

# Curriculum Map Year 8 Drama

Assessment is in line with AQA GCSE Drama specification that explores Drama both practically (Component 2 and 3) and theoretically (Component 1)

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Silent Movies	Autumn HT1	<p>Introduction to slapstick comedy.</p> <p><b>Drama skills developed:</b></p> <ul style="list-style-type: none"> <li>- Gestures</li> <li>- Simple and visual performances inspired by 1920's silent films.</li> <li>- Connection to character – Charlie Chaplin</li> <li>- Synchronisation, reactions, comic moments</li> <li>- Stock characters, villain, hero, damsel in distress</li> <li>- Stock plot · Link melodrama in theatre influencing the silent movie structure.</li> <li>- Use of the cliff-hanger.</li> <li>- Use of signs and captions within performance.</li> </ul> <p><b>National Curriculum Spoken Language link:</b></p> <ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Collaboration</li> <li>- Imagination</li> <li>- Expressing own ideas</li> </ul>	<p>This is a development upon the element of melodrama that was introduced during the pantomime scheme in year 7.</p> <p>The skills of creating, developing, performing, and reviewing are built upon and developed in all areas of the drama curriculum.</p>	<p>This will prepare students for GCSE, where they will be assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (GCSE AO1).</p> <p>Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance in KS3,4 and 5. Here students will experiment with the characters and performance style from the 1920's, this prepares them for key GCSE drama skills.</p>
Children's Theatre	Autumn HT2	<p>This scheme aims to explore and understand Children's Theatre in a practical way. Students will create their own Christmas Children's theatre piece and perform this to junior students.</p> <p><b>Drama skills developed:</b></p> <ul style="list-style-type: none"> <li>- How to create a performance for a specific audience.</li> <li>- To gain an understanding of how to break down a performance into episodes.</li> <li>- Maintain the attention of the intended audience.</li> <li>- Break down a story into simple and effective episodes for a young audience.</li> <li>- Use gesture, voice and facial expression successfully within performances.</li> <li>- Use Children's Theatre techniques within their own performances.</li> </ul> <p><b>National Curriculum Spoken Language link:</b></p> <ul style="list-style-type: none"> <li>- Collaboration and group work</li> <li>- Imagination and creativity</li> <li>- Speaking and listening, discussion work and sharing creative ideas</li> </ul>	<p>KS2 students will have watched KS3 Children's Theatre performances and participated in class discussions about the performances.</p> <p>At KS2 and in year 7 drama students have gained experience and skills in presenting work. In year 1 students complete a presentation- 'Why I love my toys!'. Year 6 formal debate about the British Empire.</p> <p>At KS2 students will have developed skills in performance poetry and participated, created, and performed in the year 2 Christmas production and year 6 summer performance.</p>	<p>Children's theatre (style, genre and skills are revisited in greater depth) and performance skills are studied in the devised component at KS4 drama and KS5 Drama and Theatre Studies.</p> <ul style="list-style-type: none"> <li>• Creating and performing drama (GCSE AO1).</li> <li>• (GCSE AO2) Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (Children's Theatre)</li> <li>• Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (GCSE AO3)</li> <li>• Reviewing and evaluating drama. Links with the GCSE specification (AO4) Students will watch peer performances and will begin to look at strengths and weaknesses of the work presented.</li> </ul>
Shakespeare and Stage Combat	Spring HT3	<p>This scheme aims to look at the history of Shakespeare, The Globe, and the performance style of the time. This will continue into exploring how fighting was performed on stage and the development of stage combat. Students will practically explore stage fighting techniques in a safe and secure environment.</p> <p><b>Drama skills developed:</b></p> <ul style="list-style-type: none"> <li>- Basic understanding of Shakespeare, key features, and key plays</li> <li>- Stage combat techniques</li> </ul>	<p>Students explored script extracts in year 7, with this scheme building on that by asking them to incorporate the combat moves into the script performance.</p>	<p>Script work is revisited and further developed in year 9 within the 'Girls Like That' scheme, as well as in GCSE component 3 Text in practice and A level Drama and Theatre Studies component 2 text in performance.</p> <ul style="list-style-type: none"> <li>- Creating and performing drama (GCSE AO1).</li> <li>- Students are assessed on their ability to apply theatrical skills to realise artistic</li> </ul>

