



## Curriculum Map

Subject: Drama

Year Group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>	<p><b>Joan of Arc</b> Know how to build a character, considering given circumstances that will affect the characters' emotions, physicality, voice and interaction with other characters – Mental health issues.</p>	<p><b>Mime and Slapstick</b> Explore what form and genre is and how it can be used through the medium of mime and slapstick. To develop stage fighting skills and stereotype characters</p>	<p><b>Macbeth</b> Students will continue to explore Shakespeare and learn the history and conventions of Elizabethan theatre through the tragedy of Macbeth To use some of the language and improvisation to aid understanding.</p>	<p><b>Blood Brothers</b> Know how to create performances that engage audiences on an emotional and thought-provoking way through the play of Blood Brothers. To understand the themes of class that are highlighted in this context.</p>	<p><b>Scripted performance Melodrama</b> To understand how to work with a script to interpret playwright's intentions. Understand how comic devices such as exaggeration can be used to create comedy</p>	<p><b>Brecht – Caucasian Chalk Circle/Live Theatre</b> To learn the conventions of the practitioner Brecht/Epic Theatre, through the story of the CCC and Live Theatre. To understand the genre of political theatre.</p>
<b>Skills</b>	<p>Drama devices Performance skills, Status, Contrast, Thought-tracking Marking the moment. Stanislavski Emotional memory The magic 'if' Improvisation Eye focus Devising in naturalistic style Facial expressions</p>	<p>Introducing and exploring the concept of: Mime Stage fighting Slap/ hair-pull/sticky handshake/falling over/see-saw. Stereotype Slapstick Comedy. Devising in a group from stimulus Health and safety Sightlines. Stage positioning Devising in Slapstick style</p>	<p>Introduce pupils to a Shakespearean Tragedy Understand the plot Language, Character, Structure. Split -scene Monologue Soliloquy Language Eye focus History of theatre/all boys/ The Globe Staging Playhouses Thrust stage/</p>	<p>Musical tragedy – the musical genre Script work Characterisation Flashback Mime and narration Still-image Costume Lights Set Line leaning Synchronised movement to music Playing Children Stance Body language Gait</p>	<p>Focus on stock characters Blocking a scene Entrances and exits Characterisation, Staging Performing in a style. Sound design Listening and responding Use of props Costume Stereotyping Classical acting style Aside Dramatic irony</p>	<p>Brecht Epic Theatre Narrator Form and structure Placards Song and slogans Coming out of role 3<sup>rd</sup> person narration. Multi-role Demonstrated character Script work Mime Devising in Epic style Political theatre Theatre to make social change</p>

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					Cue Rehearsal Predictable plots Stock characters	
<b>Key questions</b>	Was she persecuted because she dressed as a boy? Was she a martyr? A fool? What style is naturalism? How do we know?	What is funny about characters falling over? What is the difference between stage fighting and slapstick? What is the difference between a flight path 1 and a flight path 2?	What are the themes in Macbeth? Why are they relevant to today? What were the original; staging conditions in Shakespeare's time? How is it different today?	What are the themes in Blood Brothers? How can we show their different status and class through voice, face and body language? Does money give you a better life?	What makes melodrama funny? What is important to remember when blocking a scene? Can you make any links to comedy you have seen?	Should all people have the same wages for every job? What does equality mean? How can we rehearse effectively as a group?
<b>Assessment</b>	Research Joan of Arc Drama key word quiz Practical skills Verbal feedback Characterisation Class and status	Mr Bean research Write an evaluation of your work. WWW & EBI Practical skills Teacher assessment exaggerated character and slapstick skills Written self-evaluation sheet	Poster or plot summary Quiz drama vocabulary Practical skills Teacher practical assessment students using; split scene, cross cutting, monologue	How have the costumes helped to identify character? You must use at least 3 examples. <a href="https://youtu.be/b4-5MwfaY6k">https://youtu.be/b4-5MwfaY6k</a> Learn the lines for the Micky and Eddie scene. Teacher assessment Practical skills assessment Written self-evaluation sheet	Script work - learning lines Written Evaluation WWW & EBI Practical skills Teacher assessment: Script work Facing out, classical acting style  EoY – Written evaluation of practical assessment	Practical skills Teacher assessment: Devising Epic piece of theatre. Based on the themes of CCC Review of Live Theatre Written self-evaluation sheet
<b>Literacy/ Numeracy/ SMSC/</b>	Numeracy – Dates & Period Gender roles, class and status Collaborative Communication Confidence					

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Character</b>	Resilience Tolerance Initiative Integrity					