



Subject		Year		Term							
Drama		8		1							
Topic											
Responding to Stimuli											
Content (Intent)											
Prior Learning (Topic)		Exploration of a Script									
Responding to Stimuli:											
Students will practically explore a range of stimuli including music, war poetry and props. Using the stimulus as an inspiration for a piece of theatre.											
Future Learning (Topic)		Physical Theatre									
What Knowledge and Skills will be taught (Implementation)			How will your understanding be assessed & recorded (Impact)								
Responding to Stimuli Students will engage and respond to different stimuli, including photographs, script, music and props. This will encourage discussion, debate, creative and critical thinking. They will use a range of drama techniques including still image, thought tracking, spontaneous improvisation and slow motion. They will be expected to develop their collaborative skills as a whole class and in small groups to create a performance based around a stimulus.			Assessment Practical: Students will produce a 5-minute performance inspired by a chosen stimulus. <i>Practical skills are formally assessed using agreed grade descriptors adapted from 9-1 GCSE grade descriptors for Drama.</i> Drama Passports (written assessment): Students will self-evaluate in their Drama passport. The passports will allow the students to reflect on their ability to create, perform and evaluate throughout the term.								
How can parents help at home?											
Exposure to emotive music and reading and discussions around World War One and Two.											
Helpful further reading/discussion (including Reading and Vocabulary Lists)											
Reading War poem: 'Dulce Est Decorum Est'		Vocabulary Lists <table border="0"> <tr> <td>Stimulus</td> <td>Emotive</td> </tr> <tr> <td>Slow motion</td> <td>Imagery</td> </tr> <tr> <td>Non- naturalistic Drama</td> <td>Tension</td> </tr> </table>				Stimulus	Emotive	Slow motion	Imagery	Non- naturalistic Drama	Tension
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