

Year 8 Curriculum Overview Plan: Drama

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:
Exploration	Exploration	Exploration	Exploration	Exploration	Exploration
Question: How do	Question: Should	Question: What are	Question: How do	Question: How do	Question: What does
you create tension?	Drama entertain or	the consequences in	we get from 'page to	we devise using a	it mean to be a triple
Storytelling	educate?	the community?	stage'?	stimulus?	threat?
	Anti-social	Verbatim Theatre	Blood Brothers	Social Media	Musical Theatre
Prior Learning:	Behaviour				(West Side Story)
		Prior Learning:	Prior Learning:	Prior Learning:	Gangs and Rivalries
Students will recap	Prior Learning:	_	_	_	Gangs and Rivairies
and recall their		Students will recap	Students need to	Students will recap	
Drama exploration	Students will recap	and recall their	have a secure	and recall their	Prior Learning:
skills learned during	and recall their basic	Drama exploration	knowledge of how to	exaggerated and	
their storytelling	Drama exploration	knowledge so that	read and analyse a	over the top style of	Students will recap
topic at the	skills learned during	they can access and	playtext. They will	performance from	and recall their
beginning of their	their storytelling	experience this	combine this with	their silent movies	exaggerated and
learning journey.	topic from last half	'rehearsal for life'	their exaggerated	topic from last half	over the top style of
	term so they can	Process based Drama	character	term.	performance from
Students have prior	access this Process	topic.	development		their silent movies
learning of basic	based Drama topic.		knowledge and	Students have prior	topic from year 7 and
Drama skills and		Students need to	roleplay experience.	learning of basic	from their musical
techniques. They	Students will have a	have a secure		drama skills and	theatre unit in year
should have secured	developing	knowledge in the	Current Learning:	techniques. They	also. Students will be
knowledge in	knowledge of how to	following basic		should have secured	expected to recall
physical theatre,	create tension within	storytelling	Key Concepts,	knowledge in	the knowledge on
creating tension,	a piece of Drama and	techniques:	Knowledge & Skills	narration, freeze	Gangs and Rivalries
narration, freeze	how to create	Still Image	to be Embedded:	frame, vocal	Sungs and Mvanies



				Ambido	on · bravery · Respect
frame, vocal	suspense for an	Narration	Students will explore	expression, roleplay	from Half Term 2
expression, roleplay	audience.	Roleplay	this play by 'Willy	and mime.	earlier in the year.
and mime.	Current Learning:	Body as Prop	Russell' and the		
			themes of:	Students need to also	Students will also
Current Learning:	Key Concepts,	Current Learning:	Superstition	have a secure	combine prior
	Knowledge & Skills		Nature Vs. Nurture	knowledge in the	learning of basic
Key Concepts,	to be Embedded:	Key Concepts,	Social Class	following	drama skills with
Knowledge & Skills		Knowledge & Skills	Recession	exaggerated	some of their
to be Embedded:	Drama will be used	to be Embedded:	Childhood (being 7).	performance style	knowledge of
	as the vehicle to			techniques:	movement in unison,
Students will be	explore the topic of	Students will use	They will select and	Gestures	•
exploring how to	anti-social behavior	their knowledge of	use appropriate	Movement	canon and dynamics
create tension within	and allow students to	the Drama	Drama techniques to	Facial Expression	form their Dance
a piece of Drama	discover the causes	exploration	explore each of the	Gait	learning journey so
using the 'Tension	and effects of this	techniques to focus	different themes		far.
Pyramid' model.	negative behavior.	on making the morals	within the play. They	Students will have a	
Students will take		and choices that are	will be expected to	basic understanding	They should have
part in a series of	There will be a	evident within a	work on a duologue	of rhythm, timing,	secured knowledge
ensemble-based	particular focus on	range of Verbatim	as well as an	pace and pitch from	in narration, freeze
performances	gang culture and	Theatre style plays.	ensemble	their KS3 music	frame, vocal
incorporating	rivalries with an		performance.	lessons.	expression, roleplay
devised work and	introduction to a	This will allow	5.1.1		and mime.
teacher directed	cross curricular link	students to explore	Roleplay:	Current Learning:	
work.	to English with	the issue of 'doing	A fun and a 'playful'		Students will have a
	'Romeo and Juliet'.	the right thing' in	technique but also a	Key Concepts,	basic understanding
Confidence	0.01	difficult situations	key component in	Knowledge & Skills	of rhythm, timing,
One of the most	Confidence	that test friendships,	children's learning. It	to be Embedded:	pace and pitch from
significant skills we	One of the most	test their moral	promotes	Charles and the control of the contr	their KS3 music
need to be able to	significant skills we	compass and help	development in	Students will be	lessons.
project the best	need to be able to	them to make	speaking and	developing their	16330113.

informed choices

version of ourselves

project the best

listening skills, as well

knowledge of



into the world.
Drama/Theatre is one of the most effective means to develop self-confidence.

