**Curriculum Map: DRAMA Year 8**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content**  Declarative knowledge  ‘I Know’ | Scripted  Characterisation Development & Performing Duologues (Range of Texts)  Students know about ‘performance skills’ and will use a range of texts to explore further and develop characterisation over the course of the half term. They will further learn about the importance of sustainable and believable characters by building characters from observation, given circumstances and by applying objectives and super-objectives. Additionally, they will start to explore the impact of SCHP (Social, Cultural, Historical and Political) contexts. | Physical Theatre  Berkoff, DV8 & Frantic  Students will explore and develop understanding of a range of physical theatre practitioners, specifically focusing on Steven Berkoff’s Total Theatre, DV8 and Frantic Assembly. | Devising from Stimulus  WW1 (Performing & Designing)  Students will further develop their knowledge of how to work from stimuli and how to use to devisetheatre. Students will know ‘what’ to expect for ‘Devising Drama’ with focus on WW1, as a starting point. Students will perform and/or design for this study. | Devising from Stimulus  WW1 (Performing & Designing)  Students will further develop their knowledge of how to work from stimuli and how to use to devisetheatre. Students will know ‘what’ to expect for ‘Devising Drama’ with focus on WW1, as a starting point. Students will perform and/or design for this study. | Theatre History  Shakespeare (Macbeth)  Students will explore Shakespearian text, specifically Macbeth. They will know what the plot, sub-plot, themes, and characters present. They will know what language means through experimentation and development of key moments within the play. Students will know about the time period it was written in for context. | Live Theatre Review  Performing & Designing / Review (Peter Pan)  Students will explore ‘Peter Pan’ - NT Live, through performance and design work, and will know ‘what’ to expect for writing a Live Performance Review. |
| **Skills**  Procedural Knowledge  ‘I know how to’ | Students will know how to build a character from text, considering observation, given circumstances, objectives, and super-objectives. They will know how to analyse text through exploration of SCHP contexts when developing character, creating believable, sustained characterisation. | Students will know how to use a range of techniques and approaches to Physical Theatre to explore and develop performances and tell stories in an abstract way. | Students will know how to use stimuli to develop ideas, create and deliver a performance. They will know how to link their ideas back to their given starting point. Thy will know how to work effectively in a group and to analyse and evaluate their work in reflection. | Students will know how to use stimuli to develop ideas, create and deliver a performance. They will know how to link their ideas back to their given starting point. Thy will know how to work effectively in a group and to analyse and evaluate their work in reflection. | Students will know how to unpick Shakespearian text; plot, sub-plot, SCHP contexts, themes, characterisations, and language, specifically the play text of Macbeth, including how to approach performance. | Students will know how to interpret a script for performance, including blocking/stage planning to bring a script to life. They will know how to plan and design different theatre crafts for performance. They will know how to analyse and evaluate a live performance. |
| **Strategies**  Conditional Knowledge  ‘I know when to’ | Students will know when to apply the four main performance skills (facial expressions, body language, vocal, spatial) to explorative, developmental and performance work. | Students will know when developments in Physical Theatre took place and how it shaped, and shapes approaches to performance. They will be able to make links between practitioners in theory and practice. | Students will know when to link ideas back to the original starting point / stimuli in practice and reflection. | Students will know when to link ideas back to the original starting point / stimuli in practice and reflection. | Students will know when Elizabethan / Jacobean theatre took place and how it shaped approaches to performance. They will be able to make links between previous and future time periods. | Students will know when to take influence from text and live performance in designing theatre crafts for the stage. They will know when to apply performance skills to text exploration. They will know when to draw connections between performance and design in a theatre review. |
| Key Questions | What makes a character believable? How can the application of performance skills create believable characters? How can SCHP contexts further develop approaches to acting / performance? | Why are the main techniques used in Total Theatre? Why is exaggeration so important in physical theatre performances? How does DV8 use music to inspire their movement sequences? What is Scott Graham’s vision for Frantic Assembly? What is round, by, through? | What challenges have you faced in creating your own piece of theatre? How did you overcome the barriers to building your own piece of drama? | What challenges have you faced in creating your own piece of theatre? How did you overcome the barriers to building your own piece of drama? | Why was the role of the Actor in Shakespeare’s time? What was the approach to performance in Elizabethan / Jacobean Theatre? What are the main themes in Macbeth and why? What happened to Lady Macbeth and why? What created / is responsible for Macbeth’s downfall? | What challenges have you faced in using script? How have you made decisions about the design work for Peter Pan? What is your opinion of the National Theatre’s production from an audience viewpoint? |
| Assessment topics | Collaborative group assessment based on improvisation and tableaux work against ‘creating’ criteria. Additionally reflective assessment of peers in performance through written feedback. | Drama assessment on ShowMyHomework / Satchel: One (quiz) to test understanding of different theatre types / styles and key identifiers. | Collaborative group, pair and individual assessment based on work produced over the half term against ‘performing’ criteria. | Collaborative group and individual assessment based on ‘creating’ criteria in readiness for performance in Summer 1. | Collaborative group and individual assessment based on ‘performing’ or ‘designing’ criteria. Additionally individual assessment based on ‘analysing / evaluating’ criteria when reflecting on performance work. | Individual assessment based on ‘analysing / evaluating’ criteria when reflecting on live performance through review. |
| Cross curricular links/Character Education | Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence | History - Time periods / Influences (practitioners); Music - associated with study of physical theatre types/styles / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Literacy (through use of type / style specific vocabulary), Cultural appreciation | English – WW1; Art - Costume & Set design options; Music - to create atmosphere in performances / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence | English – WW1; Art - Costume & Set design options; Music - to create atmosphere in performances / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence | English – Macbeth / Shakespeare; History - Time periods; Music - associated with study of physical theatre types/styles / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Literacy (through use of type / style specific vocabulary), Cultural appreciation | Art - Costume & Set design options; Music - analysis of use in performance / Communication, Co-operation, Confidence, Respect, Collaboration, Creativity, Curiosity, Resilience, Acceptance, Initiative, Integrity, Self-motivation, Critical thinking, Reflection, Teamwork, Independence, Cultural appreciation |
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