

YEAR 8 DRAMA CURRICULUM PROGRESSION OVERVIEW

Y8 curriculum is designed to grow and develop student's skills from the previous year as well as exploring more challenging texts and stimuli. There will be more of a focus on developing characterisation skills and improving the quality of performance work now that students are more comfortable with their peers and the subject. Y8 also sees the introduction of theory-based work where they learn about different aspects of theatre such as lighting and staging and then apply that knowledge at the end of the year to a live performance review.

	Autumn Term 1&2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Nia's Story (Fire Safety)	'Refugee Boy' - Benjamin Zephania	Devising from a stimulus	'The Curious Incident of the Dog in the Night-time' – Mark Haddon	'The Exam' by Andy Hamilton
Crucial Knowledge	Students will be given a real-life story from the Fire Brigade where a 15year old girl was found guilty of arson and manslaughter. Each lesson, students work in groups to re-tell the next section of the story. Devising – creating their own interpretation of the scene Dialogue – including of their own dialogue. Techniques: Narration Marking the moment Slow Motion Split Stage Mime	Devising from a stimulus. Blocking – how to use the stage space creatively and with atmosphere. How to show status in a performance through vocal and physical skills. How to use freeze frames and spoken thoughts in an improvisation based off the text. What is a monologue? Technique: Marking the moment and how to use it successfully in a performance. What is a refugee?	How to work from a stimulus (poem and picture) to discuss key themes, questions and ideas. What does it mean to devise? Devising techniques: Creating plot, characters, thinking about structure, including drama techniques. Non-naturalistic drama – putting together scenes that are more abstract e.g. how to show sending messages? How to show a	This is a more challenging exploration of a script building on from Y7. The play follows the life of a young boy with Asperger's Syndrome – allowing students to see the world from a different point of view and showing understanding of differences. Techniques Blocking Stage Directions Hot Seating Spoken Thoughts Still Images	Students will read and practically explore a play based around 3 students taking their GCSE exams. The play examines feelings of stress and pressure from themselves plus their family members. Comedic – Class to spend time looking at how to highlight the comedic elements Comedy timing Characterisation Stage Directions Vocal Skills Physical Skills Improvisation



	Acting Skills: Facial expressions Body Language Gesture Voice: tone, pitch, projection Levels Proxemics Improvisation PSHE Links: peer pressure, fire safety, consequences, law.	How to create tension in a play. What are stage directions and why are they useful?	group chat visually on stage. Choral speaking and movement.		
Why this learning now?	A play is an excellent way to support students of all abilities, it gives lessons more structure and with characters and dialogue already written this allows us to focus more on characterisation skills with devising coming later in the year. This play is bigger in length than the one in Y7 and looks at more challenging themes such as death, bullying, peer pressure, guilt and consequences.	Devising is a difficult skill to master in drama. The art of thinking, creating, developing, and performing your own unique work. Therefore, it is placed towards the end of the year. This unit requires all the previous skills and knowledge taught up to this point to be successful. Refugee Boy is also a topic that requires understanding, empathy, and maturity as they look at themes such as racism and identity. The scheme looks at working with extracts of a script as well as devising, and so doing so after looking at 'Terrible Fate' will keep learning fresh for the students to go ahead and apply their new script	Devising work from the stimulus of social media is placed in the middle of the year as this would be the age students are likely to be spending more and more time on social media, whether that be for chatting with friends or gaming. This unit comes in to warn students of the dangers whilst also celebrating the positive aspects of social media so they can make informed choices on their own behaviour in the future. The skills needed will build upon those looked at in Summer 1 and 2 in Y7 and pushing their devising skills even further, asking them to come up with more	Students will be working from the script and also devising their own work. Showcasing skills and understanding they have built up in Y7 to this point. Students are now mature enough to look at the character in more detail and understanding neurodivergence.	This script brings a different level of challenge since there is only 3 core cast members, demanding more multi-role skills to play the others. Since it's a comedy the end of Y8 students should be feeling confident in their abilities and surroundings to explore the script and it's content. The mature theme of stress and pressure sets them up for Y9 when they begin to think about their options and future exams.



		knowledge to a more challenging play. The devised element of this topic comes at a time when students will have a solid grasp of the skills and techniques needed to be successful on stage where the teacher can now add more complexity into the tasks.	complex scenes on their own using a range of drama techniques in more serious contexts.		
Assessment Opportunities:	Formative - Recall starters. - Cold call and targeted questioning throughout the lesson. - Spotlighting or show backs of performances mid-way through lessons to model and evaluate. - Teacher to circulate the room to assess progress and give verbal feedback on how to improve work. - Students to complete a workbook throughout the lessons that have information and tasks built into them to assess their knowledge and understanding at various points.				
	Summative Students to pick a scene of their choice, and direct and perform that to the class using the ARE's assessment criteria.	Summative Students are given an extract from a play and are asked specifically how to stage. Students must use their new knowledge and include staging and lighting in their response.	Summative To devise their own performance based on an image stimulus. Or To prepare a devised performance based on a poem stimulus.	Summative To perform a section of the script focusing on acting skills and staging.	Summative To perform a section of the script focusing on acting skills and staging.
Learning at Home	Oak Academy & Bitesize. Both offer good revision resources for the written Y8 exam.				



Key Vocabulary (Etymology words)	Characterisation	Refugee Discrimination	Neurodivergence	Naturalistic/Non- Naturalistic
Spiritual, Moral, Social and Cultural concepts covered	Themes covered in the play include bullying, peer pressure, consequences and guilt. Refugees/discrimination/neurodivergence			
Links to careers and the world of work	Throughout the year references will be made to job roles such as: director, lighting designer, costume designer, set designer and students are introduced to these roles and the responsibilities and encouraged to understand that not all jobs in the Performing Arts industry as that of actors.			

