KS3 curriculum map – Drama Year 8

|  | **Topic** | **Key concept – what do I want the students to learn from this unit?** | **What knowledge will they acquire?** | **Rationale – why am I teaching this now?** | **Assessment – how will I test that students are acquiring knowledge – low stakes testing.** | **Skills development – what skills do I want to develop in this unit of work?** (exam skills, employability skills etc.) | **Key vocab** |
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| **YEAR 8 OVERVIEW** | | | | | | |  |
| **Y8 - Term 1** | Physical Theatre | How to tell a story primarily through physical movement | How to define and use the Physical Theatre techniques along with basic knowledge about who Frantic Assembly are and how to devise using their techniques. How to use the body, as opposed to the spoken word as the primary means of storytelling | To build on prior knowledge, students can use Physical Theatre to build on their devising skills in order to create theatre that is more dynamic, creative and unique | Verbal learning check points, solo taxonomy, questioning, practical task outcomes, regular recaps of prior learning, verbal self and peer assessment, ability to action and respond to feedback | Actors as objects, mirroring, sculptor and clay, puppet and master, shoal of fish, flock of birds, blooming and withering, slow motion, cannon, unison and phrase, chair duets, round by through,  Team work  Confidence  Negotiation  Co-operation  Compromise  Listening | Physical Theatre  Dynamic  Creative  Unique  Original  Physicality |
|  | **FORMAL ASSESSMENT** | | | | | | |
| **Y8 - Term 2** | Shakespeare | How to approach, prepare and perform an extract from a Shakespeare play | What Iambic pentameter is, How to use characterisation to communicate storyline and feeling, social, cultural, historical and political context Shakespeare wrote in, How to use Shakespeare’s text in a modern context.  To know and understand the themes of Romeo and Juliet. | To build on knowledge of performing scripted plays from Year 7, to support cross curricular links with English, to develop students understanding of Shakespeare before they embark on GCSE | Verbal learning check points, solo taxonomy, questioning, practical task outcomes, regular recaps of prior learning, verbal self and peer assessment, ability to action and respond to feedback | How to perform Shakespeare for a modern audience,  How to perform successfully in Shakespearean English, Team work  Confidence  Negotiation  Co-operation  Compromise  Listening | Shakespeare  Iambic Pentameter  Prologue  Groundling  Theatre  Language  Rhythm |
| **Y8 – Term 3** | Responding to Stimulus | The process of how to respond to a Stimulus | Knowledge of what makes Drama created from Stimulus effective, how to plan to devise effectively, what makes a good Drama stimulus, the meaning, reading and interpretation of semiotics | This takes devising skills to the next level by introducing the idea of responding and devising to a set brief with links to Level 2 qualification for KS4. This builds on prior knowledge and skills developed in schemes of learning in Year 7 and at the start of year 8. | Verbal learning check points, solo taxonomy, questioning, practical task outcomes, regular recaps of prior learning, verbal self and peer assessment, ability to action and respond to feedback | Play planning and structure  Devised improvisation  Rehearsal  Focus  Discipline  Concentration  Team work  Confidence  Negotiation  Co-operation  Compromise  Listening | Semiotics  Stimulus  Stimuli  Interpret  Interpretation  Devised improvisation |
|  | **FORMAL ASSESSMENT** | | | | | | |