		<ul style="list-style-type: none"> <li>- The ability to team the combat techniques with extracts from Shakespeare plays.</li> <li>- Understanding the Shakespearean extracts and reading for punctuation.</li> <li>- Finding the meaning of the extract</li> <li>- Making it relevant – modernised.</li> <li>- Shakespeare and reinvention</li> </ul> <p><b>National Curriculum Spoken Language links:</b></p> <ul style="list-style-type: none"> <li>- Collaboration, communication skills and group work</li> <li>- Imagination and creativity</li> <li>- Exploration of a key extract, reading and comprehension. Discussions about Shakespearean language</li> <li>- Speaking and listening, discussion work and sharing creative ideas</li> </ul>		<p>intentions in live performance using Shakespeare. (GCSE AO2)</p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (GCSE A03)</li> <li>- Reviewing and evaluating drama. Links with the GCSE specification (AO4) Students will watch peer performances and will begin to look at strengths and weaknesses of the work presented.</li> </ul>
<b>Stage Make up</b>	<i>Spring HT4</i>	<p>This scheme aims to broaden student’s knowledge and understanding of the design element to drama. The students will take on the role of a theatre make-up artist, researching, designing, and applying.</p> <p><b>Drama skills developed:</b></p> <ul style="list-style-type: none"> <li>- Research and develop knowledge of Stage make-up and design techniques.</li> <li>- Build confidence in design skills.</li> <li>- Explore make-up application techniques.</li> <li>- Use a variety of make-up application techniques to create an effect/ character.</li> <li>- Make-up application skills</li> <li>- Gain an understanding of designing for character.</li> <li>- Gain an understanding of how lighting and costume affect make-up on stage.</li> <li>- Design make-up for various characters and apply this to a model.</li> <li>- Use lighting and costume to enhance designs.</li> </ul> <p><b>National Curriculum Spoken Language links:</b></p> <ul style="list-style-type: none"> <li>- Speaking and listening, discussion work, sharing and justifying creative design ideas</li> <li>- Imagination and creativity</li> </ul>	In the year 7 pantomime scheme students gained knowledge and understanding about makeup for pantomime characters.	<p>Stage makeup is revisited in the year 9 costume design and GCSE Drama costume design route. Production Arts students follow a makeup route. Students will develop their creative ideas and will realise their makeup designs and create makeup for performers. They will develop their SFX makeup application skills and makeup for creative uses in a range of vocational scenarios.</p> <ul style="list-style-type: none"> <li>- Developing design skills to communicate meaning for an audience (GCSE A01).</li> <li>- Students are assessed on their ability to apply design skills to realise artistic intentions in live performance (GCSE AO2)</li> <li>- Reviewing and evaluating makeup design choices. Links with the GCSE specification (AO4)</li> <li>- Students will self-assess and peer review stage makeup design work. They will look at strengths and weaknesses of the work presented.</li> </ul>
<b>Physical Theatre &amp; Frantic Assembly</b>	<i>Summer HT5</i>	<p>This scheme aims to introduce students to more stylised, symbolic, and abstract drama. Students will develop techniques in physical theatre whilst learning about its origins and applying them to their own performances.</p> <p><b>Drama skills developed:</b></p> <ul style="list-style-type: none"> <li>- Develop research skills by exploring the physical theatre genre and Frantic Assembly.</li> <li>- Specific physical theatre techniques e.g., chair duets.</li> <li>- Develop skills in performing gestures, vocal expression, pace, and contrast to convey information to the audience.</li> <li>- Performance skills by performing an extract of Steven Berkoff’s Metamorphosis</li> </ul> <p><b>National Curriculum Spoken Language links:</b></p> <ul style="list-style-type: none"> <li>- Collaboration and group work</li> <li>- Imagination and creativity</li> <li>- Speaking and listening, discussion work and sharing creative ideas</li> </ul>	Students at KS2 will have looked at creating still images and recreating objects with their bodies.	<p>Frantic Assembly is a key practitioner and physical theatre is a style that will be explored in greater depth in year 9 practitioners’ scheme, GCSE drama and KS5 Drama and Theatre Studies.</p> <ul style="list-style-type: none"> <li>- Creating and performing drama (GCSE A01).</li> <li>- Students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. (GCSE AO2)</li> <li>- Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (GCSE A03)</li> <li>- Reviewing and evaluating drama (A04)</li> </ul>

<p><b>Devising</b></p>	<p><i>Summer HT6</i></p>	<p><b>This scheme focuses on helping students to develop practical skills in preparation for GCSE, exploring from stimulus.</b></p> <p><b>Drama skills developed:</b></p> <ul style="list-style-type: none"> <li>- Develop key terminology.</li> <li>- Develop a knowledge and understanding of devising.</li> <li>- Develop a variety of performance skills – voice, body, facial expressions, proxemics.</li> <li>- Understand how to use a stimulus to develop creative ideas for performance.</li> <li>- Develop their devised performance to communicate meaning to an audience to create devised characters.</li> <li>- To set individual aims and intentions for their devised performance.</li> <li>- Put performance and design skills together.</li> <li>- Explore evaluative skills when developing performance material.</li> <li>- To use feedback to help them develop, refine, and improve their performance.</li> </ul> <p><b>National Curriculum Spoken Language links:</b></p> <ul style="list-style-type: none"> <li>- Contribute to the creation of the piece – leadership, teamwork, compromise.</li> <li>- Work as a team to realise a performance project.</li> <li>- Imagination and creativity</li> <li>- Developing performance skills and developing drama to communicate meaning for an audience.</li> <li>- Collaboration, communication skills and group work. Problem solving and resilience.</li> </ul>	<p>KS2 and 3 students have gained experience and developed skills in creating and performing drama. Role play, conscious alley, hot seating. Group discussion, presentations, reading aloud across the curriculum.</p>	<p>This scheme helps develop devising drama skills. This is addressed on the GCSE Drama specification component 1 devising drama and A Level Drama and Theatre Studies devising drama component 2.</p> <ul style="list-style-type: none"> <li>- GCSE Drama specification component 1 devised drama and A level Drama and Theatre Studies component 2 devised drama.</li> <li>- Creating and performing drama (GCSE A01).</li> <li>- Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (GCSE A03)</li> <li>- Links with the GCSE specification (AO4) Students will watch peer performances and will begin to look at strengths and weaknesses of the work presented.</li> </ul>
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