Thornhill Academy
Enriching Lives, Inspiring Ambitions

Drama - Year 8- Term 1

Use the resources below to support you when learning from home. You can use this to help catch up on missed work, to get that extra help you might need, or to show to your family what you have been learning about at school!

When?	What we are learning	Resources
Weeks 1-3	To understand what is meant by the genre "Melodrama" and how we can use our physical skills to create stock characters.	**What is Melodrama:** https://www.youtube.com/watch?v=VqPZjBQxzm8 https://www.bbc.co.uk/bitesize/guides/zdp4vk7/revision/5 **Physical skills used in Drama:** https://www.bbc.co.uk/bitesize/guides/zhtgscw/revision/1 **Exaggeration:** Exaggeration = Representation of something as more extreme or dramatic than it really is. Exaggeration can be used to create comedy. https://www.youtube.com/watch?v=HfFj-VQKiAM **Activities:** Practice over-exaggerating your facial expressions e.g. happy, sad, angry ect. Make notes on how you moved your face to do so
Weeks 4-5	How to create comedy in a piece of drama and how to structure a piece of Melodrama.	**Use of sound:** **https://www.youtube.com/watch?v=ttFNDFfebd8&t=127s** Activities: Listen to the following music, make notes on the following: ➚ The mood/atmosphere created ➚ What scene does it set? ➚ If it could be used to build tension? ➚ What emotion on stage might it strengthen? https://www.youtube.com/watch?v=H9D8fAC6CoU

		https://www.youtube.com/watch?v=BrRN2AdY7rU https://www.youtube.com/watch?v=MK6TXMsvgQg **Slow motion:** Reducing the speed at which a drama is enacted, to highlight a scene or bring a big moment into focus. **Breaking the fourth wall:** By breaking the fourth wall, characters bring themselves in on the joke along with the audience. https://www.youtube.com/watch?v=PZL13w9TqbA
Weeks 6-7	Rehearsing and performing a piece of Melodrama	**Activity**: Create a story board, showing what happens in your piece of Melodrama. Success criteria: ➢ Includes stock characters. ➢ Follows the appropriate structure. ➢ You identify when you would use dramatic techniques to create comedy e.g., exaggeration, slow motion, music and direct address. Student shared area ≥ Drama ≥ Y8 ≥ Melodrama ≥ Storyboard
Weeks 8 (New scheme) W/C 1st Oct	To understand the structure and key elements of a fairy tale.	**Knowledge organiser:** Read through the knowledge organiser on the student shared area. Make notes in the key elements of a fairy tale. Student shared area ≥ Drama ≥ Y8 ≥ Fairy tales ≥ Knowledge organiser
Week 9	To understand the role of a puppet designer and to exploring how puppets communicate.	**Video:** https://www.bbc.co.uk/programmes/p0114k6z **BBC Bitesize:** https://www.bbc.co.uk/bitesize/guides/zbcmd6f/revision/5 **Activity:** ➢ Create a poster demonstrating your knowledge on the different types of puppets used in theatre. ➢ If you have the equipment you can make your own Chinese shadow puppet. https://www.bbc.co.uk/bitesize/topics/zdmhf9q/articles/zvj4cqt

Week 10	To understand and explore the use of physical theatre in drama.	**Physical theatre:** https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1 **Activity: Physical theatre quiz** https://www.bbc.co.uk/bitesize/guides/ztfk6sg/test
Weeks 11	To explore Brecht's Epic Theatre.	**PowerPoint:** Go onto the student shared area and follow the Brecht PowerPoint. Student shared area ≥ Drama ≥ Y8 ≥ Fairy tales ≥ Brecht PowerPoint. **Activity:** Make notes on how you can retell the story of Goldilocks and the Three Bears, using Brechtian techniques.
Weeks 12-14	To create a piece of non-naturalistic theatre and explore the power and status of characters within a performance.	**Non-naturalistic storytelling:** Activity 1: Choose one fairy tale and create a storyboard showing the plot. Activity 2: Annotate your storyboard showing which dramatic techniques you would use (and when) to make it non-naturalistic piece of drama.