


Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

## Year 8 Overview 2024-25 – Drama

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (4 Lessons) (38Days)				
Tues 2-Sep	A	1	Overview of Unit/No. Lesson 8	<p><b>Foundational Concept(s):</b> Understanding Theatre </p> <p><b>Tier 2/3 Vocabulary:</b> <i>Facial expressions, body language, gesture, levels and proxemics, body as prop, improvisation, volume, tone, pitch pace, physicality, sub-text,</i></p> <p><b>Disciplinary Knowledge / Cultural Capital:</b> Stage craft, Understanding Musical theatre.</p> <p><b>Careers Links:</b> performer, Director, Playwright, set design. Lighting, costume.</p> <p><b>EDI Links:</b> Ageism, Gender</p> <ul style="list-style-type: none"> <li><b>Equality Diversity and Inclusion (EDI) links?</b></li> </ul> <p><i>Parent and Carers month/Black History month</i>  <i>3/9 World afro day</i>  <i>23/9 International day of sign languages</i>  <i>10/10 world mental health day</i>  <i>5/10 world teachers day</i>  <i>6/10 World cerebral palsy day</i></p> <p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>Quick Quiz</li> <li>Verbal Questioning</li> <li>Performance and Feedback</li> <li>End of Unit WWW and EBI</li> <li>End of Unit Knowledge Quiz</li> </ul> <p><b>AT: Performance: Musical Theatre: Shrek the Musical, The Greatest showman or Matilda.</b></p> <p><b>ST: Written test: assessing keywords and performance skills.</b></p> <ul style="list-style-type: none"> <li></li> </ul>
9-Sep	B	2	An insight into the world of Musical Theatre, exploring the skills required, roles and responsibilities in the Theatre.	
16-Sep*	A	3	Study three contrasting Musicals and one selected for a performance.	
23-Sep	B	4		
30-Sep	A	5		
7-Oct	B	6	<b>Musical Theatre:</b>	
14-Oct	A	7	Lesson 1: WALT Introduction to Musical Theatre.	
21-Oct	B	8	<p><b>Key skills:</b> Projection, pace, movement, musicality.</p> <p><b>EBI: Recognise the difference between Musical theatre and Pantomime.</b></p> <p>Lesson 2: WALT Understanding the concepts of Musical Theatre.</p> <p><b>Key skills:</b> Rhythm, pace, movement, sub text.</p> <p><b>EBI: Combining Drama skills with movement with a musical underscore.</b></p> <p>Lesson :3 WALT Genre's of Musical theatre.</p> <p><b>Key skills:</b> Interpretation, movement, tone, pitch.</p> <p><b>EBI: Link costume, set and lighting to different Musical Genres.</b></p> <p>Lesson 4: WALT Exploration of a popular Musical.</p> <p><b>Key skills:</b> character developed, performing for an audience, accents and gestures.</p> <p><b>EBI: Interpretation of a well-known character.</b></p>	
Half-Term 7 weeks (5 lessons) (35 Days)				
4-Nov	A	9	Lesson 5: ST1	
11-Nov	B	ST1	Lesson 6: WALT Exploration of a popular Musical.	
18-Nov	A	ST1	<b>Key skills:</b> character developed, performing for an audience, accents and gestures.	
25-Nov	B	12	<b>EBI: Interpretation of a well-known character.</b>	
2-Dec	A	13	Lesson 7: WALT Exploration of a popular Musical.	
9-Dec	B	14	<b>Key skills:</b> character developed, performing for an audience, accents and gestures.	
16-Dec	A	15	<b>EBI: Interpretation of a well-known character.</b>	

			<p>Lesson 8: WALT Performance of a chosen Musical.</p> <p><b>Key skills:</b> character developed, performing for an audience, accents and gestures, facial expressions</p> <p><b>EBI: Staying in character whilst performing to an audience.</b></p> <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <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> </tbody> </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)

6-Jan	B	16	<p><u>Overview of Unit/No. lessons 7</u></p> <p><b>Shakespeare:</b> Students will understand the complexities of performing a Shakespearean text. Interpret characters, explore Shakespearean comedy and tragedy.</p> <p><u>Lesson Sequence of Content:</u></p> <p><b>Lesson 1: WALT Connecting with Shakespeare's language.</b></p> <p>Key skills: Character interpretation, facial expression, gesture, body language, tone, pitch and pace.</p> <p>WILF: showing the characters emotions.</p> <p><b>Lesson 2: WALT How to create comedy in a scene.</b></p> <p>Key Skills: slapstick comedy, physicality, character interpretation.</p> <p>WILF: Exaggerated physicality that helps to tell as story.</p> <p><b>Lesson 3: Walt Understanding the themes of the tempest.</b></p> <p>Key Skills: interpretation, freeze frames, thought tracking.</p> <p>WILF: students can highlight the key moment in the play.</p>	<p><b>Tier 2/3 Vocabulary</b> <i>Subtext, iambic pentameter, tragedy, interpretation, plot, theatre in the round.</i></p> <p><b>Disciplinary Knowledge / Cultural Capital:</b> Theatre knowledge, historical plays.</p> <ul style="list-style-type: none"> <li>• <b>Careers Links:</b> Actor, director, set designer, costume designer, playwright,</li> <li>• <b>EDI Links:</b> Neural Diversity, Gender, lower/working class</li> <li>• <b>Equality Diversity and Inclusion (EDI) links?</b></li> <li>• <b>Equality Diversity and Inclusion (EDI) links?</b></li> </ul> <p><i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i></p> <p><i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i></p> <ul style="list-style-type: none"> <li>• <i>10/2 Chinese New Year</i></li> </ul> <p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>• Quick Quiz</li> <li>• Verbal Questioning</li> <li>• Performance and Feedback</li> <li>• End of Unit WWW and EBI</li> <li>• End of Unit Knowledge Quiz</li> </ul> <p><b>AT: Performance: Short performance of The Tempest.</b></p> <p><b>ST: Written test: assessing keywords and performance skills.</b></p>
13-Jan	A	17		
20-Jan	B	18		
27-Jan	A	19		
3-Feb	B	20		
10-Feb	A	21		

