

Drama Curriculum Overview – Year 8

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Unit 1 – The Price of Friendship: producing/performing a 10 min play inspired by a stimulus.</p>	<p>Students will use Drama techniques to explore the topic The Price of Friendship using stimuli to develop ideas they will be involved with leading rehearsal, scripting the work and designing for performance.</p>	<p>Students will apply their knowledge of Drama techniques in performance; Still Image, Spoken Thoughts, Dialogue, Mime and Movement, Monologue and the use of proxemics. Literacy will be developed through peer and self evaluation, responding to published stimuli and scripting performance work. Students will work effectively within a group, organising their rehearsal time and duties.</p>	<p>Practical Assessment 1 and 2 – Design, structure and rehearsal of a play for assessed performance. Written Assessment – Choice of design work or a live theatre review of another group’s work.</p>	<ul style="list-style-type: none"> • Review and Practice. • Consolidation of class learning. • Recording and evaluation of practical work undertaken. • Evaluation of live performance work as a member of the audience. • Research that underpins and also expands class learning. • The support of practical work through preparation and 	<p>Students will develop the Ursuline Values Loving and compassionate. They will be challenged to think about and care for others. How could their skills / knowledge help them to help others? – rooted in survival stimuli.</p> <p>Serviam – Consider how we may serve others though charity work and the aiding of world events.</p> <ul style="list-style-type: none"> ○ Community and participation ○ Personal ○ Social ○ Physical ○ Moral ○ Cultural 	<p>PSHE – exploring the topic Survival..</p> <p>English – Creative writing in role, forming the script material for a monologue performance.</p> <p>History – the study and exploration of historical events such as 9/11 and the London Riots.</p> <p>Geography – exploring the devastation of, and personal survival stories behind key natural events such as</p>

				independent learning. <ul style="list-style-type: none"> • Assessment for written assignments. 	<ul style="list-style-type: none"> ○ PSHE ○ English ○ History ○ Geography ○ Actor ○ Playwright ○ Designer ○ Ensemble Performer ○ Solo performer 	earthquakes and tsunamis.
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Autumn Term 2

Unit 2 – Survival: New techniques; Cross-Cutting, whole class Spontaneous Improvisation, Monologues.	Students will apply theatrical techniques to explore various survival stories. They will focus on character, Spontaneous Improvisation, writing in role and script work to create and perform monologues for performance and assessment.	Students will be directing and performing devised and scripted scenes. They will apply their knowledge of characterisation, improvisation skills and also use Spontaneous to create a monologue for performance. Literacy will be developed through writing in role. Student’s imaginations and also their understanding of historic and current affairs will be	Practical Assessment 1 – The News Report using Cross-Cutting and Flashback. Written Assessment – Writing in Role A Survivor’s Account. Practical Assessment Task 2 – Monologue from the perspective of a survivor.	<ul style="list-style-type: none"> • Research of historical context and character. • Sourcing, designing and/or making of props • Sourcing, designing and/or making of costumes • Creating set. • Writing sections of script. • Character monologues. 	Students will develop the Ursuline Values- Discerning and Joyful in the opportunities creativity and use of imagination and enjoying the celebration of performance. They will develop skills in the Ursuline Value Democracy, within the frequent work as a whole class where every student is a valuable member of the learning process. <ul style="list-style-type: none"> ○ Community and participation ○ Solidarity 	HISTORY – exploring historic events. ENGLISH – Writing and performing monologues. Geography – Study of natural events and climate change.
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		developed throughout the unit.			<ul style="list-style-type: none"> ○ Care for Creation. ○ Personal ○ Social ○ Physical ○ Cultural ○ History ○ English ○ Geography ○ Actor ○ Director ○ Playwright 	
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Spring Term 1

Unit 3 – The X-file: Exploring symbolism in performance.	Students will explore effective use of symbolism in performance and subtext beyond the immediate to communicate meaning.	Students will be directing and performing devised scenes. They will apply their knowledge of physical theatre, performance skills and also naturalistic theatre to create meaning. Literacy will be developed through the exploration of subtext.	Practical Assessment 1 – Physical Theatre, exploring the symbolism of the Hand and the Eye. Practical Assessment Task 2 – Exploring the truth behind the X-File, a play in three scenes. Written Assessment – A choice of design ta	<ul style="list-style-type: none"> ● Preparation for presentation ● Drama vocabulary and literacy ● Sourcing, designing and/or making of props ● Sourcing, designing and/or making of costumes ● Creating set. ● Writing sections of script. ● Textual understanding. ● 	Students will develop the Ursuline Values Courageous and Resilient – Consideration given to ‘doing the right thing’ - celebration of others who stand up for justice as Sarah X does in the story of The X-File. <ul style="list-style-type: none"> ○ Serviam – through successful group work. ○ Community and participation ○ Peace and Reconciliation ○ Personal ○ Social ○ Physical 	ENGLISH - Exploring symbolism and subtext. PSHE – exploring mental health issues.
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<p>Alternative Unit 3 – <i>The Tempest</i> by William Shakespeare</p>	<p>Students will apply theatrical techniques to explore <i>The Tempest</i> by William Shakespeare They will focus on character, textual understanding, writing in role and script work to create and perform contrasting sequences, monologues and duologues for performance and assessment.</p>	<p>Students will be directing and performing scripted scenes. They will apply their knowledge of Shakespearean text, performance skills, physical theatre and also naturalistic theatre to create dramatic interpretations of the text.. Literacy will be developed through the exploration of the play.</p>	<p>Practical Assessment 1 – Physical Theatre and also naturalistic theatre exploring the contrasting scenes in <i>The Tempest</i>. Practical Assessment Task 2 – Exploring the characters in the play through monologues and duologues. Written Assessment – A self and peer evaluation.</p>	<ul style="list-style-type: none"> • Preparation for presentation • Drama vocabulary and literacy • Sourcing, designing and/or making of props • Sourcing, designing and/or making of costumes • Sourcing and designing sound choices. • Creating set. • Writing monologues and duologues • Self and peer written evaluation. 	<ul style="list-style-type: none"> ○ Cultural ○ Moral ○ History ○ English ○ Actor ○ Director ○ Playwright <p>Students will develop the Ursuline Values- Discerning and Joyful in the opportunities creativity and use of imagination and enjoying the celebration of performance. Through the story, they will also learn about the power of forgiveness.</p> <ul style="list-style-type: none"> ○ Serviam – through successful group work. ○ Community and participation ○ Peace and Reconciliation ○ Personal ○ Social ○ Physical ○ Cultural ○ Moral 	<p>ENGLISH - Exploring the Shakespearean text <i>The Tempest</i> HISTORY – exploring the historical context of the text in action and the timeless themes that transcend it.</p>
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Spring Term 2						
Unit 1 – The Price of Friendship: producing/performing a 10 min play inspired by a stimulus.						
Summer Term 1						
Unit 2 – Survival: New techniques; Cross-Cutting, whole class Spontaneous Improvisation, Monologues.						
Summer Term 2						
Unit 3 – The X-file: Exploring symbolism in performance.						

Alternative Unit 3 – <i>The Tempest</i> by William Shakespeare						
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