

| Year 8 and Drama Curriculum Map |   |   |  |
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|                                 | Autumn Term   | Spring Term   | Summer Term  |
| <b>Unit Length</b>              | <b>Unit 1-</b> Horror genre conventions- The Tell Tale Heart (Link with English) - 8 weeks  | <b>Unit 1-</b> Exploration of a play text- The Curious Incident of the Dog in the Night Time- (Linking with English) 12 weeks   | <b>Unit 1-</b> Exploration of a play text- The Curious Incident of the Dog in the Night Time- (Linking with English) 12 weeks<br><br><b>Unit 2-</b> Mini performance showcase  |
| <b>Assessment Objectives</b>    | <b>Unit 1-</b><br>AO1: Create and develop ideas to communicate meaning for theatrical performance.<br>AO2: Apply theatrical skills to realise artistic intentions in live performance.<br>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.<br>AO4: Analyse and evaluate their own work and the work of others. | <b>Unit 1-</b><br>AO1: Create and develop ideas to communicate meaning for theatrical performance.<br>AO2: Apply theatrical skills to realise artistic intentions in live performance.<br>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.<br>AO4: Analyse and evaluate their own work and the work of others. | <b>Unit 1-</b><br>AO1: Create and develop ideas to communicate meaning for theatrical performance.<br>AO2: Apply theatrical skills to realise artistic intentions in live performance.<br>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.<br>AO4: Analyse and evaluate their own work and the work of others.<br><br><b>Unit 2-</b><br>AO1: Create and develop ideas to communicate meaning for theatrical performance.<br>AO2: Apply theatrical skills to realise artistic intentions in live performance.<br>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. |

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| <b>Description of the topic and key learning outcomes.</b> | <b>Unit 1-</b> Students will learn the conventions of a typical horror. Students will explore the poem The Tell Tale Heart. Students will use their deduction and inference skills to comprehend key parts of the poem and use a variety of performance skills creatively to create tension. Students will learn how to adapt classic fairy tales using horror conventions. | <b>Unit 1-</b> Students will learn how to explore the play The Curious Incident of the Dog in the Night Time. They will examine the plot, key characters and the main themes of the play through practical exploration. Students will know how to effectively deduce and infer information about a character and to bring to life this character appropriately using their performance skills confidently and with some creativity. | <b>Unit 1-</b> Students will learn how to explore the play The Curious Incident of the Dog in the Night Time. They will examine the plot, key characters and the main themes of the play through practical exploration. Students will know how to effectively deduce and infer information about a character and to bring to life this character appropriately using their performance skills confidently and with some creativity.<br><br><b>Unit 2-</b> Students will rehearse and present a short devised performance around a theme. |
| <b>Assessment objectives and skills being taught</b>       | <b>Unit 1-</b> 2 stars and a wish of performances using ‘describing, analysing, evaluating’ as command words every lesson verbally and/or in written form. Student/ teacher agreed final band awarded at the end of the scheme.   | <b>Unit 1-</b> 2 stars and a wish of performances using ‘describing, analysing, evaluating’ as command words every lesson verbally and/or in written form. Student/ teacher agreed final band awarded at the end of the scheme. Students will also use DIRT to direct their rehearsal time with a clear target to support progress.   | <b>Unit 1 &amp; 2-</b> 2 stars and a wish of performances using ‘describing, analysing, evaluating’ as command words every lesson verbally and/or in written form. Student/ teacher agreed final band awarded at the end of the scheme. Students will also use DIRT to direct their rehearsal time with a clear target to support progress.  |
| <b>Milestone assessments</b>                               | <b>Unit 1-</b> Mid-point creating and performing progress assessment. End of scheme creating and performing assessment of devised performance.  | <b>Unit 1-</b> Mid-point creating and performing progress assessment. End of scheme creating and performing assessment of scripted performance. Students will need to learn their lines accurately.   | <b>Unit 1 &amp; 2-</b> Mid-point creating and performing progress assessment. End of scheme creating and performing assessment of scripted/ devised performance.   |
| <b>CEIAG</b>   | Career links to creative writing, story telling, performance within the arts industry. Skills taught will include devising, collaborative working, presentation of ideas, communication, time management, script writing, questioning.  | Career links to researching, creative writing, government/ local council law, media, teaching, mental health and wellbeing, story telling, performance within the arts industry. Skills taught will include devising, collaborative working, presentation of ideas with sensitivity to the topic, communication, time management, questioning, interpretation, comprehension.   | Career links to researching, creative writing, government/ local council law, media, teaching, mental health and wellbeing, story telling, performance within the arts industry. Skills taught will include devising, collaborative working, presentation of ideas with sensitivity to the topic, communication, time management, questioning, interpretation, comprehension.  |
| <b>Curriculum links</b>                                    | English, History  | English, History  | English, History   |
| <b>RRS</b>   | Article 14: Freedom of thought, belief and religion<br>Article 28: Right to education<br>Article 29: Goals of education   | Article 2: Non-discrimination<br>Article 6: Life, survival and development<br>Article 14: Freedom of thought, belief and religion<br>Article 28: Right to education<br>Article 29: Goals of education   | Article 14: Freedom of thought, belief and religion<br>Article 28: Right to education<br>Article 29: Goals of education  |
| <b>Wider reading</b>                                       | <b>Unit 1-</b> Knowledge organiser questions and horror stories.  | <b>Unit 1-</b> Knowledge organiser questions and mental health article research.  | <b>Unit 1 &amp; 2-</b> Knowledge organiser questions and extended reading in the form of newspaper articles  |

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|                                   |  |  | as part of their independent research.   |
| <b>Literacy programme</b>         | Oracy development- structured group talk, articulation of ideas, development of questioning, public speaking, articulation of thoughts and ideas.<br>Literacy development through wider reading- comprehension of texts and creation of summaries. | Oracy development- structured group talk, articulation of ideas, development of questioning, public speaking, articulation of thoughts and ideas.<br><br>Literacy development:<br>Key vocab and full answer equation wall<br>Literacy mats<br>DART sheets<br>DECODE IT NOW<br>RECIPROCAL Reading<br>Explode a quote sheet<br>Comprehension | Oracy development- structured group talk, articulation of ideas, development of questioning, public speaking, articulation of thoughts and ideas.<br>Literacy development through wider reading- comprehension of texts and creation of summaries. |
| <b>Independent Learning Tasks</b> | <b>Unit 1-</b> Knowledge organiser questions and horror stories. Additional rehearsal ahead of assessment.   | <b>Unit 1-</b> Knowledge organiser self-quiz questions, key facts summaries of research read.  | <b>Unit 1 &amp; 2-</b> Knowledge organiser questions and extended reading in the form of newspaper articles as part of their independent research. Students must produce article summaries of the articles they have sourced and read.             |