



Year 8 Drama Curriculum

| Year 8 | | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
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| Performing Arts | Topic | Greek Theatre | Working with a script: Blood Brothers | Production Design | Musical Theatre: The Greatest showman | Soap Operas | Shakespeare: A Midsummer's Night Dream |
| | Why this and why now? | <p>This unit introduces pupils to Ancient Greek Theatre as a theatrical culture and the origin of Theatre and performance. We look at the historical context of theatre and the importance it had in Greek life and culture. Pupils are asked to consider how Greek Theatre influenced the theatre we know and love today.</p> <p><i>History Cross curricular links</i></p> | <p>This unit is based around the idea of analysing a script and exploring themes, characters and social issues through practical exploration. The piece is used as part of our GCSE scheme so pupils who might be considering Drama as an option at this point are introduced to conversation around Drama as a GCSE option choice.</p> <p><i>English, PSHE and History Cross curricular links</i></p> | <p>This unit focuses on the design aspect of producing a piece of theatre. This unit has been designed to aid those learners who might have an interest in the theatre but maybe not specifically performing as such. Pupils are introduced to the idea of lighting, set, mask and make-up design and theatre design as a career path.</p> <p><i>Art and Technology Cross curricular links</i></p> | <p>This unit sees us focusing on a well-loved and popular genre of theatre, Musical Theatre. Pupils are introduced to a genre of theatre which blends singing, dancing and acting together. The unit involves choreography, pupils are encouraged to follow choreography and direction.</p> <p><i>P.E and Music Cross curricular links</i></p> | <p>This unit focuses on the idea of naturalism in theatre and the study of naturalistic acting in Soap Operas. The unit allows pupils to explore characterisation in more depth, exploring body language, facial expression, voice and proxemics. Pupils will also consider the history of Soap Operas and how 'Soaps' have grown into the popular entertainment they are today.</p> <p><i>PSHE Cross curricular links</i></p> <p><i>P.E Cross curricular links</i></p> | <p>The final half term in Drama at KS3 always sees us end with a Shakespearean focus. Year 8 focus on the play 'A Midsummer's Night Dream' to coincide with their work on the play during English lessons. The practical exploration of the piece further aids learning and understanding in preparation for a bigger focus during English sessions.</p> <p><i>English, History and Maths cross-curricular links.</i></p> |
| | What is the essential knowledge that needs to be remembered? | <ul style="list-style-type: none"> • Movement in unison • Over exaggerated acting • Staging as a chorus • History of Greek Theatre | <ul style="list-style-type: none"> • Structure of a script • Key Characters and character traits • Staging a performance (areas of the stage) • Social and historical context of the piece (Highlights the social class) | <ul style="list-style-type: none"> • Sketching ideas • Annotating designs with ideas for materials used and • Reasons for design choices shown in annotation | <ul style="list-style-type: none"> • Musical theatre as a musical genre; Contains singing, dancing and acting • Ability to follow direction for staging • Ability to follow choreography | <ul style="list-style-type: none"> • Proxemics (Character relationships) • Body language and gesture to create a convincing performance • Facial expression to convey emotion • History of Soap Operas | <ul style="list-style-type: none"> • Key characteristics of a script; stage directions, characters shown, dialogue. • Play analysis • Structure of a script • Old English language • Characterisation • Responding to stage direction |

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| What is the assessment intent and how will you assess? | Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do. | Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do. | Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do. | Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do. | Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do. | Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do. | Formal assessment will take place at the end of the scheme of work. Pupils will rehearse, perform and evaluate a performance piece showcasing the key skills taught throughout the half-term. Pupils will be given an assessment booklet to record all 6 formal performance assessments throughout the academic year. Pupils will use these recordings to improve what they know and what they can do. |
| What does the end point look like? | The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and | The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and | The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and | The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and | The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and | The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and | The unit of work will end with a practical performance assessment. The assessment is designed to allow pupils to showcase skills taught throughout the unit. Pupils will evaluate their performance using self and peer assessment responding to our department focus of rehearse-perform-evaluate. Teacher verbal and written feedback will also be provided to celebrate learning and |

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| | How does it cover the NC? | The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact'. These skills will be used as part of our Drama work. | The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact'. These skills will be used as part of our Drama work. | The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact'. These skills will be used as part of our Drama work. | The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact'. These skills will be used as part of our Drama work. | The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact'. These skills will be used as part of our Drama work. | The National curriculum states that as part of the 'spoken language' programme of study, pupils should be taught to 'speak confidently and effectively, including through; improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact'. These skills will be used as part of our Drama work. |