

Year 8 Curriculum Intent

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<ul style="list-style-type: none"> Specialist skills Creating original drama Personal management/life skills Interpreting scripts evaluation <p><i>Issue based drama exploration and devising</i></p> <p>'THE PRESSURE COOKER'</p>	<ul style="list-style-type: none"> Specialist skills Creating original drama Applying dance and physical theatre to a performance Personal management/life skills Interpreting scripts evaluation <p><i>Exploration of Practitioner and genre</i></p> <p>'THE CURIOUS INCIDENT OF THE DOG IN THE NIGHTTIME'</p>	<ul style="list-style-type: none"> Specialist skills Creating original drama Personal management/life skills evaluation <p><i>exploration and devising - Issue based drama</i></p> <p>'THE HILLSBOROUGH DISASTER'</p>	<ul style="list-style-type: none"> Specialist skills Creating original drama Personal management/life skills evaluation <p><i>Scripted performance</i></p> <p>'OUR DAY OUT'</p>	<ul style="list-style-type: none"> Specialist skills Personal management/life skills Creating original drama evaluation theatre roles and responsibilities <p><i>Devising and designing, performance and production</i></p> <p>'OUR VERY OWN THEATRE COMPANY'</p>	<ul style="list-style-type: none"> Specialist skills Creating original drama Evaluation <p>Stage Combat</p>
National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> English literature contemporary Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. using Standard English confidently in a range of formal and informal contexts, including classroom discussion 	<ul style="list-style-type: none"> English literature, both pre-1914 and contemporary Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. using Standard English confidently in a range of formal and informal 	<ul style="list-style-type: none"> Improvising, rehearsing and performing generate language and discuss language use and meaning using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<ul style="list-style-type: none"> English literature, both pre-1914 and contemporary Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. using Standard English confidently in a range of formal and informal 	<ul style="list-style-type: none"> Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact using Standard English confidently in a range of formal and informal contexts, including 	<ul style="list-style-type: none"> Improvising, rehearsing and performing generate language and discuss language use and meaning using role, intonation, tone, volume, mood, silence, stillness and action to add imp

		<p>contexts, including classroom discussion</p> <ul style="list-style-type: none"> Apply dance skills and physical theatre to key scenes. 		contexts, including classroom discussion	classroom discussion	
Assessment	devised group performance	Scripted and devised physical theatre performance.	devised performance	scripted performance	Devised T.I.E performance	Self- assessment of stage combat routine
Why this?	A scheme that helps pupils to make sense of their world and the process of growing up in contemporary Britain as well as developing their subject specific skills.	Curious is an innovative and powerful performance which introduces the potential of theatre in a myriad of engaging ways. Year 8 respond well to it and enjoy being able to communicate beyond words and explore a range of styles. It opens pupils' minds to further possibilities and outcomes.	Pupils learn the role of theatre in exploring past event and the human response in challenging times they explore the issue. They are of an appropriate age to respond maturely. The scheme also engages those at risks of becoming disengaged due to the range of approaches that students can adopt as well as the subject matter.	A scheme that allows students to understand how lack of education can impact future which highlights the importance of education. It opens pupils' minds.	Pupils given the opportunity to work in a professional scenario producing a performance as a theatre company in response to a brief. It allows pupils to select a specialism they are interested in and explore it further.	Stage combat is an exciting area of theatre and drama. Students enjoy learning skills that can add depth to their work. They are also at the point where they have good trusting relationships with their peers and the self-discipline to address the health and safety aspects of this unit.
Why now?	Pupils are beginning adolescence and facing the pressure that we explore in the script. The scheme gives the opportunity, not only to hone various drama skills, but to develop an empathic response to others and to their own well-being.	Progressing from their prior learning of both dance and drama, armed with key skills and more confidence, pupils are now ready to take on new challenges of practitioner and genre.	Pupils can develop the skills learned in the previous unit, utilising independently with care and imagination to create their own work.	Pupils can develop on their scripted skills and should work upon developing key drama skills to create believable and contrasting characters	Pupils have the skills to work more independently and set their own deadlines and challenges.	Students have developed a range of vocal and physical skills which will be required as the building blocks upon which this unit is based.
Skills & Characteristics	<p>Aiming high</p> <p>Pupils learn new techniques and apply these to new and more challenging contexts, encouraging resilience. Pupils are encouraged to re-work ideas to improve their work. They are also encouraged to take more responsibility for the direction of their own learning. The issues explored are challenging and require a more mature and considered approach.</p> <p>Team work</p> <p>Interpreting characters requires empathy and this unit demands this of pupils. Creating group drama requires clear and</p>	<p>Aiming High</p> <p>Working with an unfamiliar genre and exploring complex issues requires perseverance. The text is challenging for year 8 and pupils are made aware of the high expectations. Emphasis is placed on stretching oneself to try something new, and not being afraid of setbacks. Levels of focus and self-discipline are developed as they are crucial to physical theatre.</p> <p>Teamwork</p> <p>A central premise of dance and physical theatre is working closely as an</p>	<p>Aiming high</p> <p>Pupils are called upon to use their knowledge in new fashion, requiring them to adapt their skills and apply them in fresh ways. The real-life context adds a level of expectation requiring high standards.</p> <p>Teamwork</p> <p>Working as a team to decide a common approach to meet the demands of a task allows pupils to develop communication skills and leadership.</p> <p>Creativity</p>	<p>Aiming high</p> <p>Pupils are asked to consider a full-length play and examine it from many perspectives.</p> <p>Performing a script, they are challenged to learn a greater amount to lines. The process requires pupils to experiment and learn from their mistakes.</p> <p>Team work</p> <p>Interpreting a script with fellow actors requires teamwork and communication. Pupils must communicate with each other</p>	<p>Aiming high</p> <p>Demanding tasks over a considerable period of time. Pupils are challenged to remain engaged and make progress, when they will encounter many obstacles within their 'company'</p> <p>Teamwork</p> <p>Extended and timely collaboration is required to achieve a group goal.</p> <p>Working across specialisms will require excellent communication, tolerance and support of one another.</p>	<p>Aiming high</p> <p>Effective stage combat requires attention to detail and intense rehearsal. Student will be challenged to apply themselves effectively.</p> <p>Teamwork</p> <p>Teamwork is essential for safe and effective stage combat.</p> <p>Creativity</p> <p>Imaginative and precise choreography is required for maximum impact.</p> <p>Speaking</p>

