



Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
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Year 8 Overview 2023-24 – Drama

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (4Lessons) (38 Days)				
Tues 5-Sep	A	1	Overview of Unit/No. Lesson 8	Foundational Concept(s): Understanding Theatre  Tier 2/3 Vocabulary: <i>Facial expressions, body language, gesture, levels and proxemics, body as prop, improvisation, volume, tone, pitch pace, physicality, sub-text,</i> Disciplinary Knowledge / Cultural Capital: Stage craft, Understanding Musical theatre. Careers Links: performer, Director, Playwright, set design. Lighting, costume. EDI Links: Ageism, Gender <i>15/09-17/09 Rosh Hashanah</i> <i>23/9 International day of sign languages</i> <i>2/10-8/10 Dyslexia awareness week</i> <i>5/10 world teachers day</i> <i>6/10 World cerebal palsy day</i> <i>12/11 Diwali</i> <i>12/11 Remembrance Sunday</i> <i>13/11-19/11 Transgender awareness week</i> <i>14/11 World Diabetes Day</i> <i>1/12 World AIDS day</i> <i>3/12-24-12 Advent</i> <i>25/12 Christmas Day</i> <i>Hannukah 18/12-26/12</i> ASSESSMENT: <ul style="list-style-type: none">• Quick Quiz• Verbal Questioning• Performance and Feedback• End of Unit WWW and EBI• End of Unit Knowledge Quiz AT: Performance: Musical Theatre: Shrek the Musical, The Greatest showman or Matilda. ST: Written test: assessing keywords and performance skills.
11-Sep	B	2	An insight into the world of Musical	
18-Sep*	A	3	Theatre, exploring the skills required,	
25-Sep	B	4	roles and responsibilities in the Theatre.	
2-Oct	A	5	Study three contrasting Musicals and one	
9-Oct	B	6	selected for a performance.	
16-Oct	A	7	Musical Theatre:	
23-Oct	B	8	Lesson 1: WALT Introduction to Musical Theatre. Key skills: Projection, pace, movement, musicality. EBI: Recognise the difference between Musical theatre and Pantomime. Lesson 2: WALT Understanding the concepts of Musical Theatre. Key skills: Rhythm, pace, movement, sub text. EBI: Combining Drama skills with movement with a musical underscore. Lesson :3 WALT Genre’s of Musical theatre. Key skills: Interpretation, movement, tone, pitch. EBI: Link costume, set and lighting to different Musical Genres. Lesson 4: WALT Exploration of a popular Musical. Key skills: character developed, performing for an audience, accents and gestures. EBI: Interpretation of a well-known character.	
7 weeks (4 lessons) (34 Days)				
6-Nov	A	9	Lesson 5: ST1	
13-Nov	B	ST1	Lesson 6: WALT Exploration of a popular Musical.	
20-Nov	A	ST1	Key skills: character developed, performing for an audience, accents and gestures.	
27-Nov	B	12	EBI: Interpretation of a well-known character.	
4-Dec	A	13	Lesson 7: WALT Exploration of a popular Musical.	
11-Dec	B	14		

