



DRAMA – Y8

MAGHULL HIGH SCHOOL – CURRICULUM MAP

TERM 3.1 April-May	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
TOPIC (S) Devising Theatre	Objective: Be able to identify what a stimulus is and explore different ways to interpret a stimulus through practical performance.	Objective: Explore what perspective is in a situation. Analyse and explore how to portray both sides of a story through the dramatic technique of cross-cutting.	Objective: Explore the use of soundscapes in creating atmosphere in an effective performance. Make use of a soundscape to create an effective group performance.	Objective: Understand the role of narration. Look at how to relate narration to a stimulus. Develop and perform in a group using voice movement and gesture.	Objective: Explore the use of slow motion within a specific stimulus (World War 1). Create a performance making use of this dramatic techniques.	Objective: Explore the dramatic technique of a Cliff Hanger. Create a story which uses this effect and create a final performance making use of at least two dramatic conventions studied in this unit.
Knowledge & Skills development	<ul style="list-style-type: none"> Explore use of stimulus in drama and how to respond to a stimulus. Explore and develop key dramatic skills, and how these can be applied to a stimulus. Explore characters and character motivation, and how these can be demonstrated to an audience Take part in a variety of performances (individual, pair and group) Respond to feedback in order to improve work. 					
Assessment / Feedback Opportunities	Formative teacher assessment – class discussion	Formative self-assessment – group performance	Formative teacher assessment – group performance	Formative teacher and peer assessment - verbal	Formative teacher and peer assessment - verbal	Summative teacher assessment (filmed)
Cultural Capital	<ul style="list-style-type: none"> Students explore characters from a range of backgrounds which may be different to their own. Students are exposed to examples of drama texts that are not within their normal experience. 					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> Students perform in groups as part of a whole class, requiring team work Students work in pairs and groups to develop a performance, requiring resilience and teamwork Students have to both perform and respond to other students performances, so need to do so in a respectful manner 					
Reading opportunities	<ul style="list-style-type: none"> The Brecht Toolkit Plays by: Frantic Assembly National Theatre The Paper Birds Kneehigh Theatre Company Theatre De Complicite <p>Each of these theatre companies devise original works from a stimulus</p>					
Key Vocabulary	Creating Devising Collaboration Decisions Ideas Stimulus Freeze Frames Transitions Discussions Opinions Voice Pitch Pace					
Digital Literacy	Students can make use of department iPad to film and review their work.					

	In lesson 3 students can make use of music technology to record examples of soundscapes.
Cross-curricular links	Art, Dance and Music – In these subjects students also have to respond to and create work based on a stimulus.
Careers	How are dramatic conventions used in film and television to create an interesting viewing experience.