

Year 8 SUBJECT Curriculum Map DRAMA

	Autumn Term	Spring Term	Summer Term
Unit Length	<p><u>AUT 1</u></p> <p><u>AC1 (PRACTICAL ASSESSMENT): 1 week</u></p> <p>Comedy & Mime – Students practically explore the world of Comedia Del Arte & comedy mime. Looking at modern day examples like Mr Bean and E.T the mime, students will work in pairs to Mirror, clown and narrate their partner to create a short piece of comedy for their class. The focus will be on Posture, Gesture and Facial Expression, as well as the fundamentals for creating and devising comedy. 5 weeks</p> <p><u>AUT 2</u></p> <p>Practitioners – Introduction to Stanislavski (To examine some of the theories linked with Stanislavski and Naturalism. Developing a character using a range of techniques from Stanislavski’s training programme ‘The system’): 5 weeks</p> <p><u>AC2 (WRITTEN EVALUATION): 2 Weeks</u></p> <p>Additional lessons up to Christmas break: Theatre in Education – Young Runaways (Skills development – To identify and understand preparing a drama performance for a target audience. To explore a serious issue that affects young people and analyse key messages and solutions through a range of group tasks and research. (3 weeks)</p> <p>T.I.E performance (Plan, rehearsing and a perform T.I.E performance raising awareness about Young Runaways for a target audience.) 1 week</p>	<p><u>SPR 1</u></p> <p><u>AC3 (PRACTICAL ASSESSMENT): 1 week</u></p> <p>Scripted plays – The terrible fate of Humpty Dumpty (Practically explore the themes of the play. Understand the different types of bullying and the impact they have on others. Select and apply physical skills, movement skills and vocal skills appropriately to communicate characters at different ages. Learn and apply rehearsal techniques such as Marking the Moment, Vocal collage and Conscience alley to improve their work.): 5 weeks</p> <p><u>SPR 2</u></p> <p><u>AC4 (WRITTEN EVALUATION ASSESSMENT): 1 weeks</u></p> <p>Scene 11: The first time Terry is bullied by the gang - To interpret a script, identifying key moments. To rehearse a scripted performance, learn lines and working as an ensemble using a range of rehearsal techniques to mark key moments: 5 weeks</p>	<p><u>SUM 1</u></p> <p><u>AC5 (PRACTICAL ASSESSMENT): 1 week</u></p> <p>Genre: Horror & tension – (To use a range of drama skills and strategies to develop storytelling. Work both independently and as part of a group and use elements of drama and the drama medium to show tension and create believable characters. To develop understandings of physical theatre and use effectively in a performance. To evaluate own and others work, using subject specific vocabulary, enabling work to be improved. To improve and extend the use of spoken English during whole class, group and paired discussion. Speaking and Listening.) 4 weeks</p> <p><u>SUM 2</u></p> <p>Stage combat & tension (Creating and devising ideas based on the stimulus of the Wild West) Students will create, devise, rehearse and perform a short, tense scene set in the wild west involving the stage combat taught at the start of this topic. They will then evaluate the effectiveness of own work and that of others, using subject specific vocabulary and concise use of spoken English.) 4 weeks</p>

