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 2024-2	<mark>5</mark> – Drama
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
			8 weeks (4 Lessons)	(38Days)
Tues 2-Sep	А	1	Overview of Unit/No. Lesson 8	
9-Sep	В	2	An insight into the world of Musical	Foundational Concept(s): Understanding Theatre
16-Sep*	Α	3	Theatre, exploring the skills required,	
23-Sep	В	4	roles and responsibilities in the Theatre. Study three contrasting Musicals and one	<b>Tier 2/3 Vocabulary</b> : Facial expressions, body language, gesture, levels and proxemics, body as prop,
30-Sep	D	5	selected for a performance.	improvisation, volume, tone, pitch pace, physicality,
•	A		Musical Theatre:	sub-text,
7-Oct	В	6		
14-Oct	A	7	Lesson 1: WALT Introduction to Musical Theatre.	<b>Disciplinary Knowledge / Cultural Capital</b> : Stage craft, Understanding Musical theatre.
21-Oct	В	8	Key skills: Projection, pace, movement,	Careers Links: performer, Director, Playwright, set
			musicality.	design. Lighting, costume.
			EBI: Recognise the difference between	
			Musical theatre and Pantomime.	EDI Links: Ageism, Gender
			Lesson 2: WALT Understanding the concepts of Musical Theatre.	• Equality Diversity and Inclusion (EDI) links?
			Key skills: Rhythm, pace, movement, sub	Parent and Carers month/Black History month
			text.	3/9 World afro day 23/9 International day of sign languages
			EBI: Combining Drama skills with	10/10 world mental health day
			movement with a musical underscore.	5/10 world teachers day
			Lesson :3 WALT Genre's of Musical theatre.	6/10 World cerebal palsy day
			Key skills: Interpretation, movement,	
			tone, pitch.	ASSESSMENT:
			EBI: Link costume, set and lighting to	Quick Quiz
			different Musical Genres.	<ul> <li>Verbal Questioning</li> <li>Performance and Feedback</li> </ul>
			Lesson 4: WALT Exploration of a popular	End of Unit WWW and EBI
			Musical.	End of Unit Knowledge Quiz
			Key skills: character developed,	AT: Performance: Musical Theatre: Shrek the Musical,
			performing for an audience, accents and	The Greatest showman or Matilda.
			gestures.	ST: Written test: assessing keywords and
			EBI: Interpretation of a well-known character.	performance skills.
				•
Half-Term			7 weeks (5 lessons) (35 l	L Days)
4-Nov	A	9	Lesson 5: ST1 Lesson 6: WALT Exploration of a popular	
11-Nov	В	ST1	Musical. <b>Key skills</b> : character developed,	
18-Nov	Α	ST1	performing for an audience, accents and	
10 1000		311	gestures.	
25-Nov	В	12	EBI: Interpretation of a well-known character.	
2-Dec	Α		Lesson 7: WALT Exploration of a popular	
z-Dec	A	13	Musical.	
9-Dec	В	13	Key skills: character developed,	
J-Det	D	14	performing for an audience, accents and	
16-Dec	^		gestures.	
TO-DEC	A	15	EBI: Interpretation of a well-known	
		15	character.	

		1				
			Lesson 8: WAI	T Performanc	e of a chosen	
			Musical.			
	<b>Key skills</b> : character develope performing for an audience, a					
			gestures, facia			
			EBI: Staying in	n character wł	nilst	
			performing to	an audience.		
				Comparent		
			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.	
Christman Holis				6 wook	c (2 lossons) (20	Dave
Christmas Holic	-		Overview of U		s (3 lessons) (30	
6-Jan	В	16	Overview of U			<b>Tier 2/3 Vocabulary</b> <i>Subtext, iambic pentameter,</i> <i>tragedy, interpretation, plot, theatre in the round.</i>
	^	10	Shakespeare:	Students will	understand	Disciplinary Knowledge / Cultural Capital: Theatre
12 Jan	A	17	the complexit	ies of perform	ing a	knowledge, historical plays.
13-Jan		17	Shakespeariar	n text. Interpre	et characters,	•
	В		explore Shake	spearian com	edy and	Careers Links: Actor, director, set designer,
20-Jan		18	tragedy.			
	A		Lesson Seque	nce of Conten	<u>t</u> :	costume designer, playwright,
27-Jan		19	Lesson 1: WAI	T Connecting	with	EDI Links: Neural Diversity, Gender,
3-Feb	В		Shakespeare's language.			lower/working class
		20	Key skills: Cha	racter interpre	etation, facial	• Equality Diversity and Inclusion (EDI) links?
			expression, gesture, body language, tone,		nguage, tone,	• Equality Diversity and Inclusion (EDI) links? LGBT+ History month
			pitch and pace	2.		27/1 Holocaust memorial day
			WILF: showing		rs emotions.	
