

Year 8

Subject: Drama

Half term	Unit title	Content	Skills	Assessment
1	Mary Seacole	Mary Seacole's character Her skills, attributes and popularity Her contributions to British society and the prejudices she faced, even after death. Extracts from her autobiography	Scripting and performing monologues Hot seating Slow motion Prepared improvisation. Split scene Still image Monologues Whole class role play	Creative writing: monologue Development and rehearsal of scenes, including delivery of monologues, for impacting and educating audience .
2	Sparkleshark by Phillip Ridley	Practical study of a whole play text: from page to stage. Interpreting roles and scenes as actors and directors. Rehearsal techniques to improve scene delivery. Exploring status, bullying, friendships, peer dynamics.	Characterisation Language delivery Physical theatre and Mime Blocking Building dramatic tension Pace/stillness	Working as a cast member to experiment with and select effective techniques/approaches each lesson. Assessed performance. Extended writing: Analysis and Evaluation as cast member.
3	Genre	Introduction to a range of popular genres. Conventions, theatrical styles, techniques and character types, associated with each genre Using music alongside drama to influence the mood, tone and audience response.	Stock characterisations Mime and movement Use of script/dialogue to fit specific genres Musicality Rhythm, pace and timing	Research on a chosen genre Adapting as an actor to various genres and affecting audience.
4	Genre (cont.)	Structure Selecting skills/techniques and making choices in keeping with chosen genre.	Creating satire Dumb show Sustaining role and acting style.	Verbal analysis and evaluation of skills to create specific effects. Performance to peers
5	Greek Theatre	The purpose and features of a Greek Chorus Ritual and Oracle Amphitheatre and audience experience Exaggerated, physical and vocal style	Ensemble, unison, cannon Chant, soundscape, repetition Physical theatre Stylised movement Use of space, pattern and shapes	Application of techniques within scenes and choral work. Ongoing commitment to delivering this theatrical style and content.

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

6	Clowning	Clowning as a theatrical style. The qualities and idiosyncrasies of a clown Audience – actor relationship Contemporary clowns	Breaking the fourth wall Clocking the audience The 5 faces of a clown Non-verbal narrative Physicality and gesture	Equal and individual contributions within small groups, each lesson. Communication with audience Written peer evaluation and analysis, as audience.
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