<p>Links to the National curriculum/Assessment Objectives</p>	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance. AO2: Apply theatrical skills to realise artistic intentions in live performance. AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. AO4: Analyse and evaluate their own work and the work of others.</p> <ul style="list-style-type: none"> • Studying setting, plot and characterisation, and the effects of these • Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play • Role-play and other drama techniques to help pupils to identify with and explore characters. 		
<p>Description of the topic and key learning outcomes (key knowledge and understanding)</p>	<p>Practitioners – Introduction to Stanislavski skills Overview This unit is intended to introduce learners to a drama practitioner, the focus is on understanding key concepts such as rehearsal techniques and how they can be used effectively to improve a performance and develop a believable character.</p> <p>Theatre In Education skills Overview Students will understand how to adapt a performance in regards to appropriate language and content for a target audience. They will learn effective use of rehearsal techniques to communicate meaning. They will also analyse and apply informative – facts/statistics to raise awareness about the theme of their performance.</p>	<p>Scripted plays – The terrible fate of Humpty Dumpty Overview Students will practically explore a play about bullying. They will prepare for a final performance by learning about and exploring three different performance spaces; thinking about the advantages and disadvantages of each. They will also work as an ensemble to interpret an extract from a play using a range of rehearsal techniques such as split staging and vocal collage They will further develop their Physical Skills (Facial Expressions, Posture, Gesture, Eye Contact) and their vocal skills (Tone, Pitch, Volume, Pace) Students are expected to build on their previous learned skills by showing a more developed and detailed character using a wider range of acting skills.</p>	<p>Horror and Tension Students will practically explore the Horror Genre and be able to identify key elements of the genre. Through a range of acting skills and rehearsal techniques students will learn how to build tension and atmosphere into a performance.</p> <p>Key skills</p> <ul style="list-style-type: none"> ✓ Freeze Frame ✓ Physical theatre ✓ Building tension ✓ Soundscape ✓ Total Theatre ✓ Role-play ✓ Stage combat ✓ Effective mime <p>They will also learn the demands of a GCSE response and wider use of drama vocabulary. Students will apply their developed acting skills and rehearsal techniques in a practical performance. They will then complete a written evaluation based on their own and other performances using a wider range of drama terminology expected to be used at GCSE level.</p>
<p>Related Concepts (that are revisited)</p>	<p>Devising Drama and analysing a live performance throughout KS3 and KS4</p> <p>At GCSE level students are expected to explore a given stimulus item through practical exploration and create a piece of devised drama.</p> <p>Students will use T.I.E to analyse a stimulus and explore it practically. They will revisit skills learned from year 7 (Red riding Hood) in order to support their learning. (Role on the Wall, Hot-seating)</p>	<p>Working with a script, linking with practitioners and different performance styles in year 8 and KS4</p> <p>Students are required to study contrasting texts in preparation for KS4 drama/English. Pupils will practically explore a range of texts and develop their understanding of different characters. They will revisit skills learned in year 7 about how to develop a character using a range of rehearsal techniques such as Hot seating and conscience alley.</p>	<p>Creating their own narratives and identifying the different elements that help to communicate a performance style/genre KS4</p> <p>Students will work collaboratively to create the narrative or concept for their performances.</p>

