

**Creative Arts Department – Drama  
Year 8 – Curriculum Map**

Year 8	Intent		Implementation		Impact	
	Taught Curriculum	Learned Curriculum	Key Skills	Wider activities	Summative Assessment	Assessment criteria
<b>Term 1</b> 7 weeks	<b>Storytelling</b>  <b>Urban Myths/Darkwood</b>	Acting skills; vocal and physical  Character development  Performance skills; vocal projection, audience awareness, use of space  Basic language of theatre; set, setting, scene, props, character, dialogue	Observation Collaboration Memory recall Imagination Physical skills Use of voice Rehearsal Character development Spatial awareness Evaluation	Drama Club  School Production	Online terminology quiz  Performing a 2 minute scene	<u>Students will be able to:</u> Work collaboratively during rehearsals offering focus, commitment and energy. Shape and adapt material with a clear intention and understanding of audience. Use voice, movement and gesture to communicate a character and narrative. Use key performance skills to engage an audience (Focus, energy, conviction, commitment) English to evaluate their own work and the work of others <u>Students will know and understand:</u> Key skills needed to explore and create drama. Stage positions Basic theatre terminology
<b>Term 2</b> 7 weeks	<b>Devising Drama from a stimulus</b>  <b>‘The Glass Castle’ - Jeannette Walls</b> <b>‘Paranormal Team Find Footage’ – News report</b> <b>‘Fighting for Strangers’ – Steeleye Span</b>	Still image: creating aesthetics through physical acting skills and creative use of space and levels  Slow motion: marking the moment through exaggerated slow movement and facial expression.  Narration of inner thoughts: exposing character or plot context through spoken dialogue  Mime: attention to detail when using physical skills to communicate/engage with an audience	Physical skills; facial expression, body language Choreography On stage communication Spatial awareness Planning for audience response Collaboration Creativity Visioning Physical control Attention to detail Imagination Transitions Evaluation Analysis		40 minute drama workshop  Google slide - Annotation of exploration work	<u>Students will be able to:</u> Work collaboratively to explore the dramatic potential of a stimulus. Shape, adapt and develop a clear and focused message for their work. Use a range of drama conventions to communicate meaning to an audience. Offer mature, creative and imaginative ideas and approaches to exploring stimulus material. Use voice, movement, gesture and space to develop and amplify dramatic elements. <u>Students will know and understand:</u> The key purpose of devised theatre and its main characteristics, including non-narrative, non-chronological, stylised, developed and driven through key message/theme. A range of theatrical conventions and how to use them to create material. How to use the devising process to create meaning in a performance That taking risks, experimenting, being innovative and making mistakes are vital when developing ideas. The significance of collaboration and how the contribution of all performers is necessary to create effective work.
<b>Term 3</b> 6 weeks	<b>Working with a script</b>  <b>‘Beef Hula Hoops’</b> <b>‘The Old Dark House’</b> <b>‘Late’</b> <b>‘Movie Night’</b> <b>‘The One with Joan/Roger’</b>	Interpreting scripts  Character Development  Line Learning  Blocking  Creating and communicating meaning  Developing Acting skills	Interpretation Chunking method Line learning Blocking Character motivation Use of space Audience awareness Vocal skills; enunciation, projection, intonation Effective use of rehearsal time Shaping and developing ideas		2 minute performance  Online evaluation of final performance.	<u>Students will be able to:</u> Learn lines effectively, using specific strategies; look, cover, repeat or chunking method. Analyse a script to realise it’s dramatic potential Use sub-text and character motivation to block work effectively Use space effectively to communicate meaning, character and aesthetics Plan for a range of audience responses Perform with conviction and energy

