

Year 8 Curriculum Overview [2022-2023]

Subject – Drama

Term:	Knowledge & Understanding:			Literacy Skills:	Employability Skills: [if any]	Assessment Opportunities:
	Composites:	Components: [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval: [if any]	Opportunities for developing literacy skills:		
HT1-2	<p><u>Shakespeare- (Macbeth)</u></p> <p>Students will recall the play Macbeth by learning of its history and key themes.</p> <p>Students will perform sections of script from Macbeth.</p> <p>Students will learn new Shakespeare terminology and apply it to their performances.</p>	<p>Recapping the story of Macbeth</p> <p>Introducing the performance style of Shakespeare – Iambic pentameter and prose.</p> <p>Watching example performances of Macbeth on National Theatre website.</p> <p>Group choral activity</p> <p>Performing as the Witches – researching the History of superstition.</p>	<p>Relating to knowledge of Macbeth from English in Year 7.</p> <p>History of William Shakespeare (English).</p> <p>Choral work</p> <p>Basic performance skills (Y7).</p>	<p>Performing Shakespeare language.</p> <p>Reading through Shakespearean language and techniques through Macbeth.</p> <p>Developing Oracy skills</p>	<p>Actor/ Actress</p> <p>Shakespearean Performer</p> <p>Ability to read and understand Shakespeare language</p>	<p>Performing a section of script, to the class – end of topic assessment.</p> <p>Formatively assessed throughout topic, by checking for understanding and clarification of key terminology and skills.</p>
HT3	<p><u>Murder Mystery</u></p> <p>Students will create their own piece of Drama using murder mystery conventions and stock characters.</p>	<p>Murder Mystery examples – (board games, TV shows)</p> <p>Stereotypical characters you would expect to see in a Murder Mystery</p> <p>Hot Seating technique – interrogation scene</p> <p>Well scripted performances with detailed characters and plot</p>	<p>Murder Mystery conventions – spoke about in English SoW.</p> <p>The value of Theatrical stock characters.</p>	<p>Creating and writing their own Murder Mystery performances.</p> <p>Conventional story telling</p> <p>Script writing</p> <p>Oracy skills</p>	<p>Actor/ Actress</p> <p>Script writer</p> <p>Interrogator questioning and decision making</p> <p>Interview preparation</p>	<p>Formatively assessed throughout topic, by checking for understanding and clarification of key terminology and skills.</p> <p>Scripts handed into me and on Teams. To be checked and marked.</p> <p>Perform their plays to the class.</p>
HT4	<p><u>Antonin Artaud – Theatre of Cruelty</u></p> <p>Students will begin to explore a new Drama practitioner. Focusing on Theatre in the 1800/1900's.</p>	<p>Introduction to Antonin Artaud</p> <p>Fears, phobias and nightmares</p> <p>The use of visual poetry, mime, gesture, physical theatre and dance.</p> <p>Using music and audio to enhance a performance</p> <p>Using props/ designing a set fitting to their performance</p>	<p>Mime, gesture, physical theatre and movement.</p> <p>Music and audio clip editing (Music)</p> <p>Ability to stage a show – costume, props and set</p>	<p>Oracy skills, building confidence in performing to the class.</p> <p>Creative thinking.</p>	<p>Learning about the work of a famous Drama practitioner.</p> <p>AQA GCSE Drama specification – ability to refer to a range of different theatrical practitioners.</p>	<p>Performing to the class.</p> <p>Formatively assessed throughout topic, by checking for understanding and clarification of key terminology and skills.</p>

<p>HT5-6</p>	<p><u>Bertolt Brecht – Epic and Political Theatre (Theatre in Education)</u></p> <p>Students will create a piece of political theatre in order to educate their audiences on certain topics.</p>	<p>Reciprocal reading on Bertolt Brecht – the type of theatre he created and why.</p> <p>Placards, narration of characters, multi rolling and reminding the audience they are watching a play and not real life.</p> <p>Research on relevant topics to create a piece of theatre that will educate its audience.</p>	<p>Reciprocal reading</p> <p>Narration, the use of multi rolling in a scene.</p> <p>Creating and play/ script writing and editing.</p>	<p>Reciprocal reading</p> <p>Script writing</p> <p>Creatively discussing in groups on relevant topics in the world.</p> <p>Oracy</p>	<p>Learning about the work of a famous Drama practitioner.</p> <p>AQA GCSE Drama specification – ability to refer to a range of different theatrical practitioners.</p> <p>Theatre in Education performer</p>	<p>Performing to the class.</p> <p>Formatively assessed throughout topic, by checking for understanding and clarification of key terminology and skills.</p> <p>End of year Drama written assessment.</p>
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