|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 8 Curriculum Overview 2024-2025**  **Subject - Drama** | | | | | | |
|  | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Autumn Term**  Pantomime | To understand and be able to apply the key conventions of Pantomime | Demonstrate an understanding of stock character and how to build a stock character using voice and movement  How to learn lines from a short script  Understand the key elements of Pantomime, e.g Stock characters, Slapstick comedy and direct address to the audience.  Perform a range of explorative drama skills within practical work Devise a short Pantomime using the stimulus given.  Use appropriate subject specific language throughout lessons and feedback.  Effectively use feedback to improve the performance of others and own work. | Fairy-tale or pantomime stories  Freeze Frame  Stock Characters  What Pantomimes they  may have seen before  (Primary school).  What they already know  about certain characters in  a Pantomime. | Oracy  Discussion  Debate  Script writing  Understanding of language used by different characters  Reading a script | Oracy  Discussion  Team Work  Problem Solving  Actor/Actress  Script Writer | Performance of a pantomime  Focus on  Characterisation  Staying in role  ‘Stock character’ traits  Pantomime conventions |
| **Catholicity Across Drama** | **Human Dignity –** Use of role play helps students experience perspective different from her own, promoting empathy and understanding  **Participation –** an environment where students respectfully engage with the work of others  **Solidarity –** Students to work collaboratively with a common purpose. All students are part of a team where everyone’s opinion is valued  **Subsidarity** – Within the genre, pupils can choose their own character and performance  A bible quote which links to the lesson is on all lesson PowerPoints | | | | | |
| **Spring Term**  Mime | Applying key drama techniques to texts to explore themes and characters through mime | Understand how to use physicality effectively to create a clear character  Understand and apply Mime Drama skills to work  Effectively use feedback to improve the performance of others and own work  Use appropriate subject specific language throughout lessons and feedback | Physical Theatre  Mime  Choreography.  Mimes they may already have seen | Oracy  Discussion  Debate  Script writing  Understanding of movement used by different characters.  Reading a script. | Oracy  Discussion  Team Work  Problem Solving  Actor/ Actress  Choreographer | Mie performances.  Use of the body to create a character  Choreographing slapstick routines. |
| **Catholicity Across Drama** | **Human Dignity –** Use of role play helps students experience perspective different from her own, promoting empathy and understanding  **Participation –** an environment where students respectfully engage with the work of others  **Solidarity –** Students to work collaboratively with a common purpose. All students are part of a team where everyone’s opinion is valued  **Subsidarity** – Within the genre, pupils can choose their own character and performance  A bible quote which links to the lesson is on all lesson PowerPoints | | | | | |
| **Summer Term**  Physical Theatre | Perform a piece of theatre using Frantic Assemblies physical theatre techniques | Frantic Assembly techniques and exercises  Use of Laben’s 8 in the body  Round by Through movement  Chair duets from a given stimulus  Creating their own physical theatre using body as a prop  movement piece  Devising a theatre performance combining all skills from a given stimulus | Physical Theatre  Dance  Mime | Oracy  Discussion  Debate  Script writing  Understanding of language used by different characters  Reading a script | Oracy  Discussion  Team Work  Problem Solving  Actor/ Actress  Choreographer | Use of the body using Labens 8  Use of Round By Through  Chair Duets  Creation of a piece using body as a prop  Devised piece from a stimulus |
| **Catholicity Across Drama** | **Human Dignity –** Use of role play helps students experience perspective different from her own, promoting empathy and understanding  **Participation –** an environment where students respectfully engage with the work of others  **Solidarity –** Students to work collaboratively with a common purpose. All students are part of a team where everyone’s opinion is valued  **Subsidarity** – Within the genre, pupils can choose their own character and performance  A bible quote which links to the lesson is on all lesson PowerPoints | | | | | |