		<p>Creating work for performance</p> <p>Exploring the dramatic potential of the elements of drama: character, climax, contrasts, pace</p>	<p>Use of space</p> <p>Planning for audience response</p> <p>Performance skills</p> <p>Evaluation</p>			<p><u>Students will know and understand:</u></p> <p>The elements/characteristics of drama; pace, contrasts, character, climax, plot</p> <p>What is meant by 'dramatic potential'</p> <p>How to analyse a text</p> <p>The importance of interpreting subtext during blocking\</p> <p>How to plan for an audience response.</p>
<p><b>Term 4</b> 6 weeks</p>	<p><b>Brecht</b></p> <p><b>'Epic Theatre'</b></p>	<p>Theatre Practitioners: Bertolt Brecht</p> <p>Theatre history: Epic Theatre in context</p> <p>Creating and communicating social, political meaning</p> <p>Dramatic techniques: Breaking the fourth wall, montage, narration, coming out of character, non-chronology, placards, tableau, set/prop/costume signifiers</p>	<p>Acting skills; physical, vocal, use of space</p> <p>Collaboration</p> <p>Focus and concentration</p> <p>Shaping and developing ideas with a clear intention</p> <p>Analysis of stimulus</p> <p>Communicating a message</p> <p>Taking risks in exploration</p> <p>Planning for audience response</p> <p>Evaluating the work of others</p>	<p><a href="https://youtu.be/l-828KqtT kA">https://youtu.be/l-828KqtT kA</a></p>	<p>Google Form – Brecht and Epic Theatre knowledge</p>	<p><u>Students will be able to:</u></p> <p>Use acting skills to perform a range of Epic Theatre techniques</p> <p>Demonstrate high levels of focus and concentration during workshops</p> <p>Use techniques to explore a range of dramatic stimulus</p> <p>Create theatre that has a social or political clear message</p> <p><u>Students will know and understand:</u></p> <p>The key characteristics of Epic Theatre</p> <p>The historical relevance and impact of Brecht's approach to creating theatre</p> <p>The importance of practical workshops to develop skills</p>
<p><b>Term 5</b> 7 weeks</p>	<p><b>Page to Stage</b></p> <p><b>'Teachers' by John Godber</b></p>	<p>Interpreting scripts</p> <p>Line Learning</p> <p>Blocking</p> <p>Creating and communicating meaning</p> <p>Acting skills</p>	<p>Reading</p> <p>Analysis</p> <p>Interpretation</p> <p>Chunking method</p> <p>Line learning</p> <p>Blocking</p> <p>Character motivation</p> <p>Use of space</p> <p>Audience awareness</p>		<p>1-2 minute performance of the script</p> <p>Written reflection and evaluation of how final performance was developed.</p>	<p><u>Students will be able to:</u></p> <p>Discuss the SCHP context of the play and the author's intentions.</p> <p>Read the script with conviction, using role, intonation, tone, volume, mood and silence to add impact.</p> <p>Use physical and vocal skills effectively to develop non naturalistic performance</p> <p>Use their knowledge of drama in a range of rehearsal approaches to explore character and themes.</p> <p>Make justified decisions for design aspects of the play.</p> <p>Analyse and evaluate the acting, design and the characteristics of the performance text seen.</p> <p><u>Students will know and understand:</u></p> <p>The characteristics of non-narrative and physical theatre style</p> <p>How to use physical theatre to communicate meaning and aesthetics</p> <p>How to use acting skills when creating non narrative theatre</p>
<p><b>Term 6</b> 6 weeks</p>	<p><b>Improvisation</b></p> <p><b>'From nothing to something'</b></p> <p><b>Name, place, first line</b></p> <p><b>Image</b></p> <p><b>Starting positions</b></p> <p><b>Opening dialogue</b></p>	<p>Creative and critical thinking</p> <p>Devising drama</p> <p>Collaboration</p> <p>Storytelling</p> <p>Exploring dramatic potential</p>	<p>Interpretation</p> <p>Imagination</p> <p>Creativity</p> <p>Collaboration</p> <p>Risk taking</p> <p>Making connections</p> <p>Performance spaces</p> <p>Acting skills</p> <p>Using lighting, sound and set to communicate meaning and create atmosphere and aesthetics</p> <p>Evaluation</p>		<p>40 minute drama workshop</p> <p>Online evaluation</p>	<p><u>Students will be able to:</u></p> <p>Use imagination to explore creative ideas for performance</p> <p>Work collaboratively to explore own ideas and those of others</p> <p>Use a range of design elements to enhance their work and communicate meaning</p> <p>Take creative risks to explore dramatic potential</p> <p><u>Students will know and understand:</u></p> <p>The importance of process when developing improvisation</p> <p>The key characteristics of the dramatic performance; characters, plot, setting, context.</p> <p>How to reflect on and evaluate how their way of working supported the development of ideas</p>