

Curriculum Content Map			Subject: Drama Year 8		
			Half Term 1 / 4	Half Term 2 / 5	Half Term 3 / 6
	Units of Work		1. History, scripted performance, characterisation, blocking, costume/set 2. Devising from a stimulus, tableau, thought-tracking, hot-seating, role on the wall, cross-cutting	1. Seven levels of tension, Frantic Assembly, chair duets, movement patterns 2. A Midsummer Night's Dream, characterisation, setting, blocking	1. Antigone, use of Chorus, characterisation 2. Watching live theatre, acting aspects, technical aspects, design aspects 3. 15 mark question from Eduqas Section B
Cultural Transmission	National Curriculum area – KS3		<b>Spoken English:</b> 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.	<b>Reading:</b> understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.	<b>Spoken English:</b> 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.
	Substantive Knowledge	<i>The What!</i>	Throughout this rotation, students are able to link their learning within the drama to history and geography in the development of our knowledge of protests and the ways in which these have played an important part in shaping our understanding of the modern world. In the second rotation, students will explore physical theatre through Jaques Le Coq's 7 Levels of Tension and Frantic Assembly and further demonstrate their understanding of how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. In the third rotation of year 8, students further explore classical theatre in Antigone and will then practice, in greater detail, the ways in which the academic curriculum of drama is understood by completing linked sections of the examining body.		
	Disciplinary knowledge	<i>The How!</i>	During the tableaux, some of the scenarios will be based around RSE. During the development of Frantic Assembly's works and tensions some topics will be based around BVs Students will think about similarities and differences of different settings and cultures of different characters in texts. Students will devise a 'who dunnit' using known techniques in response to a given stimulus. Students will create a 5 step protest tableaux in response to a given stimulus 1. Students will create a two-minute movement piece based around the focus of the chair from JLeC and FA. Students will explore given scenes from MSND and perform using physical theatre 1. Students will perform a short epic theatre piece in homage to Ancient Greek Theatre. Students will explain the use of design in the observed piece of theatre		
	Sequencing (Flow)	<i>Retrieval &amp; Extension</i>	From the development of improvisational skill explored and applied throughout the year7 curriculum, students apply these to devising their own murder mystery performances within the first rotation that will be based around a given stimulus enabling the students to discover their devising skills in preparation for later assessments. Working in small groups, students will explore the virtues outlined throughout the academy and create a tableaux performance based around social justice issues linking them with the Fundamental British Values and explore the ways in which theatre can influence the modern world. Students will use their previous performances as a basis for further developed performance and summative assessment using established techniques from year 7 and this first rotation in year 8.	Students will build upon their knowledge to develop an overall understanding of performance styles and the ways in which practitioners can be applied to the arts. Students will develop their devising skills and this will culminate in their own improvised performance.	Using their developed and specialist knowledge, students will then apply this to Greek theatre and the designs that can be applied through this convention.
	Summative Assessment		Students will use their previous performances as a basis for further developed performance and summative assessment using established techniques	Students will incorporate physical theatre to their final pieces from MSND and perform.	15 mark question from Eduqas Section B
Personal Empowerment	Virtue	<i>The opportunity to reflect, think deeply and critically about an issue.</i>	1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December)	5. Gratitude (January) 6. Good Speech (February) 7. Good Temper (March)	8. Self-Mastery (April and May) 9. Compassion (June) 10. Good Sense (July)
	Link to Virtue		Friendliness and Civility – Introduction to Van Gogh and the treatment he received from his brother and friend (Dr Gashe) who helped him cope with his mental health. Justice and Truthfulness – Understanding how colours can make you feel or act in a particular way. Problem Solving – understanding how the creative industry uses colour theory knowledge to solve creative problems Generosity – Looking at the act of gifting cards and presents.	Gratitude - Being grateful for the food we have. Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment. Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.	Self-Mastery – Understanding how to work with clay and to master this technique. Self-Mastery - Understanding how architects master their skills to create appropriate designs. Compassion – Considering others dietary needs when creating a menu. Good Sense – Working with recycled materials to help save the planet.
Preparation for Work	Skill	<i>Transferable skills</i>	1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December)	5. Staying Positive (January) 6. Speaking (February) 7. Staying Positive (March)	8. Aiming High (April and May) 9. Speaking (June) 10. Teamwork (July)
	Link to Skill		Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on presentation of their work, then leading on their own performance. Courage - Having the courage to push yourself out of your comfort zone and try new skills Creativity - Showing the creative skills learned in your work to produce a final outcome.	Staying Positive – Staying positive when learning a new and difficult skill. Speaking - Learning to speak about your own art and the work of others. Staying Positive – Staying positive when analysing your own work.	Aiming High – Aiming for a platinum outcome with a detailed observation and character analysis. Aiming High –Aiming for a platinum outcome with a structured performance Speaking – Explaining and supporting their chosen performance style Teamwork – Working together to create a meaningful piece of drama
Preparation for Citizenship	SMSC & British Values	<i>Developing opinions on current issues</i>	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence.	Encourage respect for other people Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Enable students to develop their self-knowledge, self-esteem and self-confidence;
	Link to SMSC & British Values		Students across all levels of ability are able to engage with this curriculum by participating in structured performance, directorial and design activities allowing all of our students an equitable opportunity of engagement within the arts. This will allow the students throughout year 8 to have truly developed a broader understanding of the drama curriculum and through these applications will be able to engage successfully with the first rotation of year 9 in developing their knowledge of Stanislavski and Brecht.		