

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 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>	<p><i>This project stretches across the summer term.</i></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 contexts, including classroom discussion 	<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 contexts, including classroom discussion 	<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 	
Assessment	devised group performance	Scripted and devised physical theatre performance.	devised performance	scripted performance	Work-in-progress performance	Company showcase performance and presentation.
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	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	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	

		being able to communicated beyond words and explore a range of styles. It opens pupils' minds to further possibilities and outcomes.	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 specialism they are interested in and explore it further.	
Why now?	Pupils are beginning adolescence e 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, 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.	
Skills & Characteristics	<p>Resilience 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>Collaboration Interpreting characters requires empathy and this unit demands this of pupils. Creating group drama requires clear and 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 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>Resilience 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>Collaboration A central premise of physical theatre is working closely as an ensemble, showing trust and empathy. Thus this unit is excellent in developing collaboration, communication and teamwork.</p> <p>Creativity 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>Resilience 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>Collaboration 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 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>Resilience Pupils are asked to consider a full-length plays and examine it from many perspectives. 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>Collaboration Interpreting a script with fellow actors requires teamwork and communication. Pupils must communicate with each other and with an audience.</p> <p>Creativity 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>Resilience A 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>Collaboration Extended and timely collaboration is required to achieve a group goal. Working across specialisms will require excellent communication, tolerance and support of one another.</p> <p>Creativity 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>Resilience A 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>Collaboration Extended and timely collaboration is required to achieve a group goal. Working across specialisms will require excellent communication, tolerance and support of one another. Collaboration is also required in the delivery of the final performance.</p> <p>Creativity 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>
Aspirations & Careers	<p>careers Pupils develop further skills essential in the performance industry e.g. Developing a role, improvisation, empathy technical vocabulary. Essential personal/ life skills continue to be developed. E.g.</p>	<p>careers 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</p>	<p>careers Pupils are called to employ the initiative and creativity required when working in professional theatre, selecting the skills they require working on their development. Essential personal/ life skills</p>	<p>careers Pupils continue to develop further skills towards industry standards, learning the process of interpreting a script. Essential personal/ life skills continue to be developed.</p>	<p>careers Pupils work in a professional theatre company, experiencing many aspects of how the industry works and careers within the performing arts. Essential personal/ life skills</p>	

	<p>empathy, tolerance,, aiming high</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p>	<p>repertoire. Essential personal/ life skills continue to be developed. E.g. empathy, teamwork</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital – Pupils learn about genres in British Theatre. British Theatre genres</p>	<p>continue to be developed.</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital Pupils use dram skills to explore a significant event in British history and the culture of British football</p>	<p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital We use drama to examine the education system in Britain, comparing decades.</p>	<p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital Pupils gain further understanding of British theatre its history and traditions..</p>	
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Year 9 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 evaluation <p><i>devising and thematic stimuli</i> 'OUTSIDERS'</p>	<ul style="list-style-type: none"> Specialist skills Creating original drama Personal management/life skills evaluation <p><i>devising and thematic stimuli</i> 'STOLEN LIVES'</p>	<ul style="list-style-type: none"> Specialist skills Personal management/life skills Interpreting scripts evaluation <p><i>Practitioner and scripted performance</i> 'STANISLAVSKI AND DNA'</p>	<ul style="list-style-type: none"> Specialist skills Personal management/life skills Interpreting scripts evaluation <p><i>Practitioner and scripted performance</i> 'GODBER AND TEECHERS'</p>	<ul style="list-style-type: none"> theatre roles and responsibilities management/life skills evaluation <p><i>evaluation of a live performance</i></p>	<ul style="list-style-type: none"> theatre roles and responsibilities Specialist skills Personal management/life skills Interpreting scripts evaluation <p><i>Theatre design/monologue/ journalism/duologue</i></p>
National	<ul style="list-style-type: none"> rehearsing and performing play scripts 	<ul style="list-style-type: none"> rehearsing and performing play scripts 	<ul style="list-style-type: none"> rehearsing and performing play scripts 	<ul style="list-style-type: none"> rehearsing and performing play scripts 	<ul style="list-style-type: none"> Continue to develop their knowledge of and 	Dependent on pupil choice: <ul style="list-style-type: none"> rehearsing and performing

