



Year 8 Drama Curriculum Overview

Rationale: Drama is studied by all students in Years 8 which they undertake once a week. The Year 8 Drama curriculum is practical and designed to build on what they have learnt in Y7 where they apply the Drama strategies for devising and creating performances and develop their performer and design skills. As part of the course we complete activities that help them to build their confidence and resilience, inspire creativity and develop their collaboration skills within the group to create an effective group ensemble.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1	<p>Approaches to Creating</p> <p>This unit of work focuses on collaboration skills and how to work well in a group. Students are introduced to approaches to Devising as well as continuing to explore a range of Drama strategies such as Still Images, Narration, Thought-Tracking and Transitions. Students will have opportunity to create small performances, based on a variety of roles and situations (scenarios), in pairs and small groups to build up their confidence using these strategies' to develop their storytelling.</p>	<p>Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal.</p> <p>Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance</p>	<p>Optional - Y7 Enrichment opportunities</p> <ul style="list-style-type: none"> Attend a break time Rehearsal club with your group Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com Username/Password: Ask your Drama teacher for the log in details Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama Join a Drama club outside of school
Autumn 2	<p>Exploring Pantomime (Mischief Theatre)</p> <p>This unit of work builds on the work from Autumn 1 and continues to develop collaboration skills and how to work well in a group and devise drama. Students will have the opportunity to create a small performance based on a well-known story in the style of Mischief Theatre (The Goes Wrong Show) exploring comedy and Pantomime in groups.</p>	<p>Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal.</p> <p>Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance</p>	<p>Optional – Y8 Enrichment opportunities</p> <ul style="list-style-type: none"> Attend a break time Rehearsal club with your group Attend VIBE Drama club Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com Username: Ask your Drama teacher for the log in details Password: https://www.bbc.co.uk/sounds/category/drama Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama Join a Drama club outside of school Create a script based on your Pantomime performance

			<ul style="list-style-type: none"> • Research and Create a poster about Mischief Theatre https://www.mischiefcomedy.com/ • Watch the BBC Drama The Goes Wrong Show https://www.bbc.co.uk/iplayer/episodes/m000cs/gs/the-goes-wrong-show
Spring 1	<p>Exploring Text A Monster Calls</p> <p>This unit of work focuses on collaboration skills and how to work well in a group. Students have the opportunity to explore extracts from a play from A Monster Calls and explore line learning and interpreting the script using physical theatre, chorus and props.</p>	<p>Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal.</p> <p>Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance</p>	<p>Learn your lines for your performance</p> <ol style="list-style-type: none"> 1. Write your lines out 5x for each line. Cover them up and see if you can re-write it without looking. REPEAT. REPEAT. REPEAT. 2. Divide the script into sections. For each section read your lines out loud exactly how you are going to deliver them. Do this x3 times and then cover them up and see if you can say the lines without looking. REPEAT. REPEAT. REPEAT. 3. Listening to a script - Some performers prefer to record their own voices speaking the lines and then listen back to it. Others will record other characters' lines and leave spaces or pauses where their own lines would be, so they can practice remembering their own part. REPEAT. REPEAT. REPEAT. Now try and do it without. 4. Actioning - This requires a performer to add movement to the speech that helps them remember the order of events, and therefore their lines. This often happens naturally as a performer goes through rehearsals and movement, or is added to the piece during blocking. <p>Optional – Y8 Enrichment opportunities</p> <ul style="list-style-type: none"> • Attend a break time Rehearsal club with your group • Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com <p>Username/Password: Ask your Drama teacher for the log in details</p> <ul style="list-style-type: none"> • Listen to Drama on Podcasts

			https://www.bbc.co.uk/sounds/category/drama <ul style="list-style-type: none"> Join a Drama club outside of school Attend VIBE Drama club
Spring 2	Exploring Documentary Theatre (Saw it in the Papers) This unit of work focuses on collaboration skills and how to work well in a group. Students explore Brecht's Epic Theatre strategies to consider how theatre can have a message for the audience and how theatre can try to persuade an audience to feel or think in a particular way. Students will have the opportunity to create and develop a performance using Narration, Direct, Address, Chorus and Placards based on the poem 'Saw it in the Papers' by Adrian Mitchell. The final performance will allow students to ask the audience rhetorical questions and get the audience to think about issue linked to a tragic event.	Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal. Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance	Optional – Y8 Enrichment opportunities <ul style="list-style-type: none"> Attend a break time Rehearsal club with your group Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com Username/Password: Ask your Drama teacher for the log in details. <ul style="list-style-type: none"> Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama <ul style="list-style-type: none"> Join a Drama club outside of school Attend VIBE Drama club
Summer 1	Exploring Live Theatre This unit of work focuses on Live Theatre and Students have the opportunity to watch a live performance. Students have explored the story and themes and will consider the production elements in the play including Costume Design, Set Design, Lighting and Sound Design.	Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal. Students are assessed on how they apply their ideas for Costume, Set, Lighting and Sound	Optional – Y8 Enrichment opportunities <ul style="list-style-type: none"> Attend a break time Rehearsal club with your group Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com Username/Password: Ask your Drama teacher for the log in details <ul style="list-style-type: none"> Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama <ul style="list-style-type: none"> Join a Drama club outside of school Attend VIBE Drama club Research your favourite DESIGN SKILL (Costume, Set, Lighting, Sound) and create a Poster about

			your favourite designer. The National Theatre have some useful video links on National Theatre - YouTube
Summer 2	Exploring Text – Teechers by John Godber This unit of work focuses on collaboration skills and how to work well in a group. Students will explore John Godber's Elements of Comedy including stock characters, Non-Verbal Communication, Multi-Role, Direct Address and the use of Status through practical activities. Students will have opportunity to create small performances in groups to build up their confidence using the elements of comedy to develop their storytelling. The final performance will allow students to explore an extract of the script and consider how they could interpret the characters through the performer skills and using elements of comedy to enhance the performance.	<p>Students are assessed individually in their groups on how they create and develop ideas to communicate meaning for theatrical performance in rehearsal.</p> <p>Students are assessed on how they apply Physical, Vocal and Spatial skills in a live performance</p>	Optional – Y8 Enrichment opportunities <ul style="list-style-type: none"> Attend a break time Rehearsal club with your group Access National Theatre on Demand and watch live plays. https://www.dramaonlinelibrary.com <p>Username/Password: Ask your Drama teacher for the log in details.</p> <ul style="list-style-type: none"> Listen to Drama on Podcasts https://www.bbc.co.uk/sounds/category/drama Join a Drama club outside of school Attend VIBE Drama club Research and Create a poster about John Godber and his style of Performances and comedy https://www.thejohngodbercompany.co.uk/