Skills being taught	<p>AO1: Creating and developing an idea – To research a social issue and develop narratives that raise awareness to a specific target audience. Identify with and explore characters and develop their understanding of acting skills (Facial expression, gesture, levels, body language, eye contact) and rehearsal techniques (Freeze frame, Thought track, split stage)</p> <p>AO2: Practical performance - Role-play and communicate a clear character to an audience, audience awareness, stage presence, apply a range of acting skills and rehearsal techniques to help communicate the meaning to a target audience</p> <p>AO3 and AO4: Baseline/written evaluations – demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance. Learning new drama vocabulary and applying it to their work, analyse in detail and relating key drama terminology with their practical work.</p>	<p>AO1: Developing ideas ready for a performance - develop their understanding of how to use the devising process to communicate meaning in a naturalistic performance. Develop skills relevant physical and non-verbal communication skills. (<i>Exaggeration, levels, gesture, facial expression, eye contact, proxemics, posture</i>)</p> <p>AO2: developing drama ideas by structuring a naturalistic performance Students will realise their ideas and communicate them clearly to an audience. They will learn how to communicate a character that is clearly different to them. Ensure that clear dramatic intentions are communicated to the audience</p>	<p>AO1: Creating and developing a story idea – work collaboratively to create the narrative or concept for their performance. Respond to a stimulus effectively and develop initial ideas ready for a performance.</p> <p>AO2: Build tension into a performance and communicate a clear storyline and characters- Understand and apply rehearsal techniques such as angel and devil, vocal collage, soundscapes and acting skills such as gibberish, proxemics and volume to help build tension into a horror performance.</p> <p>AO4: Use drama terminology when analysing their work - show the progression of their idea from initial thoughts to the realised form. Analyse and evaluate decisions and choices made during the process of creating drama. Use relevant and specific drama terminology to describe their work. Apply their knowledge of genre, style and theatrical conventions to their written work.</p>
Milestone assessments	<p>AC1: Practical performance → Comedy Mime AC2: Written Evaluation – Stanislavski monologue</p>	<p>AC3: Scripted Play – Performance of Scene 11 AC4: Written evaluation – Scene 11</p>	<p>AC5: Stage combat performance.</p>
All KS3 topics to include a formal Practical and written assessment for each AC, in line with KS4 (AO3 and AO4)			
Wider reading	<p>Key statistics about young runaways in lesson Key statistics about refugees in lesson</p>	<p>The Terrible Fate of Humpty Dumpty in lesson</p>	
Literacy programme	<p>Keywords, definitions, sentence starters, writing frames. Students will be encouraged to use the following when describing their work to develop their understanding:</p> <p>Vocal skills: Tone, Pitch, Pace, Volume, accent, pause</p> <p>Physical skills: Eye contact, Gesture, Facial Expression, proxemics</p> <p>Rehearsal Techniques: Freeze frames, thought track, ensemble, Angel & Devil</p> <p>Performance styles: T.I.E</p> <p>Sentence starters:</p> <ul style="list-style-type: none"> • In my performance of, the role that I played was..... • I used a wide range of acting skills to clearly communicate my role to the audience. The first was..... 	<p>Keywords, definitions, sentence starters, writing frames. Students will be encouraged to use the following when describing their work to develop their understanding:</p> <p>Vocal skills: Tone, Pitch, Pace, Volume, pause, accent, intonation</p> <p>Physical skills: Eye contact, Gesture, Facial Expression, posture, levels, exaggeration,</p> <p>Rehearsal Techniques: Freeze frames, thought track, split staging, slow motion, transitions,</p> <p>Performance styles: Naturalism</p> <p>Sentence starters:</p> <ul style="list-style-type: none"> • In my performance of, the role that I played was..... • I used a wide range of acting skills to clearly communicate my role to the audience. The first was..... 	<p>Keywords, definitions, sentence starters, writing frames. Students will be encouraged to use the following when describing their work to develop their understanding:</p> <p>Vocal skills: Tone, Pitch, Pace, Volume, pause, gibberish, intonation, accent, silence</p> <p>Physical skills: Eye contact, Gesture, Facial Expression, posture, levels, exaggeration, proxemics,</p> <p>Rehearsal Techniques: Freeze frames, thought track, split staging, slow motion, transitions, narration,</p> <p>Performance styles: Non-Naturalism</p> <p>Sentence starters:</p> <ul style="list-style-type: none"> • In my performance of the role that I played was.....

	<ul style="list-style-type: none"> • I used rehearsal techniques to communicate key moments in my performance. The first key moment was..... • The rehearsal technique used to communicate this was..... 	<ul style="list-style-type: none"> • I used rehearsal techniques to communicate key moments in my performance. The first key moment was..... <p>The rehearsal technique used to communicate this was.....</p>	<ul style="list-style-type: none"> • I used a wide range of acting skills to clearly communicate my role to the audience. The first was..... • I used rehearsal techniques to communicate key moments in my performance. The first key moment was..... <p>The rehearsal technique used to communicate this was.....</p>
Homework	Knowledge Organiser EBI LQs after assessments in preparation for evaluations	Knowledge Organiser EBI LQs after assessments in preparation for evaluations	Knowledge Organiser EBI LQs after assessments in preparation for evaluations