

Our Drama curriculum will give students the opportunity to:

- develop creativity through understanding the benefits of participation in the arts, performance and creativity during their school journey
- develop co-operation & collaboration
- develop confidence in communication through developing vocal and physical skills
- explore social issues through drama to develop tolerance and understanding
- be exposed to different peoples' perspectives and emotions on issues and events
- be exposed to and use subject specific vocabulary effectively
- study the history and influence of different practitioners on drama
- develop an ability to evaluate their own and others' work

Year 8						
Term	1a	1b	2a	2b	3a	3b
Topic	Aging in the Community	Let Him Have It	Our Day Out	Physical Theatre	Ben	Dilemmas
Intent	The Drama curriculum will encourage students to become confident and independent thinkers, who will be able to create original work and critically analyse professional and non-professional repertoire. Students will have an appreciation of their own work and that of others, always demonstrating respect and empathy. In Year 8 students revisit the 3 core skill areas of devising, vocal and physical skills. Focus is given, that students are able to recall the 3 core areas from previous learning in Year 7 but learn to use them with greater exploration combining with more serious young adult themes. The aim is for them to become using these skills more habitually to enhance their performance work.					
Subject Concepts	Thematic	Historical, communication of status in role.	Script/Practitioner	Practitioners/Style	Thematic	Personal/Social
Knowledge	Students have a knowledge of a character and the thematic issues surrounding his circumstances.	Students know how to develop a character's status through physical skills. Students gain more knowledge of an historical event that changed the way in which we live.	Analysing the play Our Day Out by Willy Russell's. Characters, plot, structure and form of a written play. Students gain knowledge of the style Naturalism and Stanislavski.	Students gain a knowledge of Physical theatre and how to use it and also of GCSE practitioner Frantic Assembly in one of their most famous productions	Knowledge of a character and the thematic issues surrounding his circumstances – bullying, truancy and homelessness.	Characters and thematic issues – consequences and decision making. They learn how to use dramatic structure & form, devising skills independently.
Skills	7 devising skills: role play, still image, narration, cross cutting, still image, hot seating, thought tracking and marking the moment.	8 physical skills: Facial Expression, gesture, Posture & Gait, Actions, Body language, Eye contact, Spatial awareness and Proximity.	8 vocal skills: clarity, pitch, pace, pause, volume, intonation, emphasis (Phrasing) and accent.	8 physical skills: Facial Expression, gesture, Posture & Gait, Actions, Body language, Eye contact, Spatial awareness and Proximity.	7 devising skills: role play, still image, narration, cross cutting, freeze frame, hot seating, thought tracking and marking the moment.	8 physical skills: Facial Expression, gesture, Posture & Gait, Actions, Body language, Eye contact, Spatial awareness and Proximity. 8 vocal skills: clarity, pitch, pace, pause, volume, intonation, emphasis (Phrasing) and accent.
Experiences	Year 8 Drama club	Year 8 Drama club Audition for the whole school musical	Year 8 Drama club Audition for the whole school musical	Year 8 Drama club Whole school musical	Year 8 Drama club Whole school musical	Year 8 Drama club Whole school musical
Assessment Focus	Practical and a written assessment	Practical assessment	Practical assessment	Practical and a written assessment	Practical assessment	Practical assessment
SMSC, British Values, Cultural Capital	Understanding and respecting others, questioning the concept of respect and what it	Understanding of an historical event that changed the justice system in the UK. Students	Understanding Social class and how can differ opportunity. Understanding	Understanding the cultural genre of theatre that is more abstract than what	Understanding the themes of bullying, truancy and homelessness and how to	Understanding of problem solving, addressing peer pressure, consequences to actions and making wise choices.

	means to respect. It also develops student's empathy skills.	understand status and dynamics of friendships and choosing the right influences.	diversity and acceptance of differences.	they have been exposed to.	address problems responsibly.	
Subject Links	https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/1	http://news.bbc.co.uk/onthisday/hi/dates/stories/january/28/newsid_3393000/3393807.stm http://www.capitalpunishmentuk.org/bentley.html	http://www.willyrussell.com/reviews_dayout.html https://www.dramaonlinelibrary.com/playtext-overview?docid=do-9781408162989&tocid=do-9781408162989-div-10000003	https://www.franticassembly.co.uk/ https://www.dramaonlinelibrary.com/playtext-overview?docid=do-9781408162989&tocid=do-9781408162989-div-10000003	https://www.bullying.co.uk/ https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/1	
Cross Curricular Links						
CEIAG	Top employability skills: Communication Team work Problem Solving Questioning Care worker, social worker, actor, director, Police officer	Top employability skills: Communication Self-management Organisation & planning Team work Actor, Director, Performer	Top employability skills: Communication Team work Organising & planning Self-management Actor, Director, costume designer, playwright	Top employability skills: Communication Team work Problem solving Independent initiative and creativity Practitioner, actor, producer, Director, choreographer	Top employability skills: Communication Team work Organisation and planning Self-management Independent initiative and creativity Actor, Director, social worker, counsellor	Top employability skills: Communication Team work Reliability Organising and planning Actor, practitioner, choreographer