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| **Half Term 5: Performing Shakespeare: Romeo and Juliet****Curriculum Overview for Drama****Year 8****Substantive Knowledge:**Understanding Shakespearean LanguageWilliam ShakespeareElizabethan historyBinary OppositesNarrative structureMorals of storiesCharacter developmentPerformance of ShakespeareEmotional presentationCharacter development Characterisation**Disciplinary Knowledge:**Acting stylesActing skillsStage managementDirecting Creative choicesExplaining creative choicesDemonbstrating understanding of character and narrative through performanceTimingLearning Lines | Books | Individuals read aloud; whole class reading; echo reading; teacher-modelled reading.Reading texts to develop a love of reading.Re-reading for comprehension and development.Carefully selecting evidence from a text.Book recommendation: ‘The Merchant of Venice’ and ‘Othello’ by William Shakespeare |
| Speech | PostureConventionsPatriarchalImpetuousPhysicalityFateTragedyMoralsProxemicsSpatial awarenessLevels | UnrequitedDomineeringStructurePlotInfantaliseHostilePlagueSuicideSubtleHazardousMovement | PugnaciousInevitableJeopardyEndangerContingencyResilienceDurablePardonStaying in characterStill Images |
| Checklist RTL | **Performance Assessment****Students will perform a scene from the play applying effective acting, directing and performance skills.** |
| **Half Term 6: Debate****Substantive Knowledge:**Understanding identity.Understanding culture.Understanding historic events.Applying persuasive language.Appreciating the culture of others.Appreciating the perspectives of others.Forming opinions.Spoken language.Understanding counterarguments.**Disciplinary Knowledge:**Understanding the art of rhetoricDictionTone and vocal colourAccurate ArticulationPresenting EmotionGesture emphasisLearning lines | Books | Individuals read aloud; whole class reading; echo reading; teacher-modelled reading.Reading texts to develop a love of reading.Re-reading for comprehension and development.Carefully selecting evidence from a text.Book recommendation: ‘A Long Way Home- Memoirs of a Boy Soldier’ by Ishmael Beah |
| Speech | RhetoricEthosPathosLogosOpinionUnderstandingPerspectivesAnecdotes | CounterargumentsSpoken LanguagePersuasionArgumentPostureGesturesDictionEmotive language | TrustworthyKnowledgeablePauseAmbiguityPace ArticulationThemes |
| Checklist RTL | **Spoken Language Performance**Students will engage in a structured debate applying their spoken language skills. |