18-Dec			<p>Key skills: character developed, performing for an audience, accents and gestures.</p> <p>EBI: Interpretation of a well-known character.</p> <p>Lesson 8: WALT Performance of a chosen Musical.</p> <p>Key skills: character developed, performing for an audience, accents and gestures, facial expressions</p> <p>EBI: Staying in character whilst performing to an audience.</p>							
	A	15	<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Completed 2 written STs exams focusing on key Drama skills, subject terminology and two contrasting genres.</td><td>Studied three contrast Musicals. Understand the roles and responsibilities of Musical theatre. Complete ST1 assessing knowledge of theatre.</td><td>Students can incorporate new skills into their devising sections, answer GCSE style questions (comp 1) confidently.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Completed 2 written STs exams focusing on key Drama skills, subject terminology and two contrasting genres.	Studied three contrast Musicals. Understand the roles and responsibilities of Musical theatre. Complete ST1 assessing knowledge of theatre.	Students can incorporate new skills into their devising sections, answer GCSE style questions (comp 1) confidently.	
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Christmas Holiday										
6 weeks (3 lessons) (30 Days)										
8-Jan	B	16	Overview of Unit/No. lessons 7	<p>Tier 2/3 Vocabulary <i>Subtext, iambic pentameter, tragedy, interpretation, plot, theatre in the round.</i></p> <p>Disciplinary Knowledge / Cultural Capital: Theatre knowledge, historical plays.</p> <ul style="list-style-type: none">• Careers Links: Actor, director, set designer, costume designer, playwright,• EDI Links: Neural Diversity, Gender, lower/working class• Equality Diversity and Inclusion (EDI) links? <p>25/1 Burns night 27/1 Holocaust memorial day LGBT+ history month 1/2 World Hijab day 6/2-12/2 Children's mental health week. 7/2 Safer internet day 10/2 Chinese New Year</p> <p>• ASSESSMENT:</p> <ul style="list-style-type: none">• Quick Quiz• Verbal Questioning• Performance and Feedback• End of Unit WWW and EBI• End of Unit Knowledge Quiz <p>AT: Performance: Short performance of The Tempest.</p> <p>ST: Written test: assessing keywords and performance skills.</p>						
15-Jan	A	17	<p>Shakespeare: Students will understand the complexities of performing a Shakespearian text. Interpret characters, explore Shakespearian comedy and tragedy.</p>							
22-Jan	B	18	<p>Lesson Sequence of Content:</p> <p>Lesson 1: WALT Connecting with Shakespeare's language.</p>							
29-Jan	A	19	<p>Key skills: Character interpretation, facial expression, gesture, body language, tone, pitch and pace.</p> <p>WILF: showing the characters emotions.</p> <p>Lesson 2: WALT How to create comedy in a scene.</p>							
5-Feb	B	20	<p>Key Skills: slapstick comedy, physicality, character interpretation.</p> <p>WILF: Exaggerated physicality that helps to tell as story.</p> <p>Lesson 3: Walt Understanding the themes of the tempest.</p>							
12-Feb	A	21	<p>Key Skills: interpretation, freeze frames, thought tracking.</p> <p>WILF: students can highlight the key moment in the play.</p>							

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Half-Term			5 weeks (3 lessons) (24 Days)							
26-Feb	B	22	<p>Lesson 4: WALT Exploration of act 1. Key Skills: Freeze frames, facial expressions, body language, pace, pause and pitch. WILF: How students use their vocal and physical skills to perform a character. Lesson 5: WALT Performing to an Audience. Key skills: facial expressions, gesture, levels, body language, gate, pitch, pause, pace and tone. WALT: Students using key Drama skills to perform a set text. Lesson 6: WALT End of year performances- students choice. Key skills: facial expressions, gesture, levels, body language, gate, pitch, pause, pace and tone. WILF: Students confidence in their chosen genre.</p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Students created a performance using a script.</td><td>Students create a performance using a well-known script and following stage directions.</td><td>Students explore The Crucible- Understanding historical context and performing scene accurately as the playwright intended.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Students created a performance using a script.	Students create a performance using a well-known script and following stage directions.	Students explore The Crucible- Understanding historical context and performing scene accurately as the playwright intended.	<p>Equality Diversity and Inclusion (EDI) links? <i>Women's history month</i> <i>Ramadhan 10/03-08/04</i> <i>Passover 22/4-30/4</i> <i>Good Friday 29/3</i> <i>Easter Sunday 31/3</i></p>
Prior (Y7)	Current (Y8)	Next (Y9)								
Students created a performance using a script.	Students create a performance using a well-known script and following stage directions.	Students explore The Crucible- Understanding historical context and performing scene accurately as the playwright intended.								
4-Mar	A	23								
11-Mar	B	24								
18-Mar	A	25								
25-Mar*										
	B	26								
Easter Holiday			6 weeks (?? lessons) (29 Days)							
15-Apr	A	27	<p><u>Overview of Unit/No. Lessons 7</u> Commedia Dell'arte: Exploration of the oldest acting style, Commedia. Students will learn how theatre was originally performance as well as looking at modern artists who have taken inspiration form commedia. Ending with students writing a live theatre review. Lesson 1: WALT Understand they conventions of Commedia Dell'arte. Key skills: status, facial expressions, gesture, body language EBI : students make links to present day. Lesson 2: ST2 (Shakespeare) Lesson 3: WALT Understanding the characters in Commedia and exploring themes. Key skills: improvisation, gate, body language EBI: students create comedy in their scenes.</p>	<ul style="list-style-type: none">Foundational Concepts: Theatre History Tier 2/3 Vocabulary <i>Stock Characters, slapstick comedy, exaggerated, lazzi, status, hierarchy</i>Disciplinary Knowledge / Cultural Capital: Theatre knowledge, Stock characters•Careers Links: Actor, director, set designer, costume designer• EDI Links: Ageism, Gender, lower/working class• Equality Diversity and Inclusion (EDI) links? <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i>• <i>23/05 Vesak</i>ASSESSMENT:<ul style="list-style-type: none">Quick QuizVerbal QuestioningPerformance and FeedbackEnd of Unit WWW and EBI						
22-Apr	B	ST2								
29-Apr	A	ST2								
6-May*	B	30								
13-May	A	31								
20-May										
	B	32								

