

YEAR 8: Progression Map

Timeline and theme	Content	Core Skills and Key Elements Influences	Assessment	Homework	Personal Development
<p>Project One: Injustice</p>	<p>Week One: To explore segregation and the rules and the rules of the time to be introduced to Rosa Parkes and the stand she took in order to highlight the injustice faced by her people. To create a piece of Verbatim Theatre that recalls the events of Rosa on the bus.</p> <p>Week Two: To shape viewpoints for in preparation of Formal Debate. The students will be given a viewpoint relating to actions of Rosa Parkes. They will work in a small group to create a Verbatim news report detailing there given point of view. I pads will be used to collect evidence that can be applied and implemented within the final report. This could be used as the burden of proof in the final formal debates</p> <p>Week Three: To take part in a formal debate presenting the prepared viewpoint from the previous session.</p> <p>Week Four: What is Creative Intent and Purpose? To explore the different reasons in which performance is created. To link to previous lesson and look further into a performance that would provoke thought.</p> <p>Week Five: The students will use the work of Maya Angelo 'I Know why the Caged Bird Sings' exploring the first chapter 'Growing Up Black'. The students will identify and discuss how the stereotypical view and assumptions of others made the writer feel growing up in a segregated America. The students will explore the speech given by Martin Luther King I have a dream. The students will be discuss and explain why the speech holds such a significant place in History and how the first chapter of the</p>	<p>Key Elements Formal Debate Viewpoint and opinion Contact Improvisation Trust Lifting Understanding the Rehearsal process Communication and collaboration within the rehearsal process Understanding and applying the need for Accuracy, Fluency and Control within performance</p> <p>Core skills Creating a Character: Facial Expression, Body Language, Tone of Voice, Gesture, Eye Contact, Posture, Projection and Positioning</p>	<p>Holistic overview of practical work.</p> <p>Use of Whole Class Feedback during the term.</p> <p>GRIT to be used at regular points.</p> <p>Model responses used to help extend writing.</p>	<p>Undertake research Rosa Parkes and Martin Luther King.</p> <p>To write a Letter to either individual detailing the how their actions have instructed change to this day.</p>	<p>To explore Power, Status, Exploitation and Peer Pressure within relationships to understand and identify what makes a positive relationship.</p> <p>To understand that actions have consequences that could be beyond your control. To understand that situations could lead to roads that are difficult to come back from.</p> <p>To be able to present a viewpoint in a formal debate. To put forward opinions and points in a respectful manner and appreciate that everyone has the right to their own opinion just because it is differing from our own it doesn't mean it was wrong.</p>

	<p>book could be very different had the rules of changed sooner.</p> <p>Week Six: The students will use the speech from Martin Luther King and explore the lyrics of Beyonce’s song Freedom to create their own speech on Freedom and civil rights.</p> <p>Week Seven: The students will perform the rehearsed performance that they have created as a small theatre company. The students will then evaluate their own performance and the performance of others as a director. The students will then be return to their group and discuss ideas and recreate through rehearsal what they have discovered through the feedback they have been given.</p>				
<p>Project Two: Blood Brothers</p>	<p>Week One: To link with the to apply understanding of characterisation to create a scene from Blood Brothers. To work on the scene where Eddie meets Mickey.</p> <p>Week Two Rehearsal and Performance of the scene prepared in the</p> <p>Week Three Analyse the use of contrast in the play Blood Brothers. To create a scene that explores the use of the drama element ‘Contrast’.</p> <p>Week Four Understand how the relationship between the blood brothers has changed with the passage of time. Create a scene that utilises cross cutting. Learning Outcome: Perform a scene that shows a flashback (cross cut) to highlight the differences in the blood brothers relationship.</p> <p>Week Five How is tension created in performance? Perform a scene that builds the tension within in to the climax of Mickey and Edward’s death.</p> <p>Week Six To use forum theatre to change the ending of Blood Brothers so that the characters</p>	<p>Key Elements Role Play Characterisation Contrast Tension Text Work Performance Forum Theatre Communication and collaboration within the rehearsal process Understanding and applying the need for Accuracy, Fluency and Control within performance The roles and Responsibilities of a Director The use of feedback and evaluation to develop performance.</p> <p>Core skills Creating a Character: Facial Expression, Body Language,</p>	<p>Holistic overview of practical work.</p> <p>Use of Whole Class Feedback during the term.</p> <p>GRIT to be used at regular points.</p> <p>Model responses used to help extend writing.</p>	<p>Create a poster that explains:</p> <ul style="list-style-type: none"> •The style of the play. •The intention of the play. •The skills required by the performers. 	<p>Students are exploring the play Blood Brothers. They will have the opportunity to explore the relationships between the two main characters, the way that life changes them. They will also explore contrast between people, social standing and the nature versus nurture debate.</p> <p>There are opportunities to encourage appropriate behaviours and attitudes towards peers/siblings/parents. As well as in a variety of situations.</p> <p>To work effectively with others building positive relationships to produce an effective outcome. To communicate and collaborate offering ideas and responding respectfully to others. To express ourselves with confidence through creative thoughts and opinions.</p>

	<p>do not die. When the audience think that something different should be done to prevent the death they are going to act as spectactors (joining in the acting as one of the characters) to change the ending of the scene. Repeat as is necessary to change the ending of the performance, getting as many different students involved in the process as possible.</p> <p>Week Seven: The students will perform the rehearsed performance that they have created as a small theatre company. The students will then evaluate their own performance and the performance of others as a director. The students will then be return to their group and discuss ideas and recreate through rehearsal what they have discovered through the feedback they have been given.</p>	<p>Tone of Voice, Gesture, Eye Contact, Posture, Projection and Positioning</p>			<p>To be able recognise and manage emotions within a range of relationships within the creative process.</p> <p>To be able to receive feedback and ignite change and development to demonstrating perseverance to succeed not giving up at the first hurdle.</p> <p>To develop confidence to perform in front of peers in preparation for situations such as interviews, presentations, and public speaking in later life.</p>
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