

## Curriculum Map

Subject: Drama

Year Group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content-</b> WHAT will be learned? What previous learning can be linked? Why this order/ <b>sequence</b> ?	<b>Non-naturalism unit</b> Introduction to the Key GCSE Drama style and an overview of non-naturalistic devices. Students learn how to make a performance not represent real life and use their prior learning of explorative strategies in Year 7 to support this	<b>Blood Brothers unit</b> A scripted unit where students explore a different extract from the play in each lesson. This gives them and overview of the key GCSE Drama and English text  Performing Scripted extracts is a key part of both the GCSE and A Level course, so this unit focuses on how to prepare students for the skills they would eventually need on these courses.	<b>Fear unit</b> A step up from the Year 7 horror unit using the theme of 'fear' to combine explorative strategies with other non-naturalistic devices. Using lighting and sound to create atmosphere is further explored	<b>Genre unit</b> A unit exploring and giving an overview of some of the key GCSE Drama genres. Each lesson focusses on a different genre  Performing in, and understanding different genres is a key part of the GCSE course, which is why we introduce genre from Year 7 ad this unit in Year 8 focusses on genres that students have not previously covered.	<b>Around The World in Mysteries Unit</b> A unit exploring mysteries from around the world such as Tutankhamun, and the Bermuda triangle. Each lesson focuses on a different mystery ad students use their prior learning of explorative strategies and non-naturalism to explore these.  Real life events are often used as the starting point for GCSE Drama pieces as they must be underpinned by research and context. This unit is therefore a good lead into this.	<b>Horrible Histories unit</b> Cross-curricular unit using real life historical events as a starting point to creating non-naturalistic drama pieces that consolidate learning from the year. Each lesson explores a different Horrible History  Real life events are often used as the starting point for GCSE Drama pieces as they must be underpinned by research and context. This unit is therefore a good lead into this.
<b>Skills-</b> What will be developed?	Being able to create performances in a non-naturalistic style. Being able to use props such as material in a representational and symbolic way to add another element to the performance.  Group work and communication skills are developed in every unit.	Interpreting a script from page to stage. How to bring the written word within a scripted scene to life offering your own interpretation. Using explorative strategies to get a deeper understanding of the characters. Learning and then using more advanced vocal and physicality techniques to play/embody a character.  Group work and communication skills are developed in every unit.	Acting skills/confidence will continue to be developed in this unit. Students will also further develop skills in being able to use lighting and sound to aide building tension and create atmosphere within performances.  Group work and communication skills are developed in every unit.	Being able to perform in the style of contrasting genres and varying vocals and physicality accordingly to suite the style/set conventions of each genre. Acting skills are also a focus, trying to make these appropriate for the given style.  Group work and communication skills are developed in every unit.	Skills In interpreting a stimulus/taking on a role and having to empathise with the character. We also focus on the skill of how to stay true to the event to accurately portray this, whilst putting your own creative stamp on the piece.  Group work and communication skills are developed in every unit.	Acting skills will be developed in this unit. As well as learning to be sensitive to the subject matter, whilst using historically accurate information. The skill of being able to create performances in a non-naturalistic style is also further developed.  Group work and communication skills are developed in every unit.
Key 'How'/'Why' Questions- What <b>powerful knowledge</b> will be gained? What areas/themes/concepts will be explored?	Knowledge of how to make a performance not represent real life will be gained. Questions regarding what makes performances non-naturalistic and why these	Knowledge of the play will be gained as well as the social, cultural, historical, and political context of Blood Brothers.	Questions on how tension can be built and how atmosphere can be created using lighting, sound and non-naturalistic devices will be asked.	Questions on the conventions of each genre will be asked and the style of performance that best suits that genre and why.	Questions on how we can use non-naturalistic devices to communicate existing stories will be asked.	Knowledge on each history will be obtained.  Questions will be asked on how using each explorative strategy to explore each



