**DRAMA – Year 8 Curriculum**

| Content<br>(Intent) | Links to prior learning | Skills and Assessment<br>(Implementation) | Expected Learning Outcomes<br>(Impact) |
|---|---|---|---|
| **Term 1 and 2**<br>**Pantomime**<br>**Applied Skill:**<br>• Introduction and origins of Commedia Dell Arte.<br>• Stock Characters.<br>• Master – Servant Duologues.<br>• Pantomime Conventions.<br>• Devising a Pantomime. | • Use of stimulus<br>• Movement<br>• Tableaux<br>• Status<br>• Ensemble work | Skills:<br>• Knowledge of Commedia Dell Arte.<br>• Knowledge and implementation of Stock Characters.<br>• Structure of a piece of drama.<br>• Ensemble performance.<br><br>Assessment:<br>• Spontaneous and planned improvisation.<br>• Performance of Year 8 House Pantomime. | To understand the history and structure of Commedia Dell Arte.<br><br>To be able to use basic Commedia terminolog and convention. To implement techniques and stock characters within their final performance. |
| **Term 3 – Melodrama**<br>**Applied Skill:**<br>• Origins of Melodrama<br>• Stock Characters<br>• Script-writing and development of own Melodrama.<br>• Devising. | To expand students' knowledge and skill base.<br><br>To develop students' understanding further of ensemble, application of various genres and devised work through various extensions of previous activities with use of script and improvisation techniques. | Skills:<br>• Recognise Stock Characters of the genre.<br>• Application of genre to contemporary scenes.<br>• Vocals.<br>• Building a Performance<br><br>Assessment:<br>• Time Running Out Performance. | Be able to develop a character using exaggerated movement, gesture and physical stylisation.<br><br>Learn and apply knowledge of melodrama in performance.<br><br>Evaluate the influence of melodrama in contemporary performance |
| **Terms 4**<br>**Soap Operas**<br><br>• Knowledge of Soap Operas.<br>• Still Images and Stereotypes.<br>• Dramatic Monologue. | • Stimulus<br>• Movement<br>• Status<br>• Ensemble work | Responding in role to Teacher-in-role.<br><br>Developing and exploring ideas using key skills, with particular focus | To understand and use a range of drama skills and strategies linked to different types of Soap Operas.<br><br>To work both independently and as part of a group. |

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| • Devising.<br>• Costume.<br>• Opening of a Soap opera.<br>• Role-play. | • Improvisation. | on demonstrating character through vocal skills.<br><br>Evaluating the effectiveness of own work and that of others, using subject specific vocabulary and concise use of spoken English.<br><br>Assessment: None. | To use elements of Costume to create believable characters.<br><br>To lay the foundations of a soap community. |
| **Term 5/6**<br>**Charlie and the Chocolate Factory Script Deconstruction.**<br>• Annotations.<br>• Script Deconstruction.<br>• Character analysis.<br>• Script reading.<br>• Blocking. | • Character.<br>• Ensemble work.<br>• Tableaux.<br>• Physicality.<br>• Dialect.<br>• Story structure. | Skills:<br>• Knowledge of script construction.<br>• Character analysis.<br>• From page to stage.<br>• Technical terms.<br><br>Assessment: Performance of an extract. | Students will have learnt script structure. The progression from page to stage.<br><br>The craft of Story Telling.<br><br>How to utilise their individual skills for spontaneous improvisation and How to use the script to create an effective piece of ensemble theatre by using Charlie and the Chocolate Factory. |