

Curriculum Content Map			Subject: Drama Year 8		
			Half Term 1 / 4	Half Term 2 / 5	Half Term 3 / 6
	Units of Work		1. Scripted performance and exploration on the play 'Arson About' by Mark Wheeler, characterisation, blocking. 2. Devising from a stimulus, still image, thought-tracking, hot-seating, role on the wall, cross-cutting	1. Devised work base on the historical event of 2011. The London Riots. 2. Verbatim Theatre- 'The London Riots' by Gillian Slovo, characterisation, setting, blocking	1. Responding to Stimuli- Devised projects based on stimuli material 2. Unit 2 Section A GCSE exam- Devised performance.
Cultural Transmission	National Curriculum area - KS3		Spoken English: 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.	Reading: understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.	Spoken English: 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 verbatim theatre 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 'Stimuli' and will then practice, in greater detail, the ways in which the academic curriculum of drama is understood by completing tasks based on antisocial behaviour, similar to Unit 2 of the GCSE drama exam.		
	Disciplinary knowledge	<i>The How!</i>	During the still image, some of the scenarios will be based around RSE. During the development of verbatim theatre 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 performance in response to their exploration of the events surrounding the 2011 London Riots and perform using physical theatre 1. Students will perform a short scripted theatre piece in response to Gillian Slovo's verbatim play- The London Riots.		
	Sequencing (Flow)	<i>Retrieval & Extension</i>	From the development of improvisational skill explored and applied throughout the year 7 curriculum, students apply these to devising their own 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 still image 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 performance 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 verbatim theatre to their final pieces from Gillian Slovo and perform.	Devised performance in response to stimuli. Unit 2 Section A GCSE exam.
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.		