

Year 8 Summer Term (Script):

Create:

- I can learn my lines and perform them during rehearsal with accuracy.
- I can interpret text to create meaningful performances and characters
- I know how to change my vocal expression to suit the script/ character

Perform:

- I can use levels, proxemics and space to make my scenes more interesting and represent status on stage.
- I can perform my scene fluidly by committing to my character throughout and making my performance believable.
- I can project my voice and use the space confidently

Respond:

- I can identify and give definitions/examples of blocking, stage positioning, theatre roles and responsibilities and different staging configurations
- I can give constructive feedback to my peers to help them improve their performances
- I can reflect, identify and comment on ways to improve and use this to proactively change my performance

Minimum Expected Standards Drama Year 8

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular '**learning checks**' to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGiSpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy
Solihull**

Year 8 Autumn Term (Devising and Physical Theatre):

Create:

- I can collaborate effectively with my peers and give at least one idea during group discussion
- I can use levels and proxemics to experiment with status onstage
- I can create a narrative to tell the story of my performance, including flashforward and flashback
- I can rehearse my Physical Theatre performance sensibly and safely

Perform:

- I can use my physical and vocal skills confidently to perform a character that is interesting.
- I can perform effectively during Slow Motion scenes and use the technique to mark the moment.
- I can interact with the audience confidently and perform interesting and creative Physical Theatre
- I can create a safe base every time.

Respond:

- I can contribute my ideas/responses to questions during class discussion.
- I can understand and explain the purpose of different explorative strategies and theatrical techniques.
- I can give constructive feedback to my peers to help them improve their performances.

Year 8 Spring Term (Masked Theatre and Devising):

Create:

- I understand how to create masked theatre performances by adhering to the Rules of The Mask.
- I know what False Walk, Clocking and Passing Focus is.
- I understand what a stimulus is and can create a performance based on one
- I know what Verbatim Theatre is and why it is effective
- I can create a statement of intent for my performance that highlights my artistic intentions.

Perform:

- I can confidently interact with the audience whilst in mask
- I can perform the emotion on my mask accurately and effectively
- I can use levels and space to make my scenes more interesting and communicate meaning to my audience.
- I can perform Physical Theatre safely and with accuracy to represent my story.
- I can commit to my character to make my performance believable.

Respond:

- I can give constructive feedback to my peers to help them improve their performances
- I can reflect, identify and comment on ways to improve my own performance.
- I can confidently discuss current affairs and how Verbatim Theatre can raise awareness of different, worldly issues.