



Curriculum Map Year 8

Drama

Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the

|                        | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|------------------------|---|--|---|--|---|--|
| Unit of work           | <p>• What is my base?<br/> <b>Why? Foundations</b> finding out where the students are? What is their experience so far and understanding of Drama. Staff also can gain an understanding of student confidence and ability whether this be academically or performance. Provide an opportunity to explore KS2 learning and adjust to suit cohort</p> | <p>• <b>Theatre Industry: Why?</b> Provides opportunity to investigate the Theatre and it's layers - Jobs in the Theatre - Explore different jobs within the Theatre. How the layers of the theatre work together.</p>   | <p>• <b>Theatre and it's layers - Jobs in the Theatre:</b> Costume, Make Up.</p>  | <p>• <b>Theatre and it's layers - Jobs in the Theatre:</b> Lighting, Sound.</p>  | <p>• <b>Theatre and it's layers - Jobs in the Theatre:</b> Props, set and puppeteering</p>  | <p>• <b>From Page to Stage -</b> Setting up your own Theatre Company - Using a piece of published script use the skills learnt and create your own piece.</p>  |
| Core Skills            | <p>Use of Voice, movement, ability to understand a piece that will be performed. Collaboration, communication, imagination.</p>   | <p>Self-Expression, Verbal Reasoning, Motivation, Collaboration, Aspiration, Communication, Self Esteem, Concentration, Imagination, Characterisation, Confidence, Movement, Voice, Believe, Teamwork, Evaluation, Analysis, Research, Performance, Understanding, creativity</p>  | <p>Design, communication, creativity, imagination, self-expression. Costume - breaking down and creation. Make-Up - breaking down and creation</p>  | <p>Design, communication, creativity, imagination, self-expression. Lighting - breaking down and creation. Sound - breaking down and creation.</p>   | <p>Props, set and puppeteering - Design, communication, verbal reasoning, motivation, collaboration, aspiration, imagination, characterisation, movement, voice, teamwork, research, understanding.</p>   | <p>Self-Expression, Verbal Reasoning, Motivation, Collaboration, Aspiration, Communication, Self Esteem, Concentration, Imagination, Characterisation, Confidence, Movement, Voice, Believe, Teamwork, Evaluation, Analysis, Research, Performance, Understanding, creativity</p>  |
| Core Knowledge         | <p>Learning about each other, as a starting point of what knowledge they have joined us with. Voice - understanding the mechanics of - pause, pace, pitch, intonation, projection. Movement - levels, use of space, gesture, facial expression, non-verbal communication</p>  | <p>Different jobs within the theatre and how they collaborate to create a production.</p>  | <p>Costume - use of colour, material, design, context, social and historical understanding. Make-up - application, use of brushes, sfx, design.</p>   | <p>Lighting - key terms - lighting, gels, spots, fresnels, use of colour and shade, lighting plot sheets, use of lighting desk. Sound - use of mixing desk, microphones, how to create sound, diegetic and non-diegetic sound.</p>   | <p>Props/set - create a prop list, social, historical context. Continuity, dramaturg, analysis and evaluation. Puppeteering - understanding use of puppets</p>  | <p>Applying core knowledge previously learnt, too many to list.</p>  |
| Assesment & Feedback   | <p>Feedback form in relation to E/D/S/M in relation to performance and written response of www/ebi.</p>   | <p>Feedback form in relation to E/D/S/M in relation to understanding of how Theatre Makers work. Booklet given also holds the assessment and feedback. There are assessments at the end of each term these cover written and practical, including literacy and imagination. Booklets being introduced from September which show the students journey throughout Year 8</p> | <p>Feedback form in relation to E/D/S/M in relation to costume and make-up created and written response of www/ebi. Booklet given also holds the assessment and feedback. There are assessments at the end of each term these cover written and practical, including literacy and imagination. Booklets being introduced from September which show the students journey throughout Year 8</p> | <p>Feedback form in relation to E/D/S/M in relation to lighting and sound s and written response of www/ebi. Booklet given also holds the assessment and feedback. There are assessments at the end of each term these cover written and practical, including literacy and imagination. Booklets being introduced from September which show the students journey throughout Year 8</p> | <p>Feedback form in relation to E/D/S/M in relation to props, set and puppeteering and written response of www/ebi. Booklet given also holds the assessment and feedback. There are assessments at the end of each term these cover written and practical, including literacy and imagination. Booklets being introduced from September which show the students journey throughout Year 8</p> | <p>Feedback form in relation to E/D/S/M in relation to final performances and written response of www/ebi. Booklet given also holds the assessment and feedback. There are assessments at the end of each term these cover written and practical, including literacy and imagination. Booklets being introduced from September which show the students journey throughout Year 8</p> |
| Link to prior learning | <p>Learning throughout Year 7 applied within this module. If change of teacher enables understanding of students strengths and weaknesses. If no change enables teacher to see progression. Also means any new students are baseline assessed.</p>  | <p>Refer back to modules learnt within Year 7 to understand how different styles have different requirements</p>   | <p>Builds understanding of performance creation and how Theatre Makers work, links to Commedia Del Arte and use of mask</p>   | <p>Use of understanding of analysis and evaluation of performance to understand design aspects needed. Also use of voice and movement in relation to puppeteering</p>  | <p>Use of understanding of analysis and evaluation of performance to understand design aspects needed. Also use of voice and movement in relation to puppeteering</p>   | <p>Applying knowledge learnt throughout the year and at end of Year 7 in producing a set text piece of work. Students get to choose an area that they felt they excelled or indeed one they wish to push themselves further in ie production or performance</p>  |
| Outside learning/trips | <p>Look out for the auditions board outside the Drama room. Drama club Wednesday evening 3.15pm<br/>           Stage Battle – Lip Synch, rap battle, dance battle, karaoke battle – which battle will be yours. 1.30pm Friday Lunchtime<br/>           Various Theatre trips are put on throughout the year.</p>                                    |  |   |  |   |  |