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| **Our Lady Queen of Peace**  Catholic Engineering College | Curriculum Overview |
| **YEAR 8 DRAMA** | |

|  | **Knowledge & Understanding** | | | **Subject Specific Literacy Development** | | **Cultural Capital / Enrichment Opportunities** |
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|  | **Composites**  **(Bigger Picture)** | **Components**  **(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Read Like A... Focus** | **Key Vocabulary** |
| **Half Term 1-2** | **Status and Power in Drama** | * Recapping fundamental performance skills developed throughout Year 7. * Identifying what status is in drama and how it can be communicated through characters and narratives on stage. * Exploring and developing 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. * Assessment of the application of performance skills to clearly highlight levels of status between different characters in a scripted performance. | * Recall key terminology * Reviewing performances * Performance feedback opportunities * Recall spatial skills and techniques. * Recall understanding of script work and dialogue. * Descriptive tasks to analyse contrasting levels of status. | Noughts and Crosses Theatre Review | Status  Power  Authority  Dominance  Characterisation  Status Shift  Boal  Physical skills  Vocal skills  Stage directions  Text  Dialogue  Proxemics  Levels | Social issues – inequalities and power differences in the world.  Opportunities to attend KS3 Drama club/school production rehearsals |
| **Half Term 3-4** | **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. * Devising scenes using the script as a stimulus. * Assessment of the application of skills and techniques to the creation and performance of an original scene based on ‘Our Day Out’. | * Recall key terminology * Reviewing performances * Performance feedback opportunities * Recall spatial skills and techniques. * Hot seating to check understanding of characters. * Character recall and recap. * Role on the wall to check understanding of characters. | Our Day Out Review | Characterisation  Stage Directions  Dialogue  Contrast  Stereotypes  Vocal skills  Physical skills  Status  Text  Playwright  Social Class  Context  Cross cutting  Duologue  Transitions | Cultural context of Liverpool.  Opportunities to attend KS3 Drama club/school production rehearsals |
| **Half Term 5-6** | **Devising – Theatre in Education** | * Recapping knowledge of devising and the process of creating original theatre. * Devising original theatre for the purpose of education and learning. * Exploring current social issues through drama. * Creating purposeful theatre for an intended audience. * Developing creativity skills by exploring the use of a stimulus to develop multiple ideas for a performance. * Assessment of the application of techniques and skills into a TIE style performance for an intended audience. | * Recall key terminology * Reviewing performances * Performance feedback opportunities * Recall spatial skills and techniques. * Analysing real stories. | Knife Crime Stories Ben Kinsella | Devising  Stimulus  Theatre in Education  Freeze Frames  Transitions  Direct Address  Fourth Wall  Narration  Flashback  Flashforward  Vocal skills  Physical skills  Audience  Characterisation. | Social issues in the UK – crime, gang culture, peer pressure, bullying.  Opportunities to attend KS3 Drama club/school production rehearsals |

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| **Key Assessments** | | | |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| December | * Physical skills * Vocal skills * The communication of status levels * Audience Awareness * Key vocabulary test | To identify how well students can apply vocal and physical skills to the characterisation and communication of contrasting levels of status in drama. | Updated KPI Tracker  Verbal and whole class feedback |
| April | * Physical skills * Vocal skills * Techniques – Cross cutting * Audience Awareness * Key vocabulary test | To identify how well students can demonstrate their understanding of the play, characters and context through the creation and performance of an original scene based on ‘The School Trip that went wrong’, inspired by explored moments of Our Day Out. Students will be assessed on how well they communicate characterisation through performance skills and their embedment of theatrical techniques that have been explored. | Updated KPI Tracker  Verbal and whole class feedback |
| June | * Physical skills * Vocal skills * Techniques – Flashback/forward, Direct address and Narration. * Audience Awareness * Key vocabulary test | 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 about a current social issue. | Updated KPI Tracker  Verbal and whole class feedback |