			<p>Lesson 3: WALT Understanding how to use slapstick comedy. Key skills, physicality, gesture, mime, facial expressions</p> <p>EBI: building a story/tension for the audience. Lesson 4: WALT Slapstick comedy performance assessment. Key skills: performing to an audience, giving and receiving feedback.</p> <p>EBI: Giving examples/ suggestions on how the group can improve</p>	<ul style="list-style-type: none">End of Unit Knowledge Quiz <p>AT: Performance: Commedia inspired performance. Live Theatre review assessment (written).</p>						
Half-Term			7 weeks (?? lessons) (35 Days)							
3-Jun	A	33	<p>Lesson 5: WALT Critically analysing another actor's performance.</p> <p>Key skills: Using Drama specific language. WILF: analysing how an actor performed not describing how an actor performed.</p> <p>Lesson 6: WALT How to write a theatre review.</p> <p>Key skills: Understanding the question and using drama terminology to answer the question. WILF: analysis all of the actor's performance.</p> <p>Lesson 7: Walt Writing a theatre review-assessment.</p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Explored Silent movies and stock characters.</td><td>Using slap stick comedy to create drama. Link back to stock characters and Mime (previously explored in Silent Movies).</td><td>A good understanding of comedy. Develop this area in the devising section.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Explored Silent movies and stock characters.	Using slap stick comedy to create drama. Link back to stock characters and Mime (previously explored in Silent Movies).	A good understanding of comedy. Develop this area in the devising section.	<ul style="list-style-type: none">Equality Diversity and Inclusion (EDI) links? <p>LGBTQ+ pride month.</p> <p>Gypsy, Roma and Traveller history month.</p> <p>12/6 world day against child labour</p> <p>18/6 autistic pride day</p> <p>20/6 World refugee day</p>
Prior (Y7)	Current (Y8)	Next (Y9)								
Explored Silent movies and stock characters.	Using slap stick comedy to create drama. Link back to stock characters and Mime (previously explored in Silent Movies).	A good understanding of comedy. Develop this area in the devising section.								
10-Jun	B	34								
17-Jun	A	35								
24-Jun	B	36								
1-Jul	A	37								
8-Jul	B	38								
15-Jul										
	A	39								
(Total: 190 Days)										

* Bank Holidays

Overview of Year 8		
Based on your Flight Path <i>Targets 1L – 4L</i>	<p>Practical Students would have completed a performance in 3 contrasting pieces of theatre. Developed their vocal and physical skills. Responded to feedback to progress their performances. Gave clear and appropriate suggestions.</p>	<p>Written Completed two ST exams- focus on vocal and physical skills and correct use of terminology. Live review of a professional production.</p>
GW: (E.g. Grade 1)	<p><i>Student can use a range of Drama specific language.</i> Confidently identify different types of theatre and make comparisons between genres. Give accurate feedback to peers, as well as receive feedback and adapt performances.</p>	

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	<p>Confidently perform to an audience and stay in role throughout.</p> <p>Students can identify the Key vocal and Physical skills and how to use them.</p>
BI: (E.g. Grades 2-3M)	<p><i>Students can recognise and use some Drama specific language.</i></p> <p><i>They can identify three contrasting theatres.</i></p> <p><i>They are able to receive feedback and adapt this in their performances.</i></p> <p><i>They are able to improvise when issues arise on the stage.</i></p> <p><i>Students can describe the vocal and physical skills in detail that is suitable response to stimulus.</i></p>
EW: (E.g. Grades 3U-4L)	<p><i>Students can understand information from a variety of Drama specific language.</i></p> <p><i>They can identify tow contrasting theatre type.</i></p> <p><i>They are able to improve their ideas based worked examples.</i></p> <p><i>They are able to receive feedback and adapt this in their performances.</i></p> <p><i>Students can fully explain how to use vocal and physical skills making reference to audience interpretation.</i></p>