			-	-	ate comedy in	1/2 World Hijab Day
			a scene.		,	6/2-12/2 Children's mental health week.
				a scene. Key Skills: slapstick comedy, physicality,		7/2 Safer internet day
			character inte		p,o,,	• 10/2 Chinese New Year
			WILF: Exagger	•	ty that helps	ASSESSMENT:
			to tell as story		-,	
					ng the themes	Quick Quiz
			of the tempes		0	Verbal Questioning
			Key Skills: inte		eeze frames	<ul> <li>Performance and Feedback</li> </ul>
			thought tracki			<ul> <li>End of Unit WWW and EBI</li> </ul>
			0	0	t the key	<ul> <li>End of Unit Knowledge Quiz</li> </ul>
			WILF: students can highlight the key moment in the play.			AT: Performance: Short performance of The Tempest.
			moment in the play.			ST: Written test: assessing keywords and
						performance skills.
	A					
10-Feb		21				
Half-Term				6 wee	ks (3 lessons) (2	
25-Feb	В	22				Equality Diversity and Inclusion (EDI) links?
3-Mar	Α	23	Lesson 4: WAI			Women's history month Ramadhan begins 1/3
10-Mar	В	24	Key Skills: Free			21/3 World Down Syndrome day
17-Mar	Α	25	expressions, body language, pace, pause			31/3 Transgender day of visibility
24-Mar	B		and pitch.			
24-ividi	D	ST2				

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31-Mar						
27-1/141			<ul> <li>WILF: How students use their vocal and physical skills to perform a character.</li> <li>Lesson 5: WALT Performing to an Audience.</li> <li>Key skills: facial expressions, gesture, levels, body language, gate, pitch, pause, pace and tone.</li> <li>WALT: Students using key Drama skills to perform a set text.</li> <li>Lesson 6: WALT End of year performances- students choice.</li> <li>Key skills: facial expressions, gesture, levels, body language, gate, pitch, pause, pace and tone.</li> <li>WILF: Students confidence in their chosen genre.</li> </ul>			
			Prior (Y7)	Current	Next (Y9)	
				(Y8)		
			Students created a	Students create a	Students explore The Crucible-	
			performance using a script.	performance using a well-	Understanding historical context and	
				known script and following	performing scene accurately as the	
				stage directions.	playwright intended.	
				la.,		
	А	ST2	Easter Holid 6 weeks (??	-	9 Davs)	
Easter Holiday	I				eeks (3 lessons) (23 [	
22 4	1		Overview of Unit/No. Lessons 7			Jaysj
22-Apr	В	28	Overview of			Foundational Concepts: Theatre History
22-Apr 28-Apr			Overview of Commedia	<sup>f</sup> Unit/No. L		Foundational Concepts: Theatre History
28-Apr	B	29	Commedia Exploration	<sup>f</sup> Unit/No. Li <b>Dell'arte:</b> of the olde:	essons 7 st acting style,	Foundational Concepts: Theatre History     Tier 2/3 Vocabulary Stock Characters, slapstick
-	A		Commedia Exploration Commedia.	f Unit/No. Le Dell'arte: of the oldes Students w	essons 7 st acting style, ill learn how	Foundational Concepts: Theatre History
28-Apr 5-May		29 30	Commedia Exploration Commedia. theatre was	FUnit/No. Le Dell'arte: of the oldes Students w originally p	essons 7 st acting style, ill learn how performance as well	Foundational Concepts: Theatre History     Tier 2/3 Vocabulary Stock Characters, slapstick comedy, exaggerated, lazzi, status, hierarchy
28-Apr	A B	29	Commedia Exploration Commedia. theatre was as looking a	FUnit/No. Le Dell'arte: of the oldes Students w originally p t modern au	essons 7 st acting style, ill learn how performance as well rtists who have	Foundational Concepts: Theatre History     Tier 2/3 Vocabulary Stock Characters, slapstick comedy, exaggerated, lazzi, status, hierarchy  Disciplinary Knowledge / Cultural Capital: Theatre
28-Apr 5-May 12-May	A B	29 30	Commedia Exploration Commedia. theatre was as looking a	F Unit/No. Li Dell'arte: of the oldes Students w originally p t modern an ation form o	essons 7 st acting style, ill learn how verformance as well rtists who have commedia. Ending	Foundational Concepts: Theatre History     Tier 2/3 Vocabulary Stock Characters, slapstick     comedy, exaggerated, lazzi, status, hierarchy     Disciplinary Knowledge / Cultural Capital: Theatre     knowledge, Stock characters
28-Apr 5-May 12-May	A B	29 30	Commedia Exploration Commedia. theatre was as looking a taken inspir with studen review.	Unit/No. Le Dell'arte: of the olde: Students w originally p t modern an ation form o ts writing a	essons 7 st acting style, ill learn how performance as well rtists who have commedia. Ending live theatre	Foundational Concepts: Theatre History     Tier 2/3 Vocabulary Stock Characters, slapstick     comedy, exaggerated, lazzi, status, hierarchy     Disciplinary Knowledge / Cultural Capital: Theatre     knowledge, Stock characters     •
