

## Broadening Horizons

Our intent is that all students have a full understanding of how to develop themselves as well rounded citizens, maintain healthy relationships and understand how to keep themselves safe both online and in their day-to-day life.

We want all students to know what options are open to them in the future and understand the routes they have in order to progress on their life journey.

Our vision is that every student across each year group has the opportunity to see at least one live performance per year. These exciting opportunities currently being organised include:

The Robin Hood cast will be heading to Sherwood Forest in October where they'll be given a tour of the forest and a chance to immerse themselves in the world of Robin and his Merry Men.

Drama and Film Club both begin at Thrybergh Academy this September.

Our upcoming productions across the trust include:

- The Addams Family Musical - This October at Gainsborough Academy
- Robin Hood - This December 6-9th at Wickersley School.
- Moana - Spring term 1 at Clifton School
- Peter Pan - March 2024 at Thrybergh Academy

## Immerse Yourself



Quizlet



**Year 8 Drama revision flash cards - Use these to help study the basics of Year 8 Drama and get ahead on your classroom learning!**

## Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

### CLASSROOM LEVEL REWARDS

**Awarded for:** working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

**Rewarded by:** praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson-based prizes.

### SUBJECT LEVEL REWARDS

**Reward scheme:** Star of the Week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

**Rewarded by:** names displayed on reward boards, certificates, social media posts.

## Contact



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### The Globe - Romeo & Juliet

Two households...

Adam Gillen (Mercutio) speaks the famous Prologue from the 2021 production of Romeo & Juliet at the Globe Theatre.



Edition 10  
**September**  
2023

**Drama**  
YEAR 8 Curriculum Newsletter





# Curriculum Intent

At Wickersley Partnership Trust we aim to ensure our Drama curriculum is designed to sequence learning and embed the key skills and knowledge that are required for our students to become confident, creative and insightful. Students are encouraged to be not only independent but also collaborative and cooperative learners. We teach a wide range of acting and technical design skills that fosters an enthusiastic appreciation of the theatrical form and a sense of enjoyment and fascination for stories and characters, their messages and themes. Through Drama, our students explore a range of social issues and cultural influences. The opportunities that we offer beyond the drama studio aim to provide unforgettable experiences and a vital contribution to school life.



## Have your say!

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.



# Year 8 Curriculum

The topics we cover in Year 8 are:

## 8.1 Thematic Exploration Unit: Oppression

Students explore the key concerns of the novelist George Orwell through studying extracts of the novel, 1984, and scenes from a theatrical adaptation. The work is approached through the methodology of the Brazilian theatre practitioner Augusto Boal and Students study the techniques of the agitprop movement, Theatre of the Oppressed. This unit of study introduces key concepts and themes - in particular the corruption of power - in advance of studying the novel Animal Farm in English lessons.

## 8.2 Play Text Study: Romeo and Juliet

Students explore Shakespeare's language and use creative skills to stage the play's prologue. They consider the theme of identity in the play and explore alternative stagings of key Montague and Capulet conflict scenes. Students interpret the playwright's ideas

about generational clash and the role of women and girls in Elizabethan times through their practical work on the relationship between Juliet and Lord Capulet. Students develop their characterization skills using their knowledge of principal characters.

## 8.3 Play Text Study: Mary Shelley's Frankenstein

Students are introduced to the genre of 'the gothic', laying foundations for further study of gothic literature in Y9 English. They learn about the typical settings, character archetypes and tropes, as well as the thematic concepts of duality and the uncanny. In staging scripted extracts, Students must consider narration, mood and atmosphere, tension and character dynamics.

## Assessment Points

In all Y8 Drama study units, students are taught to speak confidently and effectively through improvising, rehearsing and performing play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. (English Programmes of Study: Key Stage 3 National Curriculum in England)

# THE DRAMA WAY



WE COMMUNICATE CLEARLY TO AN AUDIENCE

We are willing to extend our learning beyond the **Drama Studio**

We are motivated & stay focused in rehearsals

WE ARE SUPPORTIVE AUDIENCE MEMBERS

WE PERFORM TO THE BEST OF OUR ABILITY AND CONTRIBUTE TO GROUP DISCUSSIONS

We regularly use key Drama words in discussion  
WE WORK IN IMAGINATIVE AND CREATIVE WAYS

WE ARE CULTURE VULTURES



SUBJECT WAYS

## The Drama Way

Our Subject Way is designed to help students become young subject specialists. The Subject Way has two main purposes: Firstly, to teach students the vital skills they need to achieve their full potential and gain the very best grades they can. Secondly, to teach students how each subject relates to the wider world, incorporating the life skills they will learn.

It is our belief that knowing how what you learn links to the wider world, brings a subject to life and therefore improves overall understanding and engagement.