



St George's School
English and Drama Faculty
Year 8 Curriculum Map for DRAMA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i></p>	<p><i>Ernie's Incredible Illucinations</i></p> <p>Practical exploration of a play text, exploring techniques for developing and sustaining character, as well as introducing different performing styles.</p>		<p><i>Live Theatre</i></p> <p>Introducing students to concepts of analysis and evaluation by exploring versatility of one performer.</p>	<p><i>Sound and Lighting</i></p> <p>This is the second design / technical module and offers students the opportunity to explore and experiment with lighting and sound design concepts and techniques.</p>	<p><i>Mood and Atmosphere</i></p> <p>Students will apply the learning from Sound and Lighting to a practical performance.</p>	<p><i>Style and Form</i></p> <p>Students will start to explore the two main styles of theatre - Naturalistic and Non-Naturalistic Drama, experimenting with techniques from both forms.</p>
<p>SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i></p>	<p>This unit builds on the work covered in year 7, revisiting key performance skills, working with script, creating character, and producing a final performance.</p> <p>Students study a complete one act play, undertaking practical workshops on different elements, ranging from individual characterisation through to ensemble, physical theatre sequences. They will also be required to start thinking about staging, and the technical demands of putting on a play - design, lights, sound, costume and props.</p> <p>An emphasis is placed on collaborative group work, so students will find themselves having to navigate working with a larger number of students, and managing their rehearsal time effectively</p>		<p>Picking up from Year 7, Live Theatre unit, students will continue to develop their skills in analysing performances, and start to bring in audience response (evaluation)</p> <p>Students will focus on how one performer creates multiple different characters across stage and screen, creating a case study of roles and how they have portrayed them.</p>	<p>This scheme of work is designed to build on the set design unit, completed in Year 7, and introduce students to the important role that sound and light plays in enhancing drama productions.</p> <p>Students are introduced to the fundamentals of lighting and sound design before exploring how it is applied in different productions.</p> <p>Lessons will be a combination of theory and practical.</p>	<p>This unit is designed for students to pull on the skills and concepts explored in the Sound and Lighting unit, and apply them to their own piece of devised theatre.</p> <p>Students begin with exploring an Edgar Allen Poe short story (Tell Tale Heart, House of Usher, or Premature Burial) and use this as a stimulus to create an improvisation.</p> <p>They then accompany their pieces with techniques from Sound and Lighting to enhance mood and atmosphere.</p>	<p>Students will explore these two different styles of theatre through analysing extracts from productions, practical workshops on techniques, and then applying them to a short scene.</p> <p>They will also be required to reflect on the Year 8 curriculum, identifying which elements of each unit belong to which style of theatre.</p>
<p>FEEDBACK <i>Noteworthy tasks and assessments</i></p>	<p>Continual Feedback based on outcomes from the workshops; this will be a combination of peer feedback, as well as teacher commentary on</p>		<p>Continual: Building case study of performer and audience response</p>	<p>Final Assessment: Sound and Lighting design notes for a play</p>	<p>Final Assessment: Dramatisation of an Edgar Allen Poe extract</p>	<p>Final Assessment: Performance of same scene but played in two</p>

	<p>performance tasks.</p> <p>Final Assessment - performance of one of the hallucination scenes.</p>	<p>to roles.</p> <p>Final Assessment: Analysis and evaluation of favourite and least favourite role / character.</p>	<p>extract.</p>	<p>- incorporating ideas from Sound and Lighting module.</p>	<p>different styles, applying techniques and devices</p>
<p>BREADTH <i>Opportunities, trips, wider reading, cultural capital</i></p>	<p>Exploration of stereotyping, and how these evolve with time. Drama Club (all year) Tech Theatre Club (autumn / spring)</p>	<p>Continuation of Drama Club but also audition / get involved with House Plays (Tech Theatre Club) Audition for Lower School (Y7-9) Play</p>	<p>Lower School Play</p>		
<p>KEY VOCABULARY <i>Important words and phrases</i></p>	<p>Creativity, Collaboration, Confidence</p> <p>Script Dialogue Ensemble Unison Physical Theatre Multi-Rolling</p>	<p>Versatility Prolific Audience Response Interpretation</p> <p>Analysis Evaluation</p>	<p>Lanterns Practical Lights Direction Intensity Connotations</p> <p>Diegetic and Non-Diegetic</p> <p>Ambience Parallel Contrapuntal</p>	<p>Creativity, Collaboration, Confidence</p> <p>Rehearsal, Improvisation, Character, Interpretation, Proxemics, Stage Positioning, Dialogue, Stage, Directions</p>	<p>Naturalism Realism Non-Naturalistic</p> <p>Fourth Wall (Breaking) Direct Address Audience Participation Given Circumstances Emotional Memory</p>