

Drama Curriculum Map							
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. The play was written about Egypt during the Arab Spring and students will perform extracts from the play as well as exploring themes of oppression, political engagement and free speech.	Students will have opportunities to use performance skills: inc vocal and physical skills. They will explore the use of props. They will explore tension in drama and HOW to build it.	Students will revisit: Still Image and Thought Tracking, Chorus, Characterisation, Naturalism, Performance skills	Characterisation- Using voice and movement, Communication with an audience. - Comp 1 & 2 .Evaluation and response Comp1 and 3. Analysing and considering script - Comp 2 & 3 Using strategies and mediums such as Use of voice, characterisation, development of roles or situations. Exploration of a given theme, topic or issue- naturalism, tension	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Written teacher feedback at end of unit. Self-reflection & target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation in Target Direction. Performance of as scene from 'Shop Selling Speech' in which students need to evidence use of TENSION. Evaluative feedback from peers after performances. Written teacher feedback at end of unit. October 2025
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 West African Storytelling, and European Commedia Dell'arte.	Students will explore Physical Theatre , Mime, Chorus, Choreographed movement , Kabuki, West African Storytelling, Stock Characters, Status, Commedia Dell'arte	Students will revisit: Chorus, Characterisation, Performance skills ,Physical Theatre, Status,	Different approaches to performance including form and style - Comp 1 & 3 . Performing from Script Comp 2 . Analysing and evaluating performance - Comp 1&3 . Collaboration Comp 1&2	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Written teacher feedback at end of unit. Self-reflection & target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid. Assessment on a performance of ONE of the three styles explored. Students choose and devise their own performance. Evaluative feedback from peers after performances. Written teacher feedback at end of unit. 14th Nov 2025 PC1
Spring 1	Dare	In this scheme students explore Naturalistic performance style via a fictional narrative set in a modern private school. They will explore some mature themes including peer pressure, grief and responsibility. The scheme culminates in a devised naturalistic group performance.	Students will develop understanding of naturalistic performance style. Using vocal and physical skills to create believable characters. Explore Teacher in Role and some aspects of Stanislavski's approaches to naturalism, Devising original scenes based on a given stimulus. Develop understanding of Peer Pressure.	Students will revisit: Still Image and Thought Tracking, Characterisation, Naturalism, Performance skills, Devising from an original stimulus.	Devising from stimulus Comp 1 . performance skills and naturalism Comp 1 & 2 . Analysing and evaluating performance - Comp 1&3 .	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Written teacher feedback at end of unit. Self-reflection & target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid. Assessment on an original devised performance based on the themes explored in unit Evaluative feedback from self/peers after performances. Written teacher feedback at end of unit. Feb 2026
Spring 2	Live Theatre Evaluation - Wonder Land	This scheme develops analysis and evaluation of Live Theatre. It revisits a variety of 'Theatre Makers' including Performers, Designers & directors by watching National Theatre's 'Wonder Land'. Developing understanding production elements such as Set, Staging, Lighting, Sound, Costume and Props.	Extended writing, analytical writing, critical language, how to create an informed, critical voice/opinion. Understanding demands of GCSE exam style questions including appropriate choice of evidence and analytical skill.	Students will revisit: 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 skills.	Analysing Live Theatre - Comp 3 .	Regular verbal discussion in small group and whole class of key moments from performance. Students share understanding and take detailed notes throughout key moments of the play. These will then be used to support a summative written assessment. Written Teacher feedback at end of unit.	Summative written assessment at end of unit. 2 extended answer questions focused on ANALYSING a key moment/element and EVALUATING a key moment/element. This assessment is based on GCSE exam style questions from Comp 3 written paper. Written teacher feedback at end of unit. 20th March 2026 PC2
Summer 1	Devising Skills	In preparation for GCSE specification students will create their own original performance from a given stimuli. They will explore different approaches to creating theatre including character development, physical theatre and using their own research to support their original ideas.	Students will develop devising skills which are a key part of the GCSE curriculum. These include characterisation, hot seating, flashback. Using research and found material. Exploring different narrative and structural devices and performing their original work.	Students will revisit: Still Image and Thought Tracking, Characterisation, Performance skills, Devising from an original stimulus, monologue, soundscape, transitions.	Devising from stimulus Comp 1 . Performance skills and characterisation Comp 1 & 2 Analysis and Evaluation of own work Comp 1	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Written teacher feedback at end of unit. Self-reflection & target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid. Assessment on an original devised performance based on the themes explored in unit Evaluative feedback from self/peers after performances. Written teacher feedback at end of unit. May 2026
Summer 2	The Demon Headmaster	Students work on a series of extracts from a stage adaptation 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 showcase skills that they have learnt throughout Key Stage 3. These include performance skills such as Vocal and Physical Skill, Proxemics, Status, Characterisation. They will also use costume and set design and use workbooks and presentation to share their ideas for their own interpretation of 'The Demon Headmaster'	Students will revisit: Still Image and Thought Tracking, Chorus, Characterisation, Naturalism, Performance skills, working from scripts,	Characterisation- Using voice and movement, Communication with an audience. - Comp 1 & 2 . Evaluation and response Comp1 and 3. Analysing and considering script - Comp 2 & 3 Using strategies and mediums such as Use of voice, characterisation, development of roles or situations.	Regular verbal feedback from teacher including dialogic marking in rehearsal. Regular verbal peer assessment in every lesson. Written peer feedback x2. Written teacher feedback at end of unit. Self-reflection & target setting.	Summative assessment at end of unit. Teacher provides verbal feedback based on assessment grid in relation in Target Direction. Performance of as scene from 'The Demon headmaster' in which students need to evidence use of TENSION. Evaluative feedback from peers after performances. Written teacher feedback at end of unit. 26th June 2026 PC3