

Y8 Drama – Curriculum Map

Advent 1	Advent 2	Review of learning	Lent 1	Lent 2	Review of learning	Pentecost 1	Pentecost 2	Review of learning
Improvisation Unit intent: <i>To understand how to further develop creative thinking skills.</i> Key skills; <ul style="list-style-type: none"> Spontaneity Constraints e.g. set, stage, character Rehearsed improvisation Alphabet script Subtext Reading 3-2-1	Characterisation Unit intent: <i>To create and develop characterisation skills to communicate meaning to an audience.</i> Key skills; <ul style="list-style-type: none"> Voice - pitch, pace, pause etc. Physicalisation Props as expression of character Stereotypes use and pitfalls Monologue Reading 3-2-1	<p>Formative assessments to track development of skills; 'do it nows', warm-up games, key terms.</p> <p>Summative assessments; review of skills performance, DIRT activity.</p> <p>Disciplinary knowledge</p> <p>Creating Performing</p> <p>CST</p> <p>Common Good Human Dignity</p> <p>Careers</p> <p>Actor / Speech Writer / Speech Maker / Entertainer</p> <p>Evaluating</p>	Seven Deadly Sins; Sloth/Greed Unit intent: <i>To understand elements that are opposite to CST. To understand how to use drama conventions to express ideas in symbolic semiotics.</i> Key skills; <ul style="list-style-type: none"> Understanding symbolism and metaphor Anthromorphise; pride as a person Split stage Semiotics Reading 3-2-1	Documentary Theatre Unit intent: <i>To understand elements of Brecht to communicate key factual events in History.</i> Key skills; <ul style="list-style-type: none"> Using WW1 stimulus to create drama. Brief intro to Brecht and techniques. 'Oh what a lovely war'. As a reference Reading 3-2-1	<p>Formative assessments to track development of skills; 'do it nows', warm-up games, key terms.</p> <p>Summative assessments; review of skills performance, DIRT activity.</p> <p>Disciplinary knowledge</p> <p>Creating Performing</p> <p>CST</p> <p>Human Dignity & Responsibility</p> <p>Careers</p> <p>Historian, Consultancy Work, Curator, Researcher</p> <p>Participation</p>	Macbeth Unit intent: <i>To understand historical context of style/genre of theatre. To use music to enhance atmosphere and underscore drama. To understand rehearsal techniques.</i> Key skills; <ul style="list-style-type: none"> Script Historical style of script Artistic intention and interpretation of script Examples from production of version of Macbeth Creating own concept, non stereotype. Reading 3-2-1	Verbatim Theatre & Theatre review Unit intent: <i>To learn how to evaluate and analyse live theatre, link to GCSE.</i> Key skills; <ul style="list-style-type: none"> Resource of topical social issue. Theatre in education introduction Use of Drama Toolkit from this year to make choices of form. Reading 3-2-1	<p>Formative assessments to track development of skills; 'do it nows', warm-up games, key terms.</p> <p>Summative assessments; review of skills performance, DIRT activity.</p> <p>Disciplinary knowledge</p> <p>Creating Performing</p> <p>CST</p> <p>Option for the poor Human Dignity</p> <p>Careers</p> <p>Touring Theatre Company Drama School Teacher</p>

Currently, year 8 classes are taught in tutor groups and consist of 1 lesson per week during the academic year.