Co-operation

To be able to work together as part of a team towards a common goal or purpose.

Creativity

Builds leadership and communication skills. Learning to be creative and to 'think outside the box' can set you apart from the rest of a group.

Creating Tension:

The buildup of suspense towards a climatic event (often unknown), creating a sense of anticipation for the audience and leaving them wanting

version of ourselves into the world.
Drama/Theatre is one of the most effective means to develop self-confidence.

Co-operation

To be able to work together as part of a team towards a common goal or purpose.

Creativity

Builds leadership and communication skills. Learning to be creative and to 'think outside the box' can set you apart from the rest of a group.

Communication

Communication is using a combination of your performance skills to communicate your ideas and intentions to an

about their own behaviours within their community.

Confidence
Co-operation
Creativity
Communication
Commitment
Control

Conscience Alley:

To explore and evaluate the range of ideas, motivations, and factors that a character may be thinking about when making a major decision within real or imagined circumstances.

Angel/Devil:

A plot device used for either dramatic effect. The angel represents conscience and the devil represents temptation. This as giving students the opportunity to reflect on and develop their knowledge of this topic, whilst sparking and enhancing their creativity and imagination.

Mime:

Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop their exploration of the following:

Developing character or emotion without using the spoken word

Facial Expression

Movement and Gesture

performing arts styles, this topic focuses on Musical Theatre to give students the opportunity to experience alternative art forms (dance, singing, acting and storytelling through song).

Student's culture capital will be increased as they will be watching clips from current professional repertoire within the performing arts industry.

Acting Through Song:

The ability to tell a story and act with feeling and emotion appropriate to the choice of song.

Current Learning:

Key Concepts, Knowledge & Skills to be Embedded:

Students will be developing their knowledge of performing arts styles, this topic focuses on Musical Theatre with a focus on West Side Story to give students the opportunity to experience alternative art forms (dance, singing, acting and storytelling through song).

Student's culture capital will be increased as they will be watching clips from current professional



to know 'what happens next' (cliffhanger).

Body as Prop:

Using the body to create inanimate objects on stage. The objects will be personified and come to life.

Physical Theatre:

Knowledge of how to use Physical Theatre where physical movement is the primary method of storytelling.

Vocal Expression:

students will learn how to engage an audience and tell a story using PPPTV.

P= Pace – how fast or slow we speak

P= Pause – used for dramatic effect and to build up tension

audience. For example, if you are sad, you must be able to communicate this emotion to the audience; likewise, if you are happy, you must also be able to communicate that emotion.

Commitment

Being resilient and never giving up when a challenge may seem hard or difficult. Trying your best at something and seeing it through to the end no matter what.

Control

Self-control is important when considering spatial awareness in a room. It is also important when we evaluate how we are seen by others.

technique involves at least three people (co-operation).

Still Image:

Knowledge of how to practically use Still images. Still Images can be used in a variety of ways:

During a long speech

 they might be used to punctuate the words with clear imagery.

Making the drama onstage more interesting - by adding a visual dimension to the work.

Marking the
Moment - to explore
a key moment in
time.

Narration:

Knowledge of how to practically use this technique whereby one or more performers speak

Exploring Plot and Action

Body as Prop:

Using the body to create inanimate objects on stage. The objects will be personified and come to life.

Gait:

Gait is a person's manner of walking. The way a performer walks on stage will form part of their characterisation, e.g. an arrogant and high-status character may swagger or strut on stage.

Exaggerated Physical Expression

Focusing on all 4 of the GEMS: Gestures Emotions Movement

Reading a script:

Students will learn that they way in which we read a script is different to that of reading a book or novel.

Narration:

Knowledge of how to practically use this technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Mime:

Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop

repertoire within the performing arts industry as well as the opportunity to watch clips from the original motion picture production.

Acting Through Song:

The ability to tell a story and act with feeling and emotion appropriate to the choice of song.

Reading a script:

Students will learn that they way in which we read a script is different to that of reading a book or novel.

