



# Striving For Excellence Together

## Year 8 Drama Curriculum Map

8	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge tracking
Term 1	Theatre Spaces	<b>Continuous formative assessment:</b> Making, Performing and Responding  <b>Evidence:</b> Theatre Spaces - End of Unit Evaluation Sheet	To understand that drama can be performed in a variety of theatre spaces. To identify advantages and disadvantages of specific theatre spaces. To create drama that will work in a variety of theatre spaces. To demonstrate using specific theatre spaces. To identify how to use theatre space more effectively	Proscenium Arch Amphitheatre Traverse Thrust  Apron Flexible Black Box Promenade Site Specific	Literacy and Oracy Life Beyond SWR Diversity and Inclusivity	Year 7 – 11 – All units of study
Term 2	Approaching Script	<b>Continuous formative assessment:</b> Making, Performing and Responding  <b>Evidence:</b> Approaching Script- End of Unit Evaluation Sheet	To understand that scripts come in various forms. To identify how to interpret a script using stage directions, dialogue, structure and character. To take a script from the page to the stage. To demonstrate interpreting a variety of different types of script. To identify how edit, adapt, change script to impact on an audience.	Loop dialogue Stage directions Mime  Monologue Duologue Ensemble	Literacy and Oracy	Year 7 Text study Year 9 Text study GCSE Text in Performance
Term 3	Physical Theatre	<b>Continuous formative assessment:</b> Making, Performing and Responding  <b>Evidence:</b> Physical Theatre - End of Unit Evaluation Sheet	To understand that actor is prop in physical theatre To identify how to use your body in a safe and effective way to create objects & location To create drama that uses physical theatre fluently as part of the plot development To demonstrate use of physical theatre in rehearsal and performance work To identify how physical theatre impacts on an audience.	Physical Theatre Counterbalance Theatre Practitioner  DV8 Transition Actor to object Ensemble Multi-rolling	Diversity and Inclusivity Literacy and Oracy	Year 7 – 11 – All units of study
Term 4	Travel	<b>Continuous formative assessment:</b> Making, Performing and Responding	To work collaboratively To work independently To take direction from others To establish and maintain character	Characterisation Role Play Teacher-in-role  Recall Ensemble	Literacy and Oracy	Year 7 – 11 – All units of study
Term 5	Text Study: Our Day Out By Willy Russell/ Chicken By Mark Wheeler	<b>Continuous formative assessment:</b> Making, Performing and Responding  <b>Evidence:</b> Text Study - End of Unit Evaluation Sheet	To understand the challenges of taking a play from the page to the stage. To identify the plot, structure and character relationships within the text.	Accent/Dialect Transitions Stereotypes Design  Dialogue Conventions Genre Design Elements	Diversity and Inclusivity Literacy and oracy Life Beyond School	Year 7 Text study Year 8 Approaching Text Year 9 Text study GCSE Text in Performance



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			<p>To explore the use of comedy through the dialogue of the play.</p> <p>To demonstrate bringing the text to life, considering characterisation, stage picture and audience impact.</p> <p>To evaluate the practicalities of presenting a text (set, lighting, sound).</p>				
<b>Term 6</b>	<b>Media</b>	<b>Continuous formative assessment:</b> Making, Performing and Responding	<p>To explore Film conventions/shots and consider the different skills required for film acting in contrast to stage performance.</p> <p>To understand how advertisements hook audiences</p> <p>To experiment with news reporting styles to communicate factual information.</p>	Connotation Denotation	Audience Camera shots	Life After SWR Literacy and Oracy	Year 7 – 11 – All units of study