

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 2025-26 – Drama

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (4 Lessons) (38Days)										
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	<ul style="list-style-type: none"><li><u>Greek Theatre- Antigone</u></li></ul> <p>In this unit, students will explore the origins and conventions of Greek Theatre through the study and performance of <i>Antigone</i> by Sophocles. They will understand how ancient drama communicated moral, political, and social messages and will develop performance skills using chorus work, mask, and storytelling. The unit encourages students to reflect on themes such as duty, civil disobedience, and loyalty.</p> <p><u>Lesson Sequence of Content:</u></p> <p>Lesson 1: <b>The origins and context of Greek theatre</b></p> <p>Lesson 2:<b>Performing a Greek chorus using the skills: canon and unison</b></p> <p>Lesson 3: <b>Performing a Greek chorus using the skills: canon and unison</b></p> <p><b>Lesson 4: Introduction to the Greek tragedy- Antigone</b></p> <p>GW: Describe key conventions of Greek Theatre (chorus, masks, amphitheatre).</p> <p>EB: Use choral movement and voice effectively</p> <p>EW: Evaluate how effectively Greek conventions are used to communicate meaning</p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Application of Drama skills Process Drama</td><td>Greek theatre- Antigone</td><td>The Crucible</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Application of Drama skills Process Drama	Greek theatre- Antigone	The Crucible	<ul style="list-style-type: none"><li>Foundational Concepts: page to stage, Drama tool kit, genre conventions</li></ul> <p>Tier 2/3 Vocabulary: choral speech, unison, canon, levels, proxemics, choral movement, tragedy, satire, comedy</p> <p>Links to wider disciplinary knowledge/cultural capital: Greek Theatre, Greek tragedy, Antigone</p> <p>Careers links: performer, playwright, designer</p> <p><b>Assessment</b> (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) <b>Lesson 4- performance- formal feedback- WWW and EBI</b></p> <p>Short quizzes Formative assessment</p>
Prior (Y7)	Current (Y8)	Next (Y9)								
Application of Drama skills Process Drama	Greek theatre- Antigone	The Crucible								
8-Sep	B	2								
15-Sep (INSET Friday)	A	3								
22-Sep	B	4								
29-Sep	A	5								
6-Oct	B	6								
13-Oct	A	7								
20-Oct	B	8								
Half-Term 7 weeks (4 lessons) (35 Days)										
3-Nov	A	9	<u>Greek Theatre- Antigone- continued</u>	<ul style="list-style-type: none"><li>Tier 2/3 Vocabulary: choral speech, unison, canon, levels, proxemics, choral movement, tragedy, satire</li><li>Links to wider disciplinary knowledge/cultural capital: Origins of Greek theatre, social, cultural and historical exploration,</li></ul> <p><b>Assessment</b> (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) <b>Lesson 7 performance- formal feedback- WWW and EBI</b></p> <p>Short quizzes Live teacher feedback</p>						
10-Nov	B	ST1 (core only)								
17-Nov	A	ST1 (core only)								
24-Nov	B	12								
1-Dec	A	13								
8-Dec	B	14								