Curriculum Knowledge & Understanding	<p>and poetry in order to generate language and discuss language use and meaning</p> <ul style="list-style-type: none"> using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<p>and poetry in order to generate language and discuss language use and meaning</p> <ul style="list-style-type: none"> using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<p>and poetry in order to generate language and discuss language use and meaning</p> <ul style="list-style-type: none"> Using character motivation to build a character. Using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<p>and poetry in order to generate language and discuss language use and meaning</p> <ul style="list-style-type: none"> Using role, intonation, tone, volume, mood, silence, stillness and action to add impact. English literature, both pre-1914 and contemporary 	<p>skills in writing, refining their drafting skills and developing resilience to write at length.</p> <ul style="list-style-type: none"> write formal and academic write for a specific purpose use grammar and spelling correctly 	<p>play scripts and poetry in order to generate language and discuss language use and meaning</p> <ul style="list-style-type: none"> using role, intonation, tone, volume, mood, silence, stillness and action to add impact. Continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. write formal and academic write for a specific purpose <p>use grammar and spelling correctly</p>
Assessment	devised group performance	devised group performance	Scripted performance	Scripted performance	Written review- extended piece of writing	Performance written review or design presentation
Why this?	As pupils' repertoire of skills develops, pupils are given opportunities to improve and develop these skills further by interpreting stimuli in their own way. The choice of stimuli allows pupils to explore beyond their own life and experience of the world	As pupils' repertoire of skills develops, pupils are given opportunities to improve and develop these skills further by interpreting stimuli in their own way. The choice of stimuli allows pupils to explore beyond their own life and experience of the world	Stanislawski is a core practitioner to study to help understand the truth of a character. Pupils can explore a text whilst improving their ability to create a character.	Godber's style and the choice of text appeals to year 9 pupils and can enthuse and engage them.	Viewing live theatre is to drama what reading is to developing literacy. Pupils can learn so much about their own work from deconstructing the work of others. It is also intended to inspire a life-long enjoyment and appreciation of theatre.	To allow pupils to specialise and consider their strengths and weaknesses in drama.
Why now?	Pupils are of an age where they can be presented with more challenging and controversial issues and stimuli	Pupils are of an age where they can be presented with more challenging and controversial issues and stimuli	Studying practitioners is a way in which student can challenge themselves and explore dramatic skills further. It allows for more sophisticated, believable characters.	As pupils mature and become more skilled they are introduced to further practitioners and styles, allowing them to build a repertoire of knowledge they can delve into in future.	Having completed several performance of their own, student now apply their knowledge to a professional theatre performance	Pupils celebrate and enjoy their learning in KS3 drama!
Skills & Characteristics	<p>Resilience Creating drama requires experimentation and pupils are encouraged to 'fail' as they explore a variety of approaches and outcomes. 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. All of the above require resilience</p> <p>Collaboration Creating group drama requires clear and effective communication. Each pupil is required to work as part of</p>	<p>Resilience Creating drama requires experimentation and pupils are encouraged to 'fail' as they explore a variety of approaches and outcomes. 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. All of the above require resilience</p> <p>Collaboration Creating group drama requires clear and effective communication. Each pupil is required to work as part of</p>	<p>Resilience Stanislawski's approach to theatre requires considerable emotional investment by participants. Developing a role this way requires considerable commitment and time. Pupils need to remain positive when they feel uncomfortable on challenged by his methodology. Similarly, line learning requires persistence.</p> <p>Collaboration Interpreting a script with fellow actors requires</p>	<p>Resilience Godber's approach to theatre contrasts greatly to Stanislawski, require students to work in a completely contrasting way, demanding flexibility and resilience Many students find the physicality of the style intimidating and challenging. Again, line learning requires persistence.</p> <p>Collaboration Interpreting a script with fellow actors requires teamwork and communication. Rehearsals, including the use of techniques such as hot-seating demands pupils</p>	<p>Resilience Picking apart and analysing many layers of a production can seem a daunting task. Pupils will need repeatedly to consider key scenes and moments in order to formulate an appropriate written response. Forming and justify your own opinion requires confidence.</p> <p>Collaboration The approach to this topic requires group work/discussion and whole class discussion. Pupils share opinions and debate viewpoints with others.</p> <p>Creativity</p>	<p>Resilience As pupils are exploring a specialism of their choice, they will need self-motivate. They will need to evaluate their progress and complete individual research. They will have to set targets and pursue them.</p> <p>Collaboration Pupils share ideas when working on duologues. Pupils need to consider audience when communicating meaning either through performance, through writing or through design.</p> <p>Creativity</p>

