

St Cuthbert Mayne School Curriculum Map 2021-2022



Department: Drama

Year 8

Drama is a subject taught in the Performing Arts Faculty and our schemes of learning are driven by a desire to value and nurture the creative potential in every student, building tolerance of diversity, bravery of spirit and resilience of focus. Drama allows students to learn within practical sessions but also within reading, writing and reviewing tasks where theory underpins the practical work and so students are enabled to be brave enough to perform on their own and in small groups from the outset of Year 7. Lessons ask students to take the time to read scripts or respond to arts-based imagery with focus and discipline and then respond with creativity and care.

Key skills and concepts of learning:

- Develop knowledge and understanding of a range of professional arts work including technique and text
- To respond creatively and with sensitivity to stimulus based tasks
- To increase vocal and physicals skills when performing in front of an audience
- To respond with careful thought and emotional intelligence as a performer or member of the audience
- To use drama as a way of thinking through and understanding the perspectives and viewpoints of others

Key Stage 3 Curriculum Summary

A degree of choice is built into the Key Stage 3 curriculum structure to support the learning needs and interests of the students with the teacher making the final decision about which scheme of learning would best support the development of learners into thinkers and creators.

Assessment processes in key stage 3 will require solo and group based performances, performer/director log books, peer and self review, written documentation and reflection.

Year 8: students will further develop their understanding of key performing arts works and increase their confidence and skills when creating or reviewing works of their own. Imaginative and non-naturalistic drama forms will be balanced against content which explores the world students live in and the diverse range of experiences/perspectives they themselves and others might possess.

- Developing Practitioner Methods (*The Curious Incident of the Dog in the Night-Time* + Frantic Assembly)
- Cross-curricular project (*The Nightmare before Christmas*)
- Developing Devising Skills
- Developing genre and text (*Red Shoes*)
- Developing genre and text (*Soap Opera*)
- Developing genre and text (classical)

Autumn Term 1

Topic/Unit	Developing Practitioner Methods (<i>The Curious Incident of the Dog in the Night-Time</i> + Frantic Assembly)
Knowledge (Content covered)	Frantic Assembly - Round By Through (introductory work) Textual Analysis Improvisation Narrative Development Characterisation
Skills	Oracy - physical and verbal (solo and group) Negotiating, directing and script writing Risk taking, group organisation Listening skills, focus and discipline Creating, performing and appreciating
Assessment	Diagnostic (by end of week 3) Formative (by end of week 6)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	In Year 8 the drama curriculum further develops curriculum content to the arts world where subject specific roles such as director, designer, performer and playwright link to the world of work so that careers such as curator, animateur and play therapist are understood. The drama curriculum continues to develop skills of versatility and adaptability that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality.

Autumn Term 2

Topic/Unit	Cross-curricular project (<i>The Nightmare before Christmas</i>)
Knowledge (Content covered)	How to read, analyse and respond to an extract or short scene from a performance, directorial or design perspective Staging an extract to highlight characterisation processes Exploration of dramatic conventions linked to an extract such as tension, suspense and comedy
Skills	Oracy - physical and verbal (solo and group) Negotiating, directing and devising Risk Taking, group organisation Listening skills, focus and discipline Self and peer review, target setting Creating, performing and appreciating
Assessment	Formative (by end of week 11) Summative (by end of week 14/15)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	In Year 8 the drama curriculum further develops curriculum content to the arts world where subject specific roles such as director, designer, performer and playwright link to the world of work so that careers such as curator, animateur and play therapist are understood. The drama curriculum continues to develop skills of versatility and adaptability that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality.

Spring Term 1

Topic/Unit	Developing Devising Skills (text, image, genre)
Knowledge (Content covered)	How to read, analyse and respond to a stimulus (visual, aural, textual, genres specific) Creating and staging a response that explores issue and impact Practitioner specific methods Audience awareness Abstract and non-naturalistic techniques
Skills	Oracy - physical and verbal (solo and group) Negotiating, directing and devising Risk Taking, group organisation Listening skills, focus and discipline Self and peer review, target setting Creating, performing and appreciating
Assessment	Formative week 3, summative week 6.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	After such a busy first term in Year 8 we would like the Spring Term to reinforce the ideas explored in Term 1 where the drama curriculum further develops curriculum content to the arts world where subject specific roles such as director, designer, performer and playwright link to the world of work so that careers such as curator, amateur and play therapist are understood. The drama curriculum continues to develop skills of versatility and adaptability that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality

Spring Term 2

Topic/Unit	Developing genre and text (<i>Red Shoes</i>)
Knowledge (Content covered)	How to read, analyse and respond to a genre and contemporary graphic text Staging a response that explores issue and impact Exploration of dramatic conventions linked to a genre Character, narrative and theme
Skills	Oracy - physical and verbal (solo and group) Negotiating, directing and storyboarding Risk taking, group organisation Listening skills, focus and discipline Creating, performing and appreciating
Assessment	Formative week 9, summative week 11.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	The drama curriculum further develops careers links to the arts world where subject specific roles such as director, designer, performer and playwright link to the world of work so that careers such as curator, animateur and play therapist are understood. The drama curriculum continues to develop skills of versatility and adaptability that enable our learners to access careers that involve public speaking, negotiating and problem solving such as solicitor, teacher, office manager, retail and hospitality

Summer Term 1

Topic/Unit	Developing genre and text (<i>Soap Opera</i>)
Knowledge (Content covered)	Narrative and character Naturalism and classical links Acting styles Scripting writing
Skills	Oracy - physical and verbal (solo and group) Negotiating, directing and storyboarding Risk Taking, group organisation Listening skills, focus and discipline Creating, performing and appreciating
Assessment	Formative week 4 or 5 and summative week 6 or 7
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	In this half term careers links will focus on TV and its links to the theatre industry with roles such as hair, make up and costume, lighting, sound, editing, camera work as well as directing and performing. Administrative and business roles also inform the careers education undertaken in this half term.

Summer Term 2

Topic/Unit	Developing genre and text (classical)
Knowledge (Content covered)	How to interpret, adapt and perform a classical text Exploration of performance festival and the role classical texts has within them Characterisation, narrative and impact on audience Acting styles, verse and rhythm
Skills	Oracy - physical and verbal (solo and group) Negotiating, directing and storyboarding Risk Taking, group organisation Listening skills, focus and discipline Creating, performing and appreciating
Assessment	Formative week 10 and summative week 12
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	In this half term careers links will focus on the theatre industry with roles such as hair, make up and costume, lighting, sound, editing, camera work as well as directing and performing. Administrative and business roles also inform the careers education undertaken in this half term.