15-Dec	A	15	<p>Lesson 6: <b>Working with a Greek tragedy script- Antigone</b></p> <p>Lesson 7: <b>A polished performance</b></p> <p>Lesson 8: WALT: <b>The ending of Antigone.</b></p> <p>GW: Effective use of choral speaking techniques (unison, canon, contrast).</p> <p>EB: Use of masks or symbolic gesture to portray emotion and status.</p> <p>EW: Describe how Sophocles uses the chorus to comment on action and influence the audience</p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Application of Drama skills Process drama Thought tracking</td><td>Greek theatre- Antigone</td><td>Page to stage: The Crucible</td></tr></table> <p><b>Common misconceptions</b></p>	Prior (Y7)	Current (Y8)	Next (Y9)	Application of Drama skills Process drama Thought tracking	Greek theatre- Antigone	Page to stage: The Crucible	
Prior (Y7)	Current (Y8)	Next (Y9)								
Application of Drama skills Process drama Thought tracking	Greek theatre- Antigone	Page to stage: The Crucible								
Christmas Holiday										
6 weeks (3 lessons) (30 Days)										
5-Jan	B	16	<p><u>Shakespeare in Performance Macbeth</u></p> <p>This unit introduces students to Shakespeare’s <i>Macbeth</i> through practical exploration and performance. Students will develop an understanding of plot, character, and themes, while building confidence in interpreting Shakespearean language. They will experiment with staging, ensemble work, and atmosphere to bring key scenes to life for a modern audience. The unit emphasises collaboration, creativity, and critical thinking.</p> <p><u>Lesson Sequence of Content:</u></p> <p>Lesson 1: Introduction to the Plot, themes and characters of Macbeth</p> <p>Lesson 2: Act 1 scene 3- The witches prophecy</p> <p>Lesson 3: The complex relationship between Macbeth and Lady Macbeth</p> <p>GW: you understand the themes, plot and characters in Macbeth</p> <p>EB: You can perform a thought track and narration.</p> <p>EW: Develop contrasting character physicality and status</p>	<ul style="list-style-type: none"><li>Foundational Concepts: page to stage, Drama tool kit, genre conventions, theatre history, understanding theatre</li><li>Tier 2/3 Vocabulary- Narration, thought track, pitch, pace, tone</li><li>Links to wider disciplinary knowledge/cultural capital: Shakespeare, literature, play wrights</li></ul> <p>Careers links: performer, playwright, director, designer</p> <p><u>Assessment</u></p> <p>Lesson 3: WWW and EBI – performance</p> <p>Teacher feedback</p> <p>Peer feedback</p> <p>Short quizzes</p>						
12-Jan	A	17								
19-Jan	B	18								
26-Jan	A	19								
2-Feb	B	20								
9-Feb	A	21								

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Half-Term 8 6 weeks (3 lessons) (28 Days)													
23-Feb	B	22	Lesson 4: Act 2 scene 3	<ul style="list-style-type: none"><li>Foundational Concepts</li><li>Tier 2/3 Vocabulary: Narration, thought track, still image, physical theatre, stage combat, projection, stage directions</li><li>Links to wider disciplinary knowledge/cultural capital: Shakespeare in performance, Macbeth, playwright</li><li>Careers links</li><li><b>Equality Diversity and Inclusion (EDI) links?</b> <i>Women's history month</i> <i>Ramadhan begins</i> <i>World Down Syndrome day</i> <i>Transgender day of visibility</i> <b>Assessment</b> (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) <b>Lesson 6- ST2 assessment – Shakespeare in Performance and theory</b></li><li>Live teacher feedback</li><li>Whiteboard quizzes</li><li>Live peer assessment</li></ul>									
2-Mar	A	23											
9-Mar	B	24											
16-Mar	A	25											
23-Mar	B	ST2											
30-Mar (finish Wednesday 1 <sup>st</sup> April)			Lesson 5: Application of Drama skills: Narration and thought tracking										
			Lesson 6: Act 2 scene 3- Macbeth's speech –ST2 performance										
			GW: You can work cooperatively in a group to rehearse and perform a scene.										
			EB: You show clear understanding of themes, e.g., ambition and guilt, in your performance choices.										
			EW: You use staging, proxemics, and levels effectively to communicate relationships and power										
			Common Misconceptions: shakespearean language										
			<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Application of Drama skills</td><td>Shakespeare in performance</td><td>Page to stage: The Crucible</td></tr><tr><td></td><td></td><td></td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Application of Drama skills	Shakespeare in performance	Page to stage: The Crucible				
Prior (Y7)	Current (Y8)	Next (Y9)											
Application of Drama skills	Shakespeare in performance	Page to stage: The Crucible											
	A	ST2											
Easter Holiday 5 weeks 3 lessons) (24 Days)													
20-Apr	B	28	Melodrama and Soap opera:	<ul style="list-style-type: none"><li>Foundational Concepts: genre conventions, drama tool kit, understanding Drama</li><li>Tier 2/3 Vocabulary Melodrama, stock characters, soap opera, cliff hanger, improvisation, characterisation, episodic structure, narrative, exaggeration</li><li>Links to wider disciplinary knowledge/cultural capital: Radio Drama, melodramatic plays</li><li>Careers links: performer, playwright, designer, director</li><li><b>Assessment :</b> <b>Lesson 3- live performance- WWW and EBI</b> Formative assessment Peer assessment Whiteboard quizzes</li></ul>									
27-Apr	A	29	In this unit, students will explore the theatrical style of <b>melodrama</b> and how its exaggerated characters and emotions have influenced <b>modern soap opera</b> . They will learn about stock characters, heightened performance, and cliffhangers, developing skills in creating tension and engaging an audience. The unit encourages creativity, teamwork, and critical thinking about how drama reflects society and entertains.										
4-May (Bank holiday Mon)	B	30											
11-May	A	31											
18-May													
	B	32	<u>Lesson Sequence of Content:</u>  Lesson 1: Conventions of Melodrama  Lesson 2: <b>WALT</b> <b>The origins of Soap operas</b>  Lesson 3: <b>Character types in soap opera</b>  GW: Create and sustain clear stock characters through voice, movement, and gesture.  EB: Devise and perform short scenes using melodramatic conventions										