	<p>a team. Pupils must develop and employ speaking and listening skills. It is also necessary to show tolerance and cooperation. Pupils also have to communicate effectively with an audience.</p> <p>Creativity Application of knowledge of drama techniques and acting skills to create an original group performance piece. Pupils are encouraged to take novel and imaginative approaches. They are required to adapt research, needing them to be inventive in their choice of drama techniques.</p>	<p>a team. Pupils must develop and employ speaking and listening skills. It is also necessary to show tolerance and cooperation. Pupils also have to communicate effectively with an audience.</p> <p>Creativity Application of knowledge of drama techniques and acting skills to create an original group performance piece. Pupils are encouraged to take novel and imaginative approaches. They are required to adapt research, needing them to be inventive in their choice of drama techniques.</p>	<p>including the use of techniques such as hot-seating demands pupils develop a creative rapport communicating in both explicit and implicit ways. Pupils also explore ways of non-verbal communication. They examine methods of communicating meaning to an audience.</p> <p>Creativity Crucial to Stanislavski's approach is the use of the imagination. Students must use bring a role to life. This interpretation requires students to think with both originality and consideration of context.</p>	<p>develop a creative rapport, communicating in both explicit and implicit ways. Pupils also explore ways of non-verbal communication. They examine methods of communicating meaning to an audience.</p> <p>Creativity Interpreting Godber's script requires actors to employ a range of contrasting vocal and physical skills to meet the demands of plying multiple roles.</p>	<p>Pupils develop an appropriate style of written communication. Watching and evaluating the work of professionals often injects a new creative dynamic into pupils' own ideas</p>	<p>Working in their specialist area, pupils, develop a range of skills. They search for solutions to arising problems and are encouraged to work independently.</p>
Aspirations & Careers	<p>careers In the performing arts industry employees need to be flexible in their application of skills and be prepared to respond in a creative and imaginative way. Pupils continue to develop their acting skills towards industry standards. Essential personal/ life skills continue to be developed .e.g empathy, resilience, leadership</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital Societies attitudes to differences over history, through stimuli from a range of sources and eras: poetry, historical figures, media.</p>	<p>careers In the performing arts industry employees need to be flexible in their application of skills and be prepared to respond in a creative and imaginative way. Pupils continue to develop their acting skills towards industry standards. Essential personal/ life skills continue to be developed .e.g empathy, resilience, leadership, creativity</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital Pupils learn about Britain in WW1 accessing photographs, diaries, propaganda posters, poetry.</p>	<p>careers Pupils learn how practitioner choice can influence performances and consider the impact of theatre of the paying public. They add further knowledge and skills to their professional repertoire. Essential personal/ life skills continue to be developed .e.g perseverance, resilience, leadership, creativity</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital Pupils learn about major influencers in the world of theatre Extra-curricular opportunities</p>	<p>careers Pupils learn how practitioner choice can influence performances and consider the impact of theatre of the paying public. They add further knowledge and skills to their professional repertoire. Essential personal/ life skills continue to be developed .e.g perseverance, resilience, leadership, creativity</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital Pupils learn about major influencers in the world of theatre Extra-curricular opportunities</p>	<p>careers Pupils learn the role of the media reviewing live theatre and touch on possible careers in this area. Pupils also learn about the contribution of those employed in design aspects of theatre make to a production. Essential personal/ life skills continue to be developed .e.g problem solving, resilience, communication, creativity.</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p> <p>Cultural capital Pupils learn about major influencers in the world of theatre Extra-curricular opportunities</p>	<p>careers Pupils gain experience of working in their chosen specialism/career in the performing arts industry. They practise the skills needed for employment in that area. Essential personal/life skills continue to be developed.</p> <p>enrichment Extra-curricular opportunities for pupils include: drama club, annual production, assemblies, LAMDA , Shakespeare Festival, workshops and residential visit to London. We aim for pupils to see 2 live theatre performances at KS3.</p>