

# Our Lady Queen of Peace

Catholic Engineering College

## Curriculum Overview

### Year 8 Drama

	Knowledge & Understanding			Subject Specific Literacy Development		Cultural Capital / Enrichment Opportunities
	Topics (Bigger Picture)	Knowledge (Key Concepts)	Recall & Retrieval Practice Focus	Read Like A... Focus	Key Vocabulary	
Half Term 1- Half Term 2	Status and Power	<p>Fundamental performance skills developed throughout Year 7.</p> <p>The meaning of status and how it can be communicated through characters and narratives on stage.</p> <p>Exploration of characters of different levels of status through varying performance skills.</p> <p>Identifying different levels of status and power through dialogue within a script.</p> <p>Script work (stage directions, underlying meaning within the script).</p> <p>Utilisation of space to communicate status.</p>	<p>Recall key terminology (physical and vocal drama skills).</p> <p>Performance opportunities.</p> <p>Performance feedback opportunities</p> <p>Recall spatial skills and techniques.</p> <p>Descriptive tasks to analyse contrasting levels of status.</p>	Noughts and Crosses Theatre Review	<p>Status</p> <p>Power</p> <p>Authority</p> <p>Dominance</p> <p>Characterisation</p> <p>Status Shift</p> <p>Boal</p> <p>Physical skills</p> <p>Vocal skills</p> <p>Stage directions</p> <p>Text</p> <p>Dialogue</p>	<p>Social issues – inequalities and power differences in the world.</p> <p>Opportunities to attend KS3 Drama club/school production rehearsals</p>

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Half Term 3 – Half Term 4	Our Day Out	Characterisation exploration.	Recall key terminology	Our Day Out – Theatre Review	Characterisation Stage Directions Dialogue Contrast Stereotypes Vocal skills Physical skills Status Text Social Class Context Duologue Transitions Cross cutting	Cultural context of Liverpool. Cultural context of Liverpool.  Social class  Opportunities to attend KS3 Drama club/school production rehearsals
		Making links to prior knowledge of status to identify contrasting levels of power between the characters.	Performance opportunities			
		Applying vocal and physical skills to the re-enactment of key scenes to explore relationships and personalities.	Reviewing performances			
		Devising scenes using the script as a stimulus.	Performance feedback opportunities  Hot seating to check understanding of characters.  Character recall and recap.			
Half Term 5 – Half Term 6	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.	Recall key terminology  Reviewing performances  Performance and feedback opportunities	Knife Crime Stories Ben Kinsella	Devising Stimulus Theatre in Education Flashback Flashforward Transitions Direct Address Fourth Wall	Social issues in the UK – crime, gang culture, peer pressure, bullying.  Opportunities to attend KS3 Drama club/school production rehearsals
	Devising	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.				

## Key Assessments

When	What will be assessed?	Why is this being assessed?
Half Term 1	<ul style="list-style-type: none"> <li>Physical skills</li> <li>Vocal skills</li> <li>The communication of status levels</li> <li>Audience Awareness</li> </ul>	<ul style="list-style-type: none"> <li>To identify how well students can apply vocal and physical skills to the characterisation and communication of contrasting levels of status in drama.</li> </ul>
Half Term 2	<ul style="list-style-type: none"> <li>Physical skills</li> <li>Vocal skills</li> <li>The communication of status levels</li> <li>Audience Awareness</li> <li>Script work skills – line learning and stage directions.</li> <li>Knowledge test</li> </ul>	<ul style="list-style-type: none"> <li>To identify how well students can apply vocal and physical skills to the characterisation and communication of contrasting levels of status in drama.</li> <li>To identify how effectively students can interpret meaning from a duologue script into their performance.</li> <li>To check students' understanding of key vocabulary and knowledge in drama.</li> </ul>
Half Term 3/4	<ul style="list-style-type: none"> <li>Physical skills</li> <li>Vocal skills</li> <li>Techniques – Tableaux, transitions, cross cutting</li> <li>Audience Awareness</li> </ul>	<ul style="list-style-type: none"> <li>To identify how well students can apply comedic elements to a scene that is inspired by Our Day Out.</li> <li>To assess key techniques including cross cutting to bring action to life.</li> </ul>
Half Term 5/6	<ul style="list-style-type: none"> <li>Physical skills</li> <li>Vocal skills</li> <li>Techniques – flashbacks/forwards, narration and direct address.</li> <li>Audience Awareness</li> <li>Knowledge test</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>To measure how well students can use creativity and imagination to devise their own purposeful piece of theatre.</li> <li>To check students' understanding of key vocabulary and knowledge in drama.</li> </ul>