			<p>EW: Use staging, proxemics, and facial expression to enhance performance.</p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Stock characters Vocal and physical skills</td><td>Melodrama and soap opera</td><td>Page to stage: The Crucible</td></tr></table> <p>Common misconceptions: The difference between Melodrama and Soap opera stock characters</p>	Prior (Y7)	Current (Y8)	Next (Y9)	Stock characters Vocal and physical skills	Melodrama and soap opera	Page to stage: The Crucible	
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Stock characters Vocal and physical skills	Melodrama and soap opera	Page to stage: The Crucible								
Half-Term			7 weeks (4 lessons) (35 Days)							
1-Jun	A	33	<p><b>Melodrama and Soap Opera continued:</b></p> <p>In this unit, students will explore the theatrical style of <b>melodrama</b> and how its exaggerated characters and emotions have influenced <b>modern soap opera</b>. They will learn about stock characters, heightened performance, and cliffhangers, developing skills in creating tension and engaging an audience. The unit encourages creativity, teamwork, and critical thinking about how drama reflects society and entertains.</p> <p><u>Sequence of learning:</u></p> <p><b>Lesson 4: Cliffhangers in Melodrama</b></p> <p><b>Lesson 5: Creating an episode</b></p> <p><b>Lesson 6: Characterisation in soap operas</b></p> <p>Lesson 7: <b>Creating an original Soap Opera</b></p> <p>GW: You can identify and describe stock characters and main features of melodrama and soap opera.</p> <p>EB: You create tension and atmosphere (e.g., through pauses, music, cliffhangers).</p> <p>EW: You make creative performance choices that clearly show melodrama or soap opera conventions.</p> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Stock characters</td><td>Melodrama and soap operas</td><td>Page to stage: The Crucible</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Stock characters	Melodrama and soap operas	Page to stage: The Crucible	<ul style="list-style-type: none"><li>Foundational Concepts: genre conventions, drama tool kit, understanding Drama</li><li>Tier 2/3 Vocabulary Melodrama, stock characters, soap opera, cliff hanger, improvisation, characterisation, episodic structure, narrative, exaggeration</li></ul> <p>Links to wider disciplinary knowledge/cultural capital: Radio Drama, melodramatic plays</p> <p><u>Assessment</u></p> <p>Lesson 6- live feedback -WWW and EBI</p> <p>Short quizzes</p>
Prior (Y7)	Current (Y8)	Next (Y9)								
Stock characters	Melodrama and soap operas	Page to stage: The Crucible								
9-Jun	B	34								
16-Jun	A	35								
23-Jun	B	36								
30-Jun	A	37								
7-Jul	B	38								
14-Jul										
A	39									
(Total: 190 Days)										

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### Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?