

Curriculum Map 2023-24							
Year 8							
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	A Shop Selling Speech	Students explore themes and ideas from the play 'A Shop Selling Speech' by Sabrina Mahfouz. Set during the 'Arab Spring' students explore themes of oppression, political engagement and free speech whilst exploring this tense script practically.	Students will have opportunities to: explore tension, naturalism, silence & stillness,	Students will revisit: Vocal & Physical Skills, Characterisation, Working from text, staging, props, Ensemble.		Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation in Target Direction. Performance of 'Shop Selling Speech key scenes' Evaluative feedback from peers after performances.
Autumn 2	Drama from Other Cultures	Students use a range of drama skills to explore theatre and performance styles from different cultures. They will explore aspects of Ancient Greek Chorus, West African Storytelling & Japanese Kabuki	Students will have opportunities to: explore different cultures traditions and approaches to performance including unison, movement, voice and Kabuki. They will also explore different contexts and impact on the audience.	Students will revisit: Vocal & Physical Skills, Characterisation, Working from text, Physical Theatre, Devising from stimulus.		Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation in Target Direction. Devised Performance inspired by Global Theatre styles' Evaluative feedback from peers after performances.
Spring 1	-	This scheme uses a given 'issue' to exploration different approaches to devising theatre. Students will explore the narrative of a 'Dare' and the impact it has on people connected to a school. Students will create characters and situations exploring the issue in depth.	Students will have opportunities to: explore tension, naturalism, Stanislavski's methodology, vocal and physical skills, hot seating, long form improvisation, spontaneous improvisation, character development and devising from a stimulus.	Students will revisit: Vocal & Physical Skills, Characterisation, devising, still image, thought tracking, monologue,	Linked understanding to style & practitioner - (Stanislavski and naturalism) Devising and developing plot and character (comp 1), performance skills (comp 1 & 2)	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation in Target Direction. Devised Performance of 'Dare' narrative. Evaluative feedback from peers after performances.
Spring 2	-	This scheme introduces learners to a variety of 'Theatre Makers' including Performers, Designers & directors by watching National Theatre's Peter Pan. developing understanding production elements such as Set, Staging, Lighting, Sound, Costume and Props.	Students will have opportunities to - develop understanding of : Production elements including - Set, Staging, Lighting, Sound, Costume, Props. Performance Skills include Vocal and Physical Skills roles and responsibilities in professional theatre. Analytical and Evaluative writing	Students will revisit: understanding how performance skills and theatre conventions impact on an audience - albeit they will be discussing and writing as opposed to modelling these skills	Characterisation- Using voice and movement, Communication with an audience. - Comp 1 & 2 .Evaluation and considering script - Comp 2 & 3 'Theatre makers in practice and play review' are skills needed in component 3 at GCSE and A-Level.	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation in Target Direction. Written assessment Analyse and Evaluate a moment from 'Peter Pan'.
Summer 1	-	Student will look at numerous stimuli includin scripted text, images, poetry & Music to explore the process of devising. The work in pairs and small groups and developing understanding of improvisation and the importance of 'play' in devising. The Scheme will culminate in students creating and performing original plays.	Students will have opportunities to: develop understanding of how directors and performers outline INTENTIONS and how to express meaning through original work. Students will explore a variety fo different devising skills such as research, improvisation, story boarding. They will develop physical theatre skills and explore some of the methodology of Frantic Assesmbly	Students will revisit: character development and using still images, soundscape and other KS3 drama skills as stimulus, ensemble, chorus work, vocal and physical skills.	Comp 1 AO1 Create and develop ideas to communicate meaning as part of the theatre making process, making connections between dramatic theory and practice. AO2 apply theatrical skills to realise artistic intention in live performance AO4 analyse and evaluate their own work and that of others	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting. Effort grades, levels and literacy targets. Performances recorded and peer/self/teacher assessed.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation in Target Direction. Students perform 2 scenes from an original performance they have created. They are assessed on performance criteria. Written assessment take the form of a short 'portfolio' 2-3 questions that help to highlight the devising process and how each student contributed ideas and development towards the final piece.
Summer 2	-	Students work on a series of extracts from a stage adaption of 'The Demon Headmaster'. This will consolidate students learning throughout year 8 and allows a fun opportunity to showcase skills and work towards possible summer showcase performances.		Students will revisit: Characterisation, monologue, still image, Thought Tracking, Chorus, Performance, directing, Vocal and Physical skills in performance. Creating Tension in performance, Status and some use of lighting and sound to enhance performance.	Links to comp 2 performing from scripts, characterisation, vocal and physical skills, working in groups, directing others, possible performance to invited audience at Summer Showcase	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Self target setting. Effort grades, levels and literacy targets. Performances recorded and peer/self/teacher assessed.	No summative assessment per say as the data use isn't put into records. However students share final performances of a duologues. Teacher provides verbal feedback based on assessment grid in relation in Target Direction. Peer feedback from class