

# KEY STAGE THREE CURRICULUM MAP

# YEAR 8

## SUBJECT: DRAMA

<b>YEAR 8</b>	<b>Curriculum Related Expectations</b>	<b>KNOWING WHAT (Information, facts &amp; content)</b>			<b>KNOWING HOW (Methods and processes)</b>		
		<ul style="list-style-type: none"> <li>Develop an understanding of directing and leadership skills within drama to shape highly effective performances.</li> <li>Deepen understanding of how use of space, movement, and voice to communicate meaning and evaluate that use.</li> <li>Understand the skills needed for effective spontaneous improvisation.</li> <li>Structure drama which has a clear beginning, middle and end.</li> <li>Begin to structure effective performance using a combination of skills to tell the story in the most interesting way.</li> <li>Practically explore issues and real-life topics with maturity and sensitivity.</li> <li>Be able to recognise the conventions of the script.</li> <li>Be able to combine physical theatre with script.</li> <li>Shown an ability to evaluate and reflect constructively.</li> </ul>			<ul style="list-style-type: none"> <li>Drama is split into 3 core strands: making, performing, and responding. All three skills have equal weighting and are assessed throughout the year in equal measure.</li> <li>Students will work creatively in small and large groups to create interesting pieces showing their collaboration skills and performance ability.</li> <li>Students will show an ability to select relevant drama techniques they have learnt to show the most interesting piece of drama.</li> <li>Create credible characters that are naturalistic and characters who are exaggerated; the characters will be relevant to the different topics.</li> <li>Discuss and evaluate the issues and themes involved in the work.</li> <li>Explore scripts through group and solo tasks.</li> </ul>		
	<b>Topic</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Ernie’s Incredible Illucinations- assessment</b>	<b>King’s Sculpture- development of skills</b>	<b>Documentary Theatre (Hillsborough)- assessment</b>	<b>Theatre Review presentation- development of skills</b>	<b>Curious Incident of the Dog in the Nighttime- assessment</b>	<b>Romeo and Juliet- development of skills</b>	
<b>KNOWLEDGE focus</b>	<ul style="list-style-type: none"> <li>Exploration of script.</li> <li>Use of drama elements including cross cutting, split stage and multi role to show a situation.</li> <li>Understand and use stage combat for humour and soundscape for atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>Use of propaganda, crime, and censorship in performance</li> <li>Characterisation</li> <li>Understanding the importance of the audience and drawing their focus</li> </ul>	<ul style="list-style-type: none"> <li>Understand the phrase ‘Documentary theatre’.</li> <li>Real life accounts and the use of verbatim theatre</li> <li>Historical context</li> </ul>	<ul style="list-style-type: none"> <li>Use of evaluation and analysis of live theatre</li> <li>Watch and respond to a piece of live professional theatre</li> </ul>	<ul style="list-style-type: none"> <li>Understand and apply more challenging drama techniques including physical theatre and essence machine.</li> <li>Understand the importance of relationships and proxemics on stage</li> </ul>	<ul style="list-style-type: none"> <li>Shakespearean language</li> <li>Historical context</li> <li>Society then vs now</li> <li>Group work</li> <li>Stage combat</li> <li>Family relationships and expectations</li> </ul>	

<p><b>METHODS</b> focus</p>	<ul style="list-style-type: none"> <li>• Practical exploration of scripted scenes.</li> <li>• Developing understanding of effective drama techniques for performance including facial expressions, body language and proxemics.</li> <li>• Working in large groups to create atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of improvisation skills to develop scenes and characters.</li> <li>• Devising techniques to create interesting scenes.</li> <li>• Working in different sized groups showing co-operation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Practical exploration showing maturity and sensitivity.</li> <li>• Devise scenes using vital information about a real-life event.</li> <li>• Research techniques to find and use information for practical exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of live theatre and the effectiveness of characterisation</li> <li>• Development of technical terminology</li> <li>• Structure of written work in a drama context</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops exploring physical theatre.</li> <li>• Learn and use lifts safely within a drama piece.</li> <li>• Combine physical theatre skills with script to show meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the Shakespearean language and meaning using practical exercises including tableaux and role play.</li> <li>• Research into the relevance of the play in a modern society</li> <li>• Learn and perform stage combat with confidence.</li> </ul>
<p><b>Planned ASSESSMENT</b> opportunities</p>	<ul style="list-style-type: none"> <li>• Learning lines for performance</li> <li>• Rehearsal</li> <li>• Performance of script</li> <li>• Final performance assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Devised piece based on the use of propaganda.</li> <li>• Making, performing, and responding</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a piece of devised theatre with meaning and facts</li> <li>• Group performance-final performance assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Group presentation focused on communication and oracy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Performance combining physical theatre with script.</li> <li>• Group performance</li> <li>• Final performance assessment</li> </ul>	<ul style="list-style-type: none"> <li>• This unit focuses on the development of skills and process over an assessment</li> </ul>