a timeline of events marking each moment and understanding and justifying why each decision has been made.</p>
<p><b>Cross Curricular Links</b></p>	<p><b>SMSC: Team work, exploration of social topics, being respectful of each other and as an audience</b>  <b>PSHE/British Values: Team work, exploration of social topics, being respectful of each other and an audience</b>  <b>Skills Builder: Developing ideas, Collaborating with others, Communication skills, Performance Skills</b>  <b>Numeracy</b>  <b>Literacy – Use of scripted pieces created by students, opportunities to plan and script, use of placards, creation of projection, use of GEMS</b></p>
<p><b>Becoming future ready</b></p>	<p>Careers/Employability:</p>
<p><b>Adaptation</b></p> <p><b>QFT/SEND Provision</b></p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> Learners are asked to produce work on a variety of different levels throughout this block of work. In the main this will be individual, pair and group presentation, teacher will use Q&amp;A, observations and feedback. The Silent Movies SOW is assessed and will be recorded with verbal feedback given, and uploaded to TEAMS</p> <p><b>By Intervention:</b> by providing different levels of supervision and support as the teacher moves around the classroom</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> option to storyboard, direct or lead</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p><b>Implementation Curriculum Delivery</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Use GEMS</li> <li>• Work collaboratively with others</li> </ul>

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• Plan a successful piece of Drama</li> <li>• Use mime / Hot seating / flash back</li> <li>• Incorporate other skills cover in Year 7</li> <li>• Understand the difference between a character and their own lives</li> <li>• Communicate a story to an audience</li> <li>• Use captions</li> <li>• Act in a serious / naturalistic style</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	<p>Students will build on the skills offered and use these in the next term and going forward into GCSE.</p>
<b>Assessment</b>	<p>She's leaving Home / Choices is assessed in this term. Performances and evaluation will be recorded and uploaded to TEAMS with Teacher verbal feedback also recorded</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>