

YEAR 8: Long Term Plan

Timeline and theme	Content	Core Skills and Key Elements Influences	Assessment	Homework	Personal Development
<p>Project One:</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. Ipads 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 War</p>	<p>Week One: To explore the techniques and skills needed within physical theatre introducing the students to a new style other than Naturalistic Theatre. Introduction to ‘War Poetry as Stimulus’ Students will practically explore ‘Dulce et Decorum Est’ through still image and physical theatre.</p> <p>Week Two: To practically explore the use of direct address and vocal skills in War poem ‘Who’s in the game?’</p> <p>Week Three: To practically explore the war poem ‘In Flanders Fields’ using cross cutting and narration and mime</p> <p>Week Four: Students will choose one war poem we have explored and devise a performance using the poem as stimulus including the explorative strategies studied</p> <p>Week Five: To undertake the rehearsal process to prepare final performance of Year 8 the following week.</p> <p>Week Six: The students will perform the devised performance that they have created as a small theatre company. The students will then evaluate their own performance and the</p>	<p>Key Elements</p> <p>Physical theatre Still Inage Cross cutting Narration Mime Direct Address Communication and collaboration within the rehearsal process The use of feedback and evaluation to develop performance.</p> <p>Core Skills</p> <p>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>To create letter to a fallen soldier detailing a understanding of the sacrifice that has been made for our freedom. To express an acknowledge of the feeling of the soldiers on the front.</p>	<p>To develop knowledge and understanding within world history. To explore the events of WW1 and WW2 using war poetry to develop performance material.</p> <p>To develop the moral compass of the student understanding the importance of rituals and traditions within the community.</p> <p>To acknowledge the act of Remembrance within British values to celebrate the sacrifices made for our freedom today.</p> <p>To be able to interpret stimulus material in a caring and sensitive manner. To recognize and manage emotions and feelings effectively. To recognize the feelings and emotions of others.</p>

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