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| **Half Term 5: Performing Shakespeare: Romeo and Juliet**  **Curriculum Overview for Drama**  **Year 8**  **Substantive Knowledge:**  Understanding Shakespearean Language  William Shakespeare  Elizabethan history  Binary Opposites  Narrative structure  Morals of stories  Character development  Performance of Shakespeare  Emotional presentation  Character development  Characterisation  **Disciplinary Knowledge:**  Acting styles  Acting skills  Stage management  Directing  Creative choices  Explaining creative choices  Demonbstrating understanding of character and narrative through performance  Timing  Learning 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 | Posture  Conventions  Patriarchal  Impetuous  Physicality  Fate  Tragedy  Morals  Proxemics  Spatial awareness  Levels | Unrequited  Domineering  Structure  Plot  Infantalise  Hostile  Plague  Suicide  Subtle  Hazardous  Movement | Pugnacious  Inevitable  Jeopardy  Endanger  Contingency  Resilience  Durable  Pardon  Staying in character  Still 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 rhetoric  Diction  Tone and vocal colour  Accurate Articulation  Presenting Emotion  Gesture emphasis  Learning 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 | Rhetoric  Ethos  Pathos  Logos  Opinion  Understanding  Perspectives  Anecdotes | Counterarguments  Spoken Language  Persuasion  Argument  Posture  Gestures  Diction  Emotive language | Trustworthy  Knowledgeable  Pause  Ambiguity  Pace  Articulation  Themes |
| Checklist RTL | **Spoken Language Performance**  Students will engage in a structured debate applying their spoken language skills. | | |