	give a visual representation of the task.	give a visual representation of the task.	give a visual representation of the task.	give a visual representation of the task.	give a visual representation of the task.	give a visual representation of the task.
<b>Literacy-</b> reading, extended accurate writing and oracy opportunities	<p>Reading is embedded into every lesson with instructions/success criteria/task reminders projected throughout the lesson. We also read through examples for practical tasks too.</p> <p>We also use some script extracts in the lesson which students then develop with their own ending.</p> <p>Oracy is covered in every single lesson within practical tasks.</p>	<p>Reading is embedded into every lesson as we explore a different scene/extract each lesson. Student's understanding is then aided by being able to bring what they have read to life practically.</p> <p>Students also read instructions/success criteria/task reminders which are projected throughout the lesson. We also read through examples for practical tasks too.</p> <p>Part of the formal assessment is written.</p> <p>Oracy is covered in every single lesson within practical tasks.</p>	<p>Reading is embedded into every lesson with instructions/success criteria/task reminders projected throughout the lesson. We also read through examples for practical tasks too.</p> <p>We also use some script extracts in the lesson which students then develop with their own ending.</p> <p>Oracy is covered in every single lesson within practical tasks.</p>	<p>Reading is embedded into every lesson with instructions/success criteria/task reminders projected throughout the lesson. We also read through examples for practical tasks too.</p> <p>Part of the formal assessment is written.</p> <p>Oracy is covered in every single lesson within practical tasks.</p>	<p>There are text resources used in most lessons in this unit where students must read and process new information on the given mystery.</p> <p>Reading is embedded into every lesson with instructions/success criteria/task reminders projected throughout the lesson. We also read through examples for practical tasks too.</p> <p>Oracy is covered in every single lesson within practical tasks.</p>	<p>There are text resources used in most lessons in this unit where students must read and process new information on the given Horrible History.</p> <p>Reading is embedded into every lesson with instructions/success criteria/task reminders projected throughout the lesson. We also read through examples for practical tasks too.</p> <p>Oracy is covered in every single lesson within practical tasks.</p>
<b>Numeracy/computing skills</b>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness.</p> <p>We use/project a digital timer to remind students of task timings that they are working within.</p>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness.</p> <p>We use/project a digital timer to remind students of task timings that they are working within.</p>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness.</p> <p>We use/project a digital timer to remind students of task timings that they are working within.</p>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness.</p> <p>We use/project a digital timer to remind students of task timings that they are working within.</p>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness.</p> <p>We use/project a digital timer to remind students of task timings that they are working within.</p>	<p>Working in groups of a set size, creating work within set timings given for the tasks, creating performances with a minimum time limit, and spatial awareness.</p> <p>We use/project a digital timer to remind students of task timings that they are working within.</p>
<b>Character</b> development	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>	<p>Students work in mixed groupings every lesson. They learn how to compromise, communicate, and effectively listen to each other's ideas whilst working independently and improving both their confidence and communication skills.</p>
<b>Equality/Diversity</b> opportunities	<p>Lessons are structured to cater to a range of learning needs.</p> <p>Equality and diversity are also explored via practical</p>	<p>Lessons are structured to cater to a range of learning needs.</p> <p>In this unit we explore and challenge the differences between the working and</p>	<p>Lessons are structured to cater to a range of learning needs.</p> <p>Equality and diversity are also explored via practical</p>	<p>Lessons are structured to cater to a range of learning needs.</p> <p>Equality and diversity are also explored via practical</p>	<p>Lessons are structured to cater to a range of learning needs.</p> <p>Exploring different cultures where the mysteries have taken place.</p>	<p>Lessons are structured to cater to a range of learning needs.</p> <p>Equality and diversity are also explored via practical</p>

	<p>tasks due to the creative nature of the subject/tasks.</p> <p>Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable.</p>	<p>middles classes during the 1950s-80s when the play is set.</p> <p>Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks.</p> <p>Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable</p>	<p>tasks due to the creative nature of the subject/tasks.</p> <p>Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable</p>	<p>tasks due to the creative nature of the subject/tasks.</p> <p>Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable</p>	<p>Equality and diversity are also explored via practical tasks due to the creative nature of the subject/tasks.</p> <p>Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable</p>	<p>tasks due to the creative nature of the subject/tasks.</p> <p>Within group tasks we teach that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>We teach that characters can be genderless and open to interpretation to allow students to play roles where they feel most comfortable</p>
<b>Homework/Independent learning</b>	Quizzes to check knowledge and understanding of key Drama terminology	Line learning for their scripted assessment when students perform scripted extracts without scripts in hands.	Quizzes to check knowledge and understanding of key Drama terminology. Spelling tests for key Drama vocabulary.	Research given genres and complete a quiz on these to check understanding of conventions	Creating a character task for HWK which is then used within a lesson. Quizzes to check knowledge and understanding of key Drama terminology	Genre quiz/overview of the year quiz to check understanding.
<b>CIAG coverage/links</b>	The unit focuses on the skills required to be a professional Actor.	The unit focuses on the skills required to be a professional Actor as well as how designers work within theatre.	The unit focuses on the skills required to be a professional Actor, as well as how lighting and sound designers are able to create atmosphere.	The unit focuses on the skills required to be a professional Actor.	The unit focuses on the skills required to be a professional Actor. The unit shows how performances are created from a starting point, which links to what Directors do when putting on a production.	The unit focuses on the skills required to be a professional Actor. The unit shows how performances are created from a starting point, which links to what Directors do when putting on a production.