



Curriculum Map: Year 8 Drama

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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Devising Drama from Stimuli	Missing	Fairy Tales and Panto	Soap Opera	Drama practitioners	Classical Theatre
Intent	Students will begin to develop their understanding of taking a stimulus and developing it into a piece of drama.	Students will continue to develop their understanding of working with a stimulus and be exposed to sensitive topics and the impact of these on drama.	Students are exposed to the British tradition of fairy tales and panto. Students will explore traditional pieces of English folklore and its influence on classic and contemporary theatre.	Students will explore and develop their understanding of stereotypes and their place in soap opera and wider society. Students will become appreciative of stereotypical Britain and the influence of multi-cultural Britain has on society.	Students will explore a variety of drama practitioners from different socio-cultural backgrounds and the influence they have had on classical and contemporary drama.	Students will develop an understanding of the development of theatre through time and how classical theatre has influenced contemporary theatre.
Key Knowledge	Students will create drama from a number of different starting points and stimuli.	Using a range of investigative and detective skills to find a missing teacher through explorative drama.	Students will develop their understanding of drama techniques within fairy tales and panto.	Looking at stereotypes and their place in soap opera. Students will tackle common themes and their ability to tackle taboo subjects.	Students will gain knowledge of three influential drama practitioners and their belief and theories.	Students will explore <i>The Crucible</i> by Arthur Miller using the piece to show contrast between then and now.
Key Skills	Recognise and experiment with a variety of drama techniques to explore a theme with creativity. Contribute ideas to the group and support and encourage others. Use vocal skills to convey characters and emotions. Evaluate own work, commenting on what is intended and how this can be improved.	Recognise and experiment with a variety of drama techniques to explore a theme with creativity. Contribute ideas to the group and support and encourage others. Use vocal skills to convey characters and emotions. Evaluate own work, commenting on what is intended and how this can be improved. Stay in role all of the time showing	Recognise and experiment with a variety of drama techniques to explore a theme with creativity. Contribute ideas to the group and support and encourage others. Use vocal skills to convey characters and emotions. Evaluate own work, commenting on what is intended and how this can be improved. Stay in role all of the time showing commitment to the performance.	Recognise and experiment with a variety of drama techniques to explore a theme with creativity. Contribute ideas to the group and support and encourage others. Use vocal skills to convey characters and emotions. Evaluate own work, commenting on what is intended and how this can be improved. Stay in role all of the time showing	Recognise and experiment with a variety of drama techniques to explore a theme with creativity. Contribute ideas to the group and support and encourage others. Use vocal skills to convey characters and emotions. Evaluate own work, commenting on what is intended and how this can be improved. Stay in role all of the time showing commitment to the performance.	Recognise and experiment with a variety of drama techniques to explore a theme with creativity. Contribute ideas to the group and support and encourage others. Use vocal skills to convey characters and emotions. Evaluate own work, commenting on what is intended and how this can be improved.

		commitment to the performance. Evaluate others' work and give constructive feedback. Analyse the work of live theatre makers.	Evaluate others' work and give constructive feedback. Identify key ideas and elements of drama practitioners, genres and styles. Use physical skills to convey characters.	commitment to the performance. Evaluate others' work and give constructive feedback. Identify key ideas and elements of drama practitioners, genres and styles. Use physical skills to convey characters.	Evaluate others' work and give constructive feedback. Analyse the work of live theatre makers. Identify key ideas and elements of drama practitioners, genres and styles. Use physical skills to convey characters.	Stay in role all of the time showing commitment to the performance. Evaluate others' work and give constructive feedback. Analyse the work of live theatre makers. Identify key ideas and elements of drama practitioners, genres and styles. Use physical skills to convey characters.
Key Vocabulary	Starting point, devise, stimulus, collaboration.	Monologue, direct address, devise, empathy, compassion.	Fable, folklore, slapstick, mythical, comedy, direct address, audience participation.	Cross cutting, monologue, melodrama, plot, theme, character, role on the wall.	Theatre of cruelty, poor theatre, believability.	Explore, challenge, devise, cross cutting, contrast.
End Point	Weekly whole class performances.	Weekly whole class performances.	Weekly whole class performances.	Weekly whole class performances.	Weekly whole class performances.	Weekly whole class performances.
Form of Assessment	Recording milestone performances.	Recording milestone performances.	Recording milestone performances.	Recording milestone performances.	Recording milestone performances.	Recording milestone performances.
Enrichment opportunities	Drama club / Performing Arts Academy	Drama club / Performing Arts Academy	Drama club / Performing Arts Academy	Drama club / Performing Arts Academy	Drama club / Performing Arts Academy	Drama club / Performing Arts Academy
Leadership opportunities	Lead their group by directing or giving feedback.	Lead their group by directing or giving feedback.	Lead their group by directing or giving feedback.	Lead their group by directing or giving feedback.	Lead their group by directing or giving feedback.	Lead their group by directing or giving feedback.