Narration:

Knowledge of how to practically use this technique whereby one or more



P= Pitch – how high or low we speak based on character T= Tone – choosing an appropriate tone to match the feeling or emotion of a character V= Volume – how loud or quiet we speak to create atmosphere and tension

Still Image / Freeze Frame:

Learning an alternative word for still image and developing existing Knowledge of how to practically use Still images. Still Images can be used in a variety of ways:

During a long speech - they might be used to punctuate the words with clear imagery.

Physical Theatre:

Knowledge of how to use Physical Theatre where physical movement is the primary method of storytelling.

Creating Tension:

The buildup of suspense towards a climatic event (often unknown), creating a sense of anticipation for the audience and leaving them wanting to know 'what happens next' (cliffhanger).

Vocal Expression: students will learn

how to engage an audience and tell a story using PPPTV.
P= Pace – how fast or slow we speak
P= Pause – used for dramatic effect and to build up tension

directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Roleplay:

A fun and a 'playful' technique but also a key component in children's learning. It promotes development in speaking and listening skills, as well as giving students the opportunity to reflect on and develop their knowledge of this topic, whilst sparking and enhancing their creativity and imagination

Body as Prop:

Using the body to create inanimate objects on stage. The

Speech

Future Learning:

This non-naturalistic

and exaggerated style of performance is recapped when students study the Musical Theatre topic during half term 6. Once covered in Y8 Blood Brothers topic, this exaggerated style will be interleaved into learning sequences throughout the entire Airedale Academy Drama learning journey. The skills learned here will underpin any of the topics that are relevant to the genre of comedy and where an exaggerated style of performance is required. Particularly when studying some

their exploration of the following:

Developing character or emotion without using the spoken word

Facial Expression

Movement and Gesture

Exploring Plot and Action

Still Image:

Knowledge of how to practically use Still images. Still Images can be used in a variety of ways:

During a long speech

 they might be used to punctuate the words with clear imagery.

Making the drama onstage more interesting - by adding a visual performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Mime:

Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop their exploration of the following:

Developing character or emotion without using the spoken word

Facial Expression



Making the drama onstage more interesting - by adding a visual dimension to the work.

Marking the
Moment - to explore
a key moment in
time.

Mime:

Knowledge of how to practically use Mime focusing on the use of gestures and facial expressions. Students will learn this historic art form and develop their exploration of the following:

Developing character or emotion without using the spoken word

Facial Expression Movement and Gesture P= Pitch – how high or low we speak based on character T= Tone – choosing an appropriate tone

an appropriate tone to match the feeling or emotion of a character

V= Volume – how loud or quiet we speak to create atmosphere and

tension
Still Image / Freeze
Frame:

Using Still Image /
Freeze Frame and
developing existing
Knowledge of how to
practically use Still
images. Still Images
can be used in a
variety of ways:

During a long speech
- they might be used
to punctuate the
words with clear
imagery.

Making the drama onstage more interesting - by

objects will be personified and come to life.

Future Learning:

Process Drama allows students to learn about issues and take lifelong skills into the wider curriculum and wider community. Learning about respect for each other and communicating with kindness are the foundation of the development of the students' holistic 5year Drama learning journey. Once covered here in year 8. the Process Drama topics will be interleaved into learning sequences throughout the rest of the Airedale Academy Drama learning journey.

of the key practitioners in year 9 and beyond.

Assessment Methods:

Low stakes quizzing using mini whiteboards

Questioning

Ongoing formative assessment including verbal feedback

Questioning

Low Stakes Quizzing and use of mini whiteboards

Practical Key Assessment against success criteria

Tier 3 Vocabulary Vault:
Co-operation

dimension to the work.

Marking the

Moment - to explore a key moment in time.

Gait:

Gait is a person's manner of walking. The way a performer walks on stage will form part of their characterisation, e.g. an arrogant and high-status character may swagger or strut on stage.

Choreography:

Knowledge of how to create movement to music and to devise original work based on a given stimulus.

Unison:

Where two or more dancers perform the

Movement and Gesture

Exploring Plot and Action

Still Image:

Knowledge of how to practically use Still images. Still Images can be used in a variety of ways:

During a long speech

 they might be used to punctuate the words with clear imagery.

Making the drama onstage more interesting - by adding a visual dimension to the work.

Marking the
Moment - to explore
a key moment in
time.