28-Apr 5-May 12-May	A B	29 30	Commedia Exploration Commedia. theatre was as looking a taken inspir with studen review. Lesson 1: W	Unit/No. Le Dell'arte: of the oldes Students w originally p t modern an ation form o ts writing a	essons 7 st acting style, ill learn how performance as well rtists who have commedia. Ending live theatre stand they	<ul> <li>Foundational Concepts: Theatre History</li> <li>Tier 2/3 Vocabulary Stock Characters, slapstick comedy, exaggerated, lazzi, status, hierarchy</li> <li>Disciplinary Knowledge / Cultural Capital: Theatre knowledge, Stock characters</li> </ul>
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28-Apr 5-May 12-May	A B	29 30	Commedia Exploration Commedia. theatre was as looking a taken inspir with studen review. Lesson 1: W conventions Key skills: st gesture, boo EBI : studen Lesson 2: ST Lesson 3: W characters i themes. Key skills: in language EBI: student scenes. Lesson 3: W	E Unit/No. Li Dell'arte: of the oldes Students w originally p t modern an ation form of ts writing a 'ALT Unders of Comme tatus, facial dy language ts make lin f2 (Shakesp ALT Unders n Commedian provisation ts create co	essons 7 st acting style, ill learn how performance as well rtists who have commedia. Ending live theatre stand they edia Dell'arte. expressions, standing the ia and exploring h, gate, body medy in their standing how to	<ul> <li>Foundational Concepts: Theatre History</li> <li>Tier 2/3 Vocabulary Stock Characters, slapstick comedy, exaggerated, lazzi, status, hierarchy</li> <li>Disciplinary Knowledge / Cultural Capital: Theatre knowledge, Stock characters</li> <li>Careers Links: Actor, director, set designer, costume designer</li> <li>EDI Links: Ageism, Gender, lower/working class</li> <li>Equality Diversity and Inclusion (EDI) links?</li> <li>Equality Diversity and Inclusion (EDI) links?</li> <li>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</li> <li>Assessment:</li> <li>Quick Quiz</li> </ul>
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28-Apr 5-May 12-May	A B	29 30	Commedia Exploration Commedia. theatre was as looking a taken inspir with studen review. Lesson 1: W conventions Key skills: st gesture, boo EBI : studen Lesson 2: ST Lesson 3: W characters i themes. Key skills: in language EBI: student scenes. Lesson 3: W	E Unit/No. Li Dell'arte: of the oldes Students w originally p t modern an ation form of ts writing a ALT Unders of Comme atus, facial dy language the make lin f2 (Shakesp fALT Unders n Commedi hprovisation ts create co fALT Unders k comedy. I gesture, min	essons 7 st acting style, ill learn how performance as well rtists who have commedia. Ending live theatre stand they edia Dell'arte. expressions, standing the ia and exploring h, gate, body medy in their standing how to Key skills,	<ul> <li>Foundational Concepts: Theatre History</li> <li>Tier 2/3 Vocabulary Stock Characters, slapstick comedy, exaggerated, lazzi, status, hierarchy</li> <li>Disciplinary Knowledge / Cultural Capital: Theatre knowledge, Stock characters</li> <li>Careers Links: Actor, director, set designer, costume designer</li> <li>EDI Links: Ageism, Gender, lower/working class</li> <li>Equality Diversity and Inclusion (EDI) links?</li> <li>Equality Diversity and Inclusion (EDI) links?</li> <li>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</li> <li>Assessment:</li> <li>Quick Quiz</li> </ul>

T weeks (4 lessons) (34 Days)         2-Jun       A       33       Lesson 5: WALT Critically analysing another actor's performance.       Call of the state actor's performance.       CBTQ+ pride month.       CBTQ+ pride mon				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. EBI: Giving examples/ suggestions on how the group can improve			<ul> <li>End of Unit Knowledge Quiz</li> <li>AT: Performance: Commedia inspired performance. Live Theatre review assessment (written).</li> </ul>
9-Jun       B       34         16-Jun       A       35         23-Jun       36       Key skills: Using Drama specific language. WILF: analysing how an actor performed. Lesson 6: WALT How to write a theatre review.       LGBTQ+ pride month. Gypsy, Roma and Traveller history month.         30-Jun       A       37         7-Jul       B       38         14-Jul       Key skills: Understanding the question and using drama terminology to answer the question. WILF: analysis all of the actor's performance. Lesson 7: Walt Writing a theatre review- assessment.       Next (Y9)         Prior (Y7)       Current Silent Movies).       A god understanding of create drama. Link back to silent Movies).       A god understanding of understanding of understanding of silent Movies).	Half-Term				7 w	eeks (4 lessons) (	34 Days)
