

Year 8 Carousel weeks 1-14	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Weeks 1 & 2 Bullying	<p>Understand what a freeze frame is</p> <p>Understand the skill of remaining still (including eyes)</p> <p>Understanding how drama can be devised from a stimulus</p>	<p>Understanding of the basics of characterisation within drama</p> <p>Understand what thought tracking is and how to effectively create direct address</p>	<p>Understand how to use drama conventions within a performance to convey meaning and emotion.</p> <p>Add in the next section of bullying piece by introducing thought tracks for each character to show the contrast in their views and personality.</p>
Weeks 3 & 4 Bullying	<p>Learn how to devise a final scene for bullying performance piece.</p> <p>Show the difference between right and wrong of handling a bullying scenario and use thought tracking, dual scene and freeze frames to emphasis an important moment in the story line.</p>	<p>Understand how to block and use rehearsal time effectively.</p> <p>Plan out scenes in order ready for performance.</p>	<p>Understanding of basic performance based discipline</p> <p>Understanding the importance of performance focus</p>
Weeks 5 & 6 Little Red	<p>Understand how to use a poem as a stimulus</p> <p>Understand how to implement the use of drama conventions to enhance my performance</p> <p>Understand what Physical theatre is and how this convention can be used in drama.</p>	<p>Begin devising in groups by using the 'bloody chamber' poem as a stimulus.</p> <p>Explore the stimulus by creating still images using Physical theatre techniques.</p>	<p>Understand what a flashback is and how it can be used in a drama performance</p> <p>Understand how to use focus to stay in character throughout a performance</p>

<p>Weeks 7 & 8 Little Red</p>	<p>Understand how to successfully tell a story through use of physical theatre.</p> <p>Use characterisation techniques to adapt to character profiles by changing physicality, voice and tone and facial expressions.</p>	<p>Understand how to block and use rehearsal time effectively.</p> <p>Plan out scenes in order ready for performance.</p>	<p>Understand what a flash forward is and how it can be used in a drama performance</p> <p>Have performed their group performance based on a stimulus to the rest of the class.</p> <p>Understand peer and self assessment and how to accurately and effectively assess their peers.</p>
<p>Weeks 9 & 10 Two Worlds</p>	<p>To introduce the new topic and understand the importance of human actions on the effects of global warming.</p> <p>Devising and explore the two worlds separately by using narration, acting and physical theatre.</p>	<p>To recap prior learning and understanding of the effects of global warming.</p> <p>Recap scenes from last lesson showing the contrast in the two worlds and use of conventions.</p> <p>Add new scene where worlds collide</p>	<p>To explore stage combat as a drama convention and how it can be used effectively and accurately in a fight scene.</p> <p>Devise a new scene in their performance pieces by implementing the use of stage combat and all the techniques effectively.</p>
<p>Week 11 Two Worlds</p>	<p>To piece together first narration scene, second scene, stage combat scene.</p> <p>Work on flow of performance and dialogue for each character.</p>	<p>Understand how to devise a final scene by using different 'mark the moment' techniques.</p> <p>To piece all scenes together and explore how to finalize a piece of drama ready for performance.</p> <p>Work on direct address and confidence.</p>	<p>Have performed their group performance based on a stimulus to the rest of the class.</p> <p>Understand peer and self assessment and how to accurately and effectively assess their peers.</p>
<p>2nd carousel</p> <p>Weeks 12 & 13</p>	<p>Understand what a freeze frame is</p> <p>Understand the skill of remaining still (including eyes)</p>	<p>Understanding of the basics of characterisation within drama</p> <p>Understand what thought tracking is and how to</p>	<p>Understand how to use drama conventions within a performance to convey meaning and emotion.</p> <p>Add in the next section of bullying piece by introducing</p>

Bullying	Understanding how drama can be devised from a stimulus	effectively create direct address	thought tracks for each character to show the contrast in their views and personality.
Weeks 14 Bullying	Learn how to devise a final scene for bullying performance piece. Show the difference between right and wrong of handling a bullying scenario and use thought tracking, dual scene and freeze frames to emphasis an important moment in the story line.	Understand how to block and use rehearsal time effectively. Plan out scenes in order ready for performance.	Understanding of basic performance based discipline Understanding the importance of performance focus
Weeks 15&16 Two Worlds	To introduce the new topic and understand the importance of human actions on the effects of global warming. Devising and explore the two worlds separately by using narration, acting and physical theatre.	To recap prior learning and understanding of the effects of global warming. Recap scenes from last lesson showing the contrast in the two worlds and use of conventions. Add new scene where worlds collide	To explore stage combat as a drama convention and how it can be used effectively and accurately in a fight scene. Devise a new scene in their performance pieces by implementing the use of stage combat and all the techniques effectively.
Weeks 17&18 Two Worlds	To piece together first narration scene, second scene, stage combat scene. Work on flow of performance and dialogue for each character.	Understand how to devise a final scene by using different 'mark the moment' techniques. To piece all scenes together and explore how to finalize a piece of drama ready for performance. Work on direct address and confidence.	Have performed their group performance based on a stimulus to the rest of the class. Understand peer and self-assessment and how to accurately and effectively assess their peers.

<p>Weeks 19&20</p> <p>Urban Legends</p>	<p>To understand what a square performance is and how it is used in drama to create dramatic tension.</p> <p>Understand how to use a stimulus as a starting point for devising a piece of drama.</p>	<p>Students will continue to develop their understanding and use of a Square Performance in creating Dramatic tension for Urban Legends and look at how this works practically.</p>	<p>Students will begin to devise their own piece of drama based upon their stimulus and use of dramatic tension.</p>
<p>Weeks 21</p> <p>Urban Legends</p>	<p>Students will continue to devise their own piece of drama based upon their stimulus and use of dramatic tension.</p> <p>Understand how to create an effective final scene to finish off their performance.</p>	<p>Student will finish off their urban legends performance piece and begin looking at blocking and staging ready for performance assessment.</p>	<p>Students will rehearse and refine their Urban Legend performances they began in the previous lesson.</p> <p>Students will perform their pieces and engage in T.A.G peer feedback and self-assessment.</p>