Gait:



	adding a visual	Assessment	Communication	same movement at	Gait is a person's
Exploring Plot and	dimension to the	Methods:	Concentration	the same time.	manner of walking.
Action	work.				The way a performer
		Low stakes quizzing	Superstition	Dynamics:	walks on stage will
GEMS:	Marking the	using mini	Recession	How the dancer	form part of their
Gestures	Moment - to explore	whiteboards	Character	moves: the energy,	characterisation, e.g.
Emotions	a key moment in		Characterisation	effort, force or	an arrogant and high-
Movement	time.	Questioning	Exaggerated	weight that is applied	status character may
Speech			Exaggeration	to movement over	swagger or strut on
	Mime:	Ongoing formative		time	
Future Learning:	Knowledge of how to	assessment including	Expression		stage.
	practically use Mime	verbal feedback	Physical	Future Learning:	
Storytelling is the	focusing on the use		Facial	Musical Theatre as a	Choreography:
foundation of all	of gestures and facial	Questioning		performance style is	Knowledge of how to
Drama and therefore	expressions. Students		Roleplay	revisited again in Y8	create movement to
the foundation of the	will learn this historic	Low Stakes Quizzing	Body as Prop	and Y9, this learning	music and to devise
students' 5-year	art form and develop	and use of mini	Mime	cycle introduces	original work based
Drama learning	their exploration of	whiteboards		Musical Theatre at a	on a given stimulus.
journey. Students will	the following:		Perform	basic level in	
consistently go back		Practical Key	Performance	preparation for it to	
to the questions	Developing character	Assessment against		be covered again in	Unison:
'what is storytelling?'	or emotion without	success criteria	Genre	the future at a	Where two or more
and 'how can we	using the spoken		Comedy	deeper level.	dancers perform the
create tension?' They	word	Tier 3 Vocabulary		Students also have	same movement at
will apply their		Vault:	Reading Exposure:	the opportunity to	the same time.
knowledge and	Facial Expression		Literacy & Numeracy:	attend our	the same time.
practical explorative		Co-operation	Blood Brothers	'Performing Arts'	Dynamics
skills to the next	Movement and	Communication	playtext. Key words,	extra-curricular club.	Dynamics:
steps on that 5-year	Gesture	Concentration	oracy and		How the dancer
learning journey.			performance		moves: the energy,
Once covered in Y8			feedback.		effort, force or



these questions will	Exploring Plot and	Kindness	Incorporating	Musical Theatre is	weight that is applied
be interleaved into	Action	Maturity	numbers into specific	studied as part of	to movement over
all future learning		Respect	activities.	Component 1 of the	time
sequences	Choral Speech:		Strategies to	BTEC Performing Arts	
throughout the	A group of two or	Still Image	enable new	course, Component	Future Learning:
entire Airedale	more performers	Freeze Frame	concepts,	1. The learning cycles	.
Academy Drama	speaking in unison or	Conscience	knowledge & skills	at KS3 will prepare	Musical Theatre as a
learning journey.	in canon to narrate a	Roleplay	to embed in long-	the students for	performance style is
	story or part of a	Body as Prop	term memory:	studying and	revisited again in Y9
Assessment	story.		term memory.	performing using	and this learning
Methods:		Character	Repeated skills	these stylistic	cycle is a
	GEMS:	Characterisation	practice in practical	features in KS4.	continuation of the
Low stakes quizzing	Gestures		performance through		introduction of
using mini	Emotions	Feeling	activities, group work	Assessment	Musical Theatre at a
whiteboards	Movement	Emotion	and Drama	Methods:	basic level in
	Speech	Decision	exploration tasks. All		
Questioning	Future Leavelne.	Perform	'Do It Now' tasks	Low stakes quizzing	preparation for it to
	Future Learning:	Performance	allow for recap and	using mini	be covered again in
Ongoing formative		Periormance	retrieval and	whiteboards	the future at a
assessment including	Process Drama	Tension	promote deeper		deeper level.
verbal feedback	allows students to	Suspense	understanding	Questioning	Students also have
Ougstioning	learn about issues	Suspense	through 'Think		the opportunity to
Questioning	and take lifelong skills into the wider	Tension Pyramid	Ahead' questioning	Ongoing formative	attend our
Low Stakes Quizzing	curriculum and wider	Dialogue		assessment including	'Performing Arts'
and use of mini	community. Learning	Биловис		verbal feedback	extra-curricular club.
whiteboards	about respect for	Stimulus		Questioning	
willeboalus	each other and	Stimuli		Questioning Low Stakes Quizzing	Musical Theatre is
Practical Key	communicating with			and use of mini	studied as part of
Assessment against	kindness are the	Feeling		whiteboards	Component 1 of the
success criteria	foundation of the	Emotion		winceboards	BTEC Performing Arts