	<p>effective communication. Each pupil is required to work as part of a team. Pupils must develop and employ speaking and listening skills. It is also necessary to show tolerance and cooperation.</p> <p>Creativity</p> <p>Application of knowledge of new and existing drama techniques and acting skills to create an original group performance piece. Students are required to develop roles and use their imagination to explore different outlooks.</p> <p>Speaking</p> <p>All lessons develop speaking skills. See NC above</p>	<p>ensemble, showing trust and empathy. Thus, this unit is excellent in developing collaboration, communication, confidence and teamwork.</p> <p>Creativity</p> <p>This unit encourages pupils to consider using their bodies to communicate in new and different ways. Collaborative originality and problem solving is needed in all tasks.</p> <p>Speaking</p> <p>All lessons develop speaking skills. See NC above</p>	<p>Pupils are encouraged to research independently. They must create their own monologue, adapting their research. They are must find appropriate ways of creating a respectful and moving performance.</p> <p>Speaking</p> <p>All lessons develop speaking skills. See NC above</p>	<p>and with an audience.</p> <p>Creativity</p> <p>Students much use their imagination to put themselves into 'someone else's shoes.' They must interpret characters very different form themselves, deciding the appropriate acting skills to create a role.</p> <p>Speaking</p> <p>All lessons develop speaking skills. See NC above</p>	<p>Creativity</p> <p>Pupils can choose the skills they wish to develop. Independent study and learning will be required to develop specialist skills. Pupils will need to evaluate their progress, set new targets and learn from mistakes.</p> <p>Speaking</p> <p>All lessons develop speaking skills. See NC above</p>	<p>Excellent and accurate communication is essential. All lessons develop speaking skills.</p>
<p>Aspirations & Careers</p>	<p>careers</p> <p>Pupils develop further skills essential in the performance industry e.g. Developing a role, improvisation, empathy technical vocabulary.</p> <p>Essential personal/ life skills continue to be developed. E.g. empathy, tolerance, aiming high</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS3.</p>	<p>careers</p> <p>Pupils learn how practitioner choice can influence performances and consider the impact of theatre of the paying public. They add further knowledge and skill sot their professional repertoire.</p> <p>Essential personal/ life skills continue to be developed. E.g. empathy, teamwork</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, dance club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS3.</p>	<p>careers</p> <p>Pupils are called to employ the initiative and creativity required when working in professional theatre, selecting the skills they require working on their development.</p> <p>Essential personal/ life skills continue to be developed.</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital</p> <p>Pupils use dram skills to explore a significant event in British history and the culture</p>	<p>careers</p> <p>Pupils continue to develop further skills towards industry standards, learning the process of interpreting a script.</p> <p>Essential personal/ life skills continue to be developed.</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital</p> <p>We use drama to examine the education system in Britain, comparing decades.</p>	<p>careers</p> <p>Pupils work in a professional theatre company, experiencing many aspects of how the industry works and careers within the performing arts.</p> <p>Essential personal/ life skills</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital</p> <p>Pupils gain further understanding of British theatre its history and</p>	<p>Careers</p> <p>Pupils develop further skills essential in the performance industry.</p> <p>enrichment</p> <p>Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, workshops and residential visit to London.</p> <p>We aim for pupils to see 2 live theatre performances at KS</p>

		Cultural capital – Pupils learn about genres in British Theatre. British Theatre genres	of British football		traditions.	
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YEARLY END POINTS

<ul style="list-style-type: none"> • Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
<ul style="list-style-type: none"> • Apply listening and cooperation skills to group work • Create devised drama with a clear aim • Create an original character using physical and vocal skills. • Apply focus for most of the time in rehearsal and when performing. • Interpret a scripted role and remember a section of script accurately • can use inference when exploring scripts. • Identify the strengths and weaknesses of a performance and suggest ways to improve • Apply drama techniques with relevance • Select appropriate subject terminology to discuss their work 	<ul style="list-style-type: none"> • Create devised drama with a clear aim and purpose • create an original and well-developed character and combine physical and vocal skills. • Apply focus for most of the time in rehearsal and when performing. • Discover ways to interpret a scripted role and remember a section of script accurately • can appraise the plot and characters of a script • analyse the strengths and weaknesses of a performance and create ways to improve • choose drama techniques to create meaning • choose drama vocabulary accurately and 	<ul style="list-style-type: none"> • experiment with various approaches to create devised drama with a clear aim and purpose • determine the most appropriate choice of acting skills to create a role. • Apply focus almost all of rehearsal and when performing. • Construct an interpretation of scripted role and remembering a substantial script accurately • can analyse the plot, characters and themes of a script • analyse the strengths and weaknesses of a performance and speculate on ways of improvement • employ considered use of drama techniques to create meaning • Discuss in detail with accurate and reflective use of drama vocabulary drama