

Our Lady Queen of Peace

Catholic High School

Curriculum Overview

Y8 Drama

Careers

Local Market Information	Skills	Jobs
Creative and digital sector Community engagement organisations Education	Creativity, Resilience, Confidence, Communication Risk taking Problem solving Teamwork Leadership Critical thinking Time management Analytical skills	Performer Theatre designer Technician Director, Producer Scriptwriter Drama facilitator Drama therapist Teacher

	Knowledge & Understanding			Subject Specific Literacy Development	Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Term 1	Status and Power	- Fundamental performance skills developed throughout Year 7. - The meaning of status and how it can be communicated through characters and narratives on stage. - Exploration of characters of different levels of status through varying performance skills. - Identifying different levels of status and power through dialogue within a script. - Script work (stage directions, underlying meaning within the script). - Utilisation of space to communicate status.	Recall key vocabulary and knowledge from previous lessons related to: - The meaning of status - Vocal and physical skills - Space and status	Status Power Authority Dominance Characterisation Status Shift Physical skills Vocal skills Stage directions Text Dialogue Proxemics Levels	Exploration of social issues – inequalities and power differences in the world. Students develop understanding about the role of performers , directors and scriptwriters when working in and/or leading group work. Opportunity to attend KS3 Drama club/school production rehearsals.

	Knowledge & Understanding			Subject Specific Literacy Development	Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
Term 2	Our Day Out	- Characterisation exploration. - Making links to prior knowledge of status to identify contrasting levels of power between the characters. - Applying vocal and physical skills to the re-enactment of key scenes to explore relationships and personalities. - Developing new technique – cross cutting. - Devising scenes using the script as a stimulus.	Recall key vocabulary and knowledge from previous lessons related to: - Vocal and physical skills - Characters from the play - Cross cutting	Stage Directions Cross cutting Dialogue Contrast Stereotypes Vocal skills Physical skills Status Text Social Class Context Duologue Transitions	Cultural context of Liverpool. Social class Students develop understanding about the role of performers, directors and scriptwriters when working in and/or leading group work. Opportunity to attend KS3 Drama club/school production rehearsals.
Term 3	Theatre in Education	- Developing understanding of the purpose of Theatre in Education. - Exploring current social issues through drama. - Creating purposeful theatre for an intended audience. - Developing devising skills. - Devising original theatre for the purpose of education and learning. - Developing creativity skills by exploring the use of a stimulus to develop multiple ideas for a performance.	Recall key vocabulary and knowledge from previous lessons related to: - Theatre in Education - Flashbacks and flashforwards - Direct address - Vocal and physical skills	Devising Stimulus Theatre in Education Flashback Flashforward Transitions Direct Address Fourth Wall	Social issues in the UK – crime, gang culture, peer pressure, bullying. Students develop understanding about the role of performers and directors when working in and/or leading group work. Opportunity to attend KS3 Drama club/school production rehearsals.

Key Assessments

When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
Term 1	- Physical skills - Vocal skills - The communication of status levels - Audience Awareness - Script work skills – line learning and stage directions. - Knowledge test	- To identify how well students can apply vocal and physical skills to the characterisation and communication of contrasting levels of status in drama. - To identify how effectively students can interpret meaning from a duologue script into their performance. - To check students' understanding of key vocabulary and knowledge in drama.	- Whole class and individual pupil feedback during lesson. - Feedback will involve improvement and development tasks. - Tests marked and scores recorded via progress trackers and on sims.
Term 2	- Physical skills - Vocal skills - Technique – cross cutting - Audience Awareness - Knowledge test	- To identify how well students can apply comedic elements to a scene that is inspired by Our Day Out. - To assess key techniques including cross cutting to bring action to life. - To check students' understanding of key vocabulary and knowledge in drama.	- Whole class and individual pupil feedback during lesson. - Feedback will involve improvement and development tasks. - Tests marked and scores recorded via progress trackers and on sims.
Term 3	- Physical skills - Vocal skills - Techniques – flashbacks/forwards and direct address. - Audience Awareness	- To identify how well students can apply a range of theatrical skills and techniques to a purposeful devised performance that includes a clear storyline and shares an important message. - To measure how well students can use creativity and imagination to devise their own purposeful piece of theatre.	- Whole class and individual pupil feedback during lesson. - Feedback will involve improvement and development tasks. - Tests marked and scores recorded via progress trackers and on sims.