	T	T	T T		
	development of the	Decision			course, Component
Tier 3 Vocabulary	students' holistic 5-			Practical Key	1. The learning cycles
Vault:	year Drama learning			Assessment against	at KS3 will prepare
	journey. Once			success criteria	the students for
Vocal Expression	recapped here in Y8,	Reading Exposure:			studying and
Pace	Process Drama topics	Literacy & Numeracy:		Tier 3 Vocabulary	performing using
Pause	will be interleaved	Real life account of a		Vault:	these stylistic
Pitch	into future learning	story, Key words,			features in KS4.
Tone	sequences	oracy and		Commitment	
Volume	throughout the	performance		Control	Assessment
	entire Airedale	feedback.		Co-operation	Methods:
Narration	Academy Drama	Incorporating		Creativity	Wiethous.
Narrator	learning journey.	numbers into specific		Facial Expression	Low stakes quizzing
		activities.		Body Language	using mini
Still Image / Freeze	Assessment				whiteboards
Frame	Methods:	Strategies to		Libretto	Willieboards
Body as Prop		enable new		Score	Questioning
	Low stakes quizzing	concepts,			Questioning
Tension	using mini	knowledge & skills		Actions	Ongoing formative
Suspense	whiteboards	to embed in long-		Energy	assessment including
Climax		term memory:			verbal feedback
Rising Action	Questioning	,		Exaggeration	
Denouement		Repeated skills			Questioning
n 4:	Ongoing formative	practice in practical		Focus	0
Mime	assessment including	performance through		Projection	Low Stakes Quizzing
Roleplay	verbal feedback	activities, group work			and use of mini
Danfanna		and Drama		Levels	whiteboards
Perform	Questioning	exploration tasks. All		Unison	
Performance		'Do It Now' tasks		Canon	
		allow for recap and		Dynamics	



Reading Exposure:	Low Stakes Quizzing	retrieval and		Practical Key
5 .	and use of mini	promote deeper	Ensemble	Assessment against
Literacy & Numeracy:	whiteboards	understanding	Pitch	success criteria
The Woman in Black		through 'Think	Rhythm	
text, Key words,	Practical Key	Ahead' questioning		Tier 3 Vocabulary
oracy and	Assessment against		Reading Exposure:	Vault:
performance	success criteria		Literacy & Numeracy:	
feedback.			Musical Theatre	Choral Speech
Incorporating	Tier 3 Vocabulary		script extracts. Key	Ensemble
numbers into specific	Vault:		words, oracy and	Unison
activities.			performance	Cannon
	Vocal Expression		feedback.	Rhythm
	Pace		Incorporating	Formation
Strategies to	Pause		numbers into specific	Projection
enable new	Pitch		activities.	
concepts,	Tone			Myth
knowledge & skills	Volume		Strategies to	Narrator
to embed in long-			enable new	Protagonist
term memory:	Narration		concepts,	Antagonist
term memory.	Narrator		knowledge & skills	Character
Repeated skills			to embed in long-	
practice in practical	Still Image / Freeze		term memory:	Exaggerate
performance through	Frame		Repeated skills	Exaggeration
activities, group work	Body as Prop		practice in practical	Expression
and Drama			performance through	
exploration tasks. All	Tension		activities, group work	Reading Exposure:
'Do It Now' tasks	Suspense		and Drama	Literacy & Numeracy:
allow for recap and	Climax		exploration tasks. All	West Side Story text
retrieval and	Rising Action		'Do It Now' tasks	& Romeo and Juliet
promote deeper	Denouement		allow for recap and	script extracts. Key



understanding	Mime	retrieval and	words, oracy and
through 'Think	Roleplay	promote deeper	performance
Ahead' questioning.	' '	understanding	feedback.
	Perform	through 'Think	Incorporating
	Performance	Ahead' questioning.	numbers into specific
	Ensemble		activities.
	Choral Speech		
			Strategies to
	Reading Exposure:		enable new
			concepts,
	Literacy & Numeracy:		knowledge & skills
	Romeo and Juliet		to embed in long-
	extracts, Key words,		term memory:
	oracy and		Repeated skills
	performance		practice in practical
	feedback.		performance through
	Incorporating		activities, group work
	numbers into specific		and Drama
	activities.		exploration tasks. All
			'Do It Now' tasks
	Strategies to		allow for recap and
	enable new		retrieval and
	concepts,		promote deeper
	knowledge & skills		understanding
	to embed in long-		through 'Think
	term memory:		Ahead' questioning.
	Repeated skills		
	practice in practical		
	performance through		



activities group work		
activities, group work		
and Drama		
exploration tasks. All		
'Do It Now' tasks		
allow for recap and		
retrieval and		
promote deeper		
understanding		
through 'Think		
Ahead' questioning.		