



Curriculum Map: Year 8

Subject: Drama & Dance

Curriculum Map: Year 8 Performing Arts 24 - 25

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Blood Brothers	<ul style="list-style-type: none"> • Focus on plot, themes, narrative and character development. • The social and economic influences of a play • Understand the differences between a monologue and a duologue. • Identify the background to the play Blood Brothers. • Understand the differences between Mrs Johnston and Mrs Lyons • Understand the differences between Mickey and Eddie • Analysis of play text • Subtext • Back story • Hot seating • Props • Staging • Set design • Characterisation 	<ul style="list-style-type: none"> • Compare and contrast characters (E.g. Villain and hero) • Perform a monologue or duologue • Use improvisation in drama • Demonstrate effective characterisation whilst bringing a section of script to life. • Identify what Superstition is and its role within Blood Brothers. • Devise and perform a duologue influenced by Blood Brothers. • Demonstrate a character's feelings in the performance of a monologue • Write a monologue as Mickey or Mrs Johnstone. You should mention the following • Sustain my role seriously and stayed in role when performing. 	<p>Performance of extracts from three key moments in the play developing physical, vocal and 'page to stage' skills with a specific focus on how to create tension and comedy for an audience.</p> <p>Students will be assessed on the AHCC level guide for Performing Arts</p>
Stage combat	<ul style="list-style-type: none"> • Awareness of a range of stage combat moves 	<ul style="list-style-type: none"> • To use physical control, co-operation and concentration to develop two stage combat moves and perform them safely. 	<p>Students will perform a devised choreographed fight scene using the basic movements taught</p>

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	<ul style="list-style-type: none"> • Understanding of the safety aspects and skills involved Ability to link moves together to form short sequences • Ability to choose music to complement action • Ability to develop narrative. • To learn two more moves and start to create more complex stage combat sequences. • Slap, punch, kick, head-but, bite, head lock. • To integrate dialogue into scenes involving stage combat • To understand the effectiveness of using contrast in their work. 	<ul style="list-style-type: none"> • To use rhythm, pace and memory to sequence stage combat moves and perform them safely • Write dialogue appropriate to the situation • To learn how to put action and words together to add tension to the drama • To experiment with pace 	<p>Students will be assessed on the AHCC level guide for Performing Arts</p>
<p>Curious Incident of the Night-time</p>	<ul style="list-style-type: none"> • Understand of Christopher Boone and his condition • Students will understand the key term 'ensemble' and demonstrate their understanding in the rehearsal of a scene. 	<ul style="list-style-type: none"> • Physical theatre • Stream of consciousness • Movement & Mime • Gesture • Still image and improvisation • Habits, mannerisms, gesture & characterisation • How students approach the interpretation of stage directions. 	<ul style="list-style-type: none"> • Students will use physical theatre to create a world on stage that serves the intentions of the writer and helps the audience to understand how Christopher sees and interprets the world • Students will reflect on the challenges faced by Asperger's syndrome • Students will be assessed on the AHCC level guide for Performing Arts

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Shadow Theatre	<ul style="list-style-type: none"> • The 3 parts of a story • How a story board is created. • Key aspects of effective Shadow Theatre • The basics of lighting a scene and explore the use of placement, direction, colour and intensity has on the impact of a lighting design. • The use of cardboard and props to communicate meaning 	<ul style="list-style-type: none"> • Marking the moment • Role play and still image • Narration • Exploring character motivation • Cross cutting • Group work • Devising • Explorative strategies 	<ul style="list-style-type: none"> • Exploration of techniques to develop or devise a short shadow theatre performance using physical theatre and characterisation to tell the story. • Students will be assessed on the AHCC level guide for Performing Arts
Mask & Mime	<ul style="list-style-type: none"> • Solo and pair work tasks • Mask etiquette introduced and applying physical skills to a role. • To identify the history of masks within theatre • To identify and describe the mask rules and how they maintain the illusion • To define and describe the term counter masking and use this effectively in a piece • To sustain accurate and controlled characterisation throughout your masked piece • To create highly imaginative characters and respond imaginatively to the other actors in your scene • To devise a drama to entertain and educate • To identify and describe the features of Theatre in Education/ Didactic Theatre 	<ul style="list-style-type: none"> • Mime • Clocking the audience • Role play • Action • Physical skills- posture, gesture, facial expression gait, levels, eye contact, energy, tension • To describe how masks and synchronised movement can be used for effect within a piece • To exaggerate movement and gestures in a masked performance • To create clearly defined characters and sustain these for a reasonable amount of time • Learn to physicalise role play through mime. 	<ul style="list-style-type: none"> • Create a short group comedy scene using Trestle mask characters and techniques • Students will be assessed on the AHCC level guide for Performing Arts
Musical Theatre	<p>Urban, street, society, gang, strength, control, co-ordination, balances, expressive skills, structuring devices, choreographic devices, performance environment, choreographic content</p>	<ul style="list-style-type: none"> • Develop understanding of the Performing Arts Industry • Characterisation and communication of choreographic intent 	<ul style="list-style-type: none"> • Students will create a simple acting scene from a choice of musicals • Students will perform a short choreographic sequence

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	<p>Aladdin, Hamilton, The Lion King, High School Musical, Mary Poppins, The Greatest Showman</p> <p>Projection Movement memory Confidence</p>	<ul style="list-style-type: none">• Performance skills projection, commitment, energy• Features of production/performance environments	<ul style="list-style-type: none">• Students will be assessed on their characterisation• Students will be assessed on the AHCC level guide for Performing Arts
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