

YEAR 8 CURRICULUM MAP 2023-2024

	<b>Term 1: Sept –Dec Content</b>	<b>Term 2: Jan-April Content</b>	<b>Term 3: April - July Content</b>	<b>Desired end of year outcomes</b>
<b>Year 8</b>	<p><b>Half Term One: Kabuki Theatre</b> Students will study the Japanese art of Kabuki theatre. We will explore the traditional characters and use of masks within the genre and how to perform a Mie. This will be explored through different stories and a Japanese Tea Ceremony. We will use the following skills:</p> <ul style="list-style-type: none"> <li>• Facial expression</li> <li>• Gesture</li> <li>• Mie (marking the moment)</li> <li>• Characterisation</li> <li>• Storytelling</li> <li>• Mask</li> <li>• Mime</li> <li>• Narration</li> </ul> <p><b>Half Term Two: Charlie and the Chocolate Factory</b> This half term students will loosely explore the Roald Dahl story through Drama. During this scheme students will explore physical and scripted theatre. There will also be a small emphasis on Artaud's style of theatre to create the factory itself. The skills we will use are:</p> <ul style="list-style-type: none"> <li>• Physical theatre</li> <li>• Immersive theatre</li> <li>• Characterisation</li> <li>• Narration</li> <li>• Devising</li> <li>• Abstract and Naturalism</li> </ul>	<p><b>Half Term One: Melodrama</b> During the first Spring term students will explore the dramatic genre of Melodrama. Here students will learn about the use of stock characters to portray traditional Victorian stereotypes and storylines. The skills we will develop are:</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Mime</li> <li>• Exaggeration</li> <li>• Voice</li> <li>• Stage directions</li> <li>• Script writing</li> <li>• Rehearsal</li> <li>• Props and costume</li> </ul> <p><b>Half term One: The Tempest</b> Students will explore Shakespeare's play using a simplified script. We will explore the use of character and language to tell a story. Students will explore the key parts of the play and how to perform a play within a play. To do this we will use:</p> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Script</li> <li>• Characterisation</li> <li>• Language</li> <li>• Team work</li> <li>• Rehearsal</li> </ul> <p>Students will take a trip to The Globe Theatre, London to take a tour and take part in a workshop about the play.</p>	<p><b>Half term Two: Wonderland</b> During this final half term students will explore both the story of Alice in Wonderland and The Jabberwocky. We will use Physical Theatre and the Theatre of the Absurd to explore different parts of the story. To do this we will use the following skills:</p> <ul style="list-style-type: none"> <li>• Narration</li> <li>• Characterisation</li> <li>• Physical theatre</li> <li>• Abstract</li> <li>• Naturalism</li> <li>• Voice</li> </ul> <p><b>Half term Two: The Terrible Fate of Humpty Dumpty</b> Students will explore the consequences of bullying through the exploration of a script. The will use Stanislavski techniques to create naturalistic characters. We will explore the following skills:</p> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Script</li> <li>• Characterisation</li> <li>• Language</li> <li>• Team work</li> <li>• Rehearsal</li> <li>• Emotional memory</li> <li>• Given circumstances</li> </ul>	<p>By the end of year 8 students should be able to create a variety of different pieces of theatre drawing upon a number of dramatic skills.</p> <p>Students should be able to engage and explore the different genres of theatre covered throughout the year to build on their knowledge and understanding of Drama.</p> <p>They should be able to collaborate well within a group, sharing and exploring everyone's ideas and views to create theatre.</p> <p>Each student will have performed both a devised and scripted piece of theatre and be able to give and receive feedback to help themselves and their peers improve.</p>
<b>Assessment</b>	<p>Students receive individual targets every term to help them progress through the Glebe Stages. During each lesson, students are verbally assessed on how they meet the lessons success criteria. This then supports their progress through Drama. At the end of each performance students use verbal feedback from both peers and teachers to reflect on their ability to create and perform. Twice a half term they receive written feedback which also contains a student response where they can reflect on their performance saying what they did well and what they need to improve on.</p>	<p>Students receive individual targets every term to help them progress through the Glebe Stages. During each lesson, students are verbally assessed on how they meet the lessons success criteria. This then supports their progress through Drama. At the end of each performance students use verbal feedback from both peers and teachers to reflect on their ability to create and perform. Twice a half term they receive written feedback which also contains a student response where they can reflect on their performance saying what they did well and what they need to improve on.</p>	<p>Students receive individual targets every term to help them progress through the Glebe Stages. During each lesson, students are verbally assessed on how they meet the lessons success criteria. This then supports their progress through Drama. At the end of each performance students use verbal feedback from both peers and teachers to reflect on their ability to create and perform. Twice a half term they receive written feedback which also contains a student response where they can reflect on their performance saying what they did well and what they need to improve on.</p>	<p><b>Key Contact Name &amp; Email</b> Head of Drama- Mrs C Moore <a href="mailto:cmoore.305@glebe.bromley.sch.uk">cmoore.305@glebe.bromley.sch.uk</a></p>