Jun       A       35         16-Jun       A       35         23-Jun       36       WLF: analysing how an actor performed not describing how an actor performed. Lesson 6: WALT How to write a theatre review.       Gypsy, Roma and Traveller history month.         30-Jun       A       37         7-Jul       B       38         14-Jul       Key skills: Understanding the question and using drama terminology to answer the question. WILF: analysis all of the actor's performance. Lesson 7: Walt Writing a theatre review-assessment.       Wilf: analysis glap stick Comedy to come and stock Comedy to come and stock characters. Usick characters. Link back to stock characters. Link back to comedy to come and stock characters. Stoc	2-Jun	А	33	Lesson 5: W/	ALT Critically a	analysing	• Equality Diversity and Inclusion (EDI) links?
10-Jun       A       35         23-Jun       36         30-Jun       A       37         7-Jul       B       38         14-Jul       Key skills: Understanding the question and using drama terminology to answer the question.       20/6 World refugee day         WILF: analysis all of the actor's performance.       Lesson 7: Walt Writing a theatre review-assessment.       20/6 World refugee day         Prior (Y7)       Current (Y8)       Next (Y9)       Understanding of create drama.         Using lang stock characters and stock characters and Mime (previous) yexplored in silent movies)       Using slap stock characters and Mime (previous) yexplored in silent Movies).       A good	9-Jun	В	34				
23-Jun       B       30       not describing how an actor performed. Lesson 6: WALT How to write a theatre review.       18/6 autistic pride day 20/6 World refugee day         14-Jul       B       38         14-Jul       Key skills: Understanding the question and using drama terminology to answer the question.       WILF: analysis all of the actor's performance.         Lesson 7: Walt Writing a theatre review- assessment.       Next (Y9) (Y8)         Explored Silent movies and stock characters.       Using slap stick comedy to stock characters and Mime (previously explored in Silent Movies).       A good         A       39	16-Jun	А	35	-			
S0-Juli       A       37       review.         7-Jul       B       38       Key skills: Understanding the question and using drama terminology to answer the question.         14-Jul       VILF: analysis all of the actor's performance.       WILF: analysis all of the actor's performance.         Lesson 7: Walt Writing a theatre review-assessment.       Prior (Y7)       Current (Y8)       Next (Y9)         Explored       Using slap stick characters.       A good       understanding of understanding of the action.         A       39       A       Heat Movies).       A good	23-Jun	В	36	not describir	ng how an act	or performed.	18/6 autistic pride day
7-Jul       B       38       Key skills: Understanding the question and using drama terminology to answer the question.         14-Jul       Image: Comparison of the state	30-Jun	Α	37		ALT How to w	rite a theatre	20/6 World refugee day
14-Jul       using drama terminology to answer the question. WILF: analysis all of the actor's performance. Lesson 7: Walt Writing a theatre review-assessment.         Prior (Y7)       Current (Y8)         Explored       Using slap stick comedy to comedy to comedy to comedy to create drama. Link back to create drama. Link back to stock characters and Mime (previously explored in Silent Movies).         A       39	7-Jul	В			dorstonding t	he question and	
Explored       Using slap stick       A good         Silent movies       comedy to       understanding of         and stock       create drama.       Link back to         characters.       Link back to       stock characters         and Mime       (previously         explored in       Silent Movies).	14-Jul			using drama question. WILF: analys performance Lesson 7: Wa	terminology t is all of the ac e.	tor's	
		А	39	Explored Silent movies and stock	(Y8) Using slap stick comedy to create drama. Link back to stock characters and Mime (previously explored in	A good understanding of comedy. Develop this area in the	
				<u> </u>		(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?

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?

- 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)