



**Curriculum Map: Year 8**

**Subject: Drama & Dance**

**Curriculum Map: Year 8 Performing Arts 23 - 24**

| <b>Topic</b>   | <b>Key Knowledge</b><br><i>What will all students KNOW by the end of the topic?</i>   | <b>Key Skills</b><br><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>  | <b>Assessment Opportunities</b><br><i>What are the key pieces of assessment? How will students be assessed?</i>   |
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| Blood Brothers | <ul style="list-style-type: none"> <li>• Focus on plot, themes, narrative and character development.</li> <li>• The social and economic influences of a play</li> <li>• Understand the differences between a monologue and a duologue.</li> <li>• Identify the background to the play Blood Brothers.</li> <li>• Understand the differences between Mrs Johnston and Mrs Lyons</li> <li>• Understand the differences between Mickey and Eddie</li> <br/> <li>• Analysis of play text</li> <li>• Subtext</li> <li>• Back story</li> <li>• Hot seating</li> <li>• Props</li> <li>• Staging</li> <li>• Set design</li> <li>• Characterisation</li> </ul> | <ul style="list-style-type: none"> <li>• Compare and contrast characters (E.g. Villain and hero)</li> <li>• Perform a monologue or duologue</li> <li>• Use improvisation in drama</li> <li>• Demonstrate effective characterisation whilst bringing a section of script to life.</li> <li>• Identify what Superstition is and its role within Blood Brothers.</li> <li>• Devise and perform a duologue influenced by Blood Brothers.</li> <li>• Demonstrate a character's feelings in the performance of a monologue</li> <li>• Write a monologue as Mickey or Mrs Johnstone. You should mention the following</li> <li>• Sustain my role seriously and stayed in role when performing.</li> </ul> | <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"> <li>• Awareness of a range of stage combat moves</li> </ul>  | <ul style="list-style-type: none"> <li>• To use physical control, co-operation and concentration to develop two stage combat moves and perform them safely.</li> </ul>   | <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"> <li>• Understanding of the safety aspects and skills involved Ability to link moves together to form short sequences</li> <li>• Ability to choose music to complement action</li> <li>• Ability to develop narrative.</li> <li>• To learn two more moves and start to create more complex stage combat sequences.</li> <li>• Slap, punch, kick, head-but, bite, head lock.</li> <li>• To integrate dialogue into scenes involving stage combat</li> <li>• To understand the effectiveness of using contrast in their work.</li> </ul> | <ul style="list-style-type: none"> <li>• To use rhythm, pace and memory to sequence stage combat moves and perform them safely</li> <li>• Write dialogue appropriate to the situation</li> <li>• To learn how to put action and words together to add tension to the drama</li> <li>• To experiment with pace</li> </ul>                  | <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"> <li>• Understand of Christopher Boone and his condition</li> <li>• Students will understand the key term 'ensemble' and demonstrate their understanding in the rehearsal of a scene.</li> </ul>   | <ul style="list-style-type: none"> <li>• Physical theatre</li> <li>• Stream of consciousness</li> <li>• Movement &amp; Mime</li> <li>• Gesture</li> <li>• Still image and improvisation</li> <li>• Habits, mannerisms, gesture &amp; characterisation</li> <li>• How students approach the interpretation of stage directions.</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• Students will reflect on the challenges faced by Asperger's syndrome</li> <li>• Students will be assessed on the AHCC level guide for Performing Arts</li> </ul> |

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

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