

Drama Year 8 Curriculum

Year 8 Curriculum Intent: The year 8 curriculum seeks to build on the knowledge and skills developed in year 7. We embed knowledge and skills of Drama forms and vocal and physical performance skills that were first taught in year 7. The course is designed to encourage our students to analyse how drama is used to impact on an audience, and how techniques can be applied to create specific effects, from the use of dramatic tension to making social statements. We continue to explore the literary canon by studying several significant plays so students have a wide knowledge of theatrical styles and influential works. There is an emphasis on using drama to explore challenging and topical citizenship issues and students are given the opportunity to reflect on their own experiences and opinions through practical exploration.

	Autumn Term		Spring Term		Summer Term	
Main Topic	Silent movies and Genre	Hunger games	Solo Story	The Terrible Fate of Humpty Dumpty	The Curious Incident of the Dog In the Night-time	The Red shoes
Key Concepts	Communication – understanding how to connect with others helps us to deliver clear narrative. Power – Understanding that status effects relationships and dynamics helps us to connect with characters and scenarios.	Identity - Understanding what makes us human helps us empathise and understand others. Conflict – understanding how situations escalate and become unsafe helps us to navigate difficult situations.	Audience – understanding target audience helps us deliver appropriate material and messages. Communication – understanding how to connect with others helps us to deliver clear narrative.	Relationships – analysing behaviours and interactions helps us to understand different perspectives. Consequence – Understanding that actions bring consequences helps us to analyse behaviours and learn from them.	Identity - Understanding what makes us human helps us empathise and understand others. Communication – understanding how to connect with others helps us to deliver clear narrative.	Values – understanding how individuals have beliefs that guide them helps to understand different cultures. Conflict – understanding how situations escalate and become unsafe helps us to navigate difficult situations.
Sub Topic	Mime, Slapstick, melodrama	Ethics, morals, war, injustice.	Brecht and political theatre Theatre review – Small Island	Brecht. Epic theatre. 1980s and Thatcherism.	Physical theatre. Frantic Assembly. Diversity and SEND	Brecht, Form, Style, Language, Genre. Dictatorships.
Curriculum links	Greek Theatre/ Mission/ Beginnings/ Component 1 GCSE	Harry Potter/ Terrible Fate/ Component 1&3 GCSE	Monologues/ Beauty/ Component 2 GCSE/ Silent movies and genre	Monologue/ Harry Potter/ Component 2 and 3 GCSE	The Twits/ Monologue/ Trestle/ Component 3 GCSE	The Terrible Fate/ Monologues/ Beauty/ Solo story/ Component 1 and 2 GCSE.
Cross-curricular links	Life curriculum and personal safety/ security-safety	English – dystopian literature	English creative writing. Speaking and listening.	Life curriculum – bullying/ gangs and consequences	Life curriculum – diversity/ autism awareness Design technology – set/ costume Art – set/ costume	RS – politics, culture, society, morals and prejudice/ racism. History – Enslaving, dictatorships

					Construction – set Music – sound SEND	
Interleaving of concepts	Create and develop ideas to communicate meaning for theatrical performance.	Apply theatrical skills to realise artistic intentions in live performance.	Apply theatrical skills to realise artistic intentions in live performance.	Analyse and evaluate their own work and the work of others.	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	Create and develop ideas to communicate meaning for theatrical performance.
Literacy	Extended writing and creative writing. Oracy.	Close text analysis. Oracy.	Close text analysis. Oracy.	Close text analysis and extended writing. Oracy.	Extended writing. Oracy.	Close text analysis. Speaking to argue.
Numeracy	Proxemics and blocking to communicate meaning.	Proxemics and blocking to communicate meaning.	Proxemics and blocking to communicate meaning.	Lighting angles. Proxemics and blocking to communicate meaning.	Lighting angles. Proxemics and blocking to communicate meaning.	Proxemics and blocking to communicate meaning.
Cultural capital	Social capital	Political change/ conflict	Political change/ conflict The Chalk Circle by Li Qianfu. Yuan dynasty.	Theatre design and etiquette	Travel/ Diversity	Political change/ conflict/ Diversity
Assessment	KMP1: Non-verbal performance to an audience.	KMP 2: Performance of scripted scene.	KMP 3: Devise and perform a monologue.	KMP 4: As the designer for this play explain how you will use lighting and costume to enhance this extract.	KMP 5: Evaluate and analyse how actors, directors and designers make creative choices.	KMP 6: Create and perform a devised piece in response to red shoes stimulus