**Half-Term** 6 weeks (3 lessons) (29 Days)

25-Feb	B	22	<p><b>Lesson 4: WALT Exploration of act 1.</b></p> <p>Key Skills: Freeze frames, facial expressions, body language, pace, pause and pitch.</p> <ul style="list-style-type: none"> <li>• <b>Equality Diversity and Inclusion (EDI) links?</b></li> </ul> <p><i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i></p>
3-Mar	A	23	
10-Mar	B	24	
17-Mar	A	25	
24-Mar	B	ST2	

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31-Mar			<p>WILF: How students use their vocal and physical skills to perform a character.  <b>Lesson 5: WALT Performing to an Audience.</b>            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.  <b>Lesson 6: WALT End of year performances- students choice.</b>            Key skills: facial expressions, gesture, levels, body language, gate, pitch, pause, pace and tone.            WILF: Students confidence in their chosen genre.</p> <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <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> </tbody> </table> <p><b>Easter Holiday</b> 6 weeks (?? lessons) (29 Days)</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.	
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<b>Easter Holiday</b>		5 weeks (3 lessons) (23 Days)								
22-Apr	B	28	<p>Overview of Unit/No. Lessons 7</p> <p><b>Commedia Dell'arte:</b>            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.  <b>Lesson 1: WALT Understand they conventions of Commedia Dell'arte.</b>            Key skills: status, facial expressions, gesture, body language  <b>EBI : students make links to present day.</b>  <b>Lesson 2: ST2 (Shakespeare)</b>  <b>Lesson 3: WALT Understanding the characters in Commedia and exploring themes.</b>            Key skills: improvisation, gate, body language  <b>EBI: students create comedy in their scenes.</b>  <b>Lesson 3: WALT Understanding how to use slapstick comedy.</b> Key skills, physicality, gesture, mime, facial expressions</p>	<ul style="list-style-type: none"> <li>Foundational Concepts: <b>Theatre History</b> </li> <li><b>Tier 2/3 Vocabulary</b> <i>Stock Characters, slapstick comedy, exaggerated, lazzi, status, hierarchy</i></li> <li><b>Disciplinary Knowledge / Cultural Capital:</b> Theatre knowledge, Stock characters</li> <li>•</li> <li><b>Careers Links:</b> Actor, director, set designer, costume designer</li> <li><b>EDI Links:</b> Ageism, Gender, lower/working class</li> <li><b>Equality Diversity and Inclusion (EDI) links?</b></li> <li><b>Equality Diversity and Inclusion (EDI) links?</b></li> </ul> <p><i>Good Friday 18/4            Easter Sunday 20/4            Autism and stress awareness month.            25/4 World Malaria Day            26/4 Lesbian visibility day            UK national walking month.            1/5-7/5 Deaf awareness week            23/05 Vesak</i></p> <p><b>ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>Quick Quiz</li> <li>Verbal Questioning</li> <li>Performance and Feedback</li> <li>End of Unit WWW and EBI</li> </ul>						
28-Apr	A	29								
5-May	B	30								
12-May	A	31								
19-May										
	B	32								

			<p><b>EBI: building a story/tension for the audience.</b> Lesson 4: <b>WALT Slapstick comedy performance assessment.</b> Key skills: performing to an audience, giving and receiving feedback.</p> <p><b>EBI: Giving examples/ suggestions on how the group can improve</b></p>	<ul style="list-style-type: none"> <li>End of Unit Knowledge Quiz</li> <li><b>AT: Performance: Commedia inspired performance. Live Theatre review assessment (written).</b></li> </ul>						
<b>Half-Term</b>			7 weeks (4 lessons) (34 Days)							
2-Jun	A	33	<p>Lesson 5: <b>WALT Critically analysing another actor's performance.</b></p> <p>Key skills: Using Drama specific language.</p> <p>WILF: analysing how an actor performed not describing how an actor performed.</p> <p>Lesson 6: <b>WALT How to write a theatre review.</b></p> <p>Key skills: Understanding the question and using drama terminology to answer the question.</p> <p>WILF: analysis all of the actor's performance.</p> <p>Lesson 7: <b>Walt Writing a theatre review-assessment.</b></p> <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <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> </tbody> </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"> <li><b>Equality Diversity and Inclusion (EDI) links?</b></li> <li><i>LGBTQ+ pride month.</i></li> <li><i>Gypsy, Roma and Traveller history month.</i></li> <li><i>12/6 world day against child labour</i></li> <li><i>18/6 autistic pride day</i></li> <li><i>20/6 World refugee day</i></li> </ul>
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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: 189 Days)										

### Prompt Questions

**Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?**

**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?

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- **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)