

DRAMA Year 8 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term 1	Summer Term 2
Ethos Links	<p>Stem: Innovative, creativity, imagination and can potentially link to modern day technology, communication skills.</p> <p>Character: Students will develop communication skills, teamwork, appreciation for different styles of Drama, listening, evaluation and peer assessment skills.</p> <p>Learning Habit: Social – listening, communicating, planning & organising.</p>	<p>Stem: Creativity, long and short-term memory. communication skills, analysis, evaluation.</p> <p>Character: Students will learn develop their confidence, kindness, tolerance, acceptance, understanding others' perspective.</p> <p>Learning Habit: Social, Cognitive – creating, imagining, innovating, problem solving, analysis, and evaluation.</p>	<p>Stem: Innovative, creative and links to modern day technology.</p> <p>Character: Students will learn respect for technical theatre craft and responsibility of working in a variety of technical theatre roles to create pieces of drama to reflect the atmosphere and intended effects within a devised piece of Drama.</p> <p>Learning Habit: Social, Cognitive, Reflective – planning and organisation, learning from mistakes, self-regulation, research..</p>	<p>Stem: Innovative, creativity, imagination and can potentially link to modern day technology, communication skills</p> <p>Character: Students will develop communication skills, teamwork, appreciation for assorted styles of Drama, listening, evaluation and peer assessment skills.</p> <p>Learning Habit: Social, Cognitive, Reflective – Making links and applying knowledge, self-regulation, leadership, communicating, listening.</p>	<p>Stem: Creativity, long and short-term memory. communication skills, analysis, evaluation.</p> <p>Character: Students will learn to respect for writer's craft and responsibility of working individually or in pairs to create pieces of drama to reflect the writing in the script.</p> <p>Learning Habit: Social, Cognitive, Reflective, Emotional – Making links and applying knowledge, creating, imagining, innovating, perseverance.</p>
Unit	Physical Theatre (Frantic Assembly, Off Balance)	Shakespeare	Stagecraft	Practitioner Basics (Brecht, Trestle, Stanislavski)	Blood Brothers
Learning End Points	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ <i>Take on the role as a leader, work within a team and communicate, listen, compromise,</i> 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ <i>Take on the role as a leader, work within a team and communicate, listen, compromise,</i> 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ <i>Communicate positively by listening and compromising devising ideas to</i> 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ <i>Discuss current socio-political issues critically and sensitively and apply them to a</i> 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> ➤ <i>Discuss contextual socio-political issues critically and sensitively and apply them to a</i>

	<p><i>and apply most group ideas.</i></p> <ul style="list-style-type: none"> ➤ <i>Recognise, apply, and verbally evaluate basic Drama skills in the context of different theatre styles.</i> ➤ <i>Use a variety of Drama practitioner techniques to symbolise meaning, character and plot, specifically focusing upon the use of non-verbal communication.</i> 	<p><i>and apply most group ideas.</i></p> <ul style="list-style-type: none"> ➤ <i>Apply previously learnt Drama skills/techniques to a scripted performance.</i> ➤ <i>Use basic Drama skills whilst reading and performing with a script to an audience.</i> ➤ <i>Apply understanding of some Shakespearean language to a scripted performance.</i> ➤ <i>Use Drama techniques to symbolise meaning, character and plot, specifically focusing upon the genre of comedy or tragedy.</i> 	<p><i>include all the elements of theatre to a devised performance.</i></p> <ul style="list-style-type: none"> ➤ <i>Recognise a variety of roles within the theatre</i> ➤ <i>Applying basic knowledge of performers, lighting designers, sound designers, costume designers and prop makers to a performance.</i> ➤ <i>Use Drama skills and technical theatre elements to symbolise meaning, character and plot.</i> ➤ <i>Apply technical theatre elements and practical performance elements to a devised performance.</i> 	<p><i>devised performance.</i></p> <ul style="list-style-type: none"> ➤ <i>In the context of different theatre style: recognise, apply, and verbally evaluate basic Drama skills.</i> ➤ <i>Be able to use Drama practitioner techniques to symbolise meaning, character and plot, specifically focusing upon the practitioner style.</i> 	<p><i>scripted performance.</i></p> <ul style="list-style-type: none"> ➤ <i>Recognise, apply, evaluate, and analyse Drama skills.</i> ➤ <i>Apply Drama skills/techniques focusing on the context of the script.</i> ➤ <i>Develop techniques to symbolise meaning, character and plot, specifically focusing upon a script.</i>
<p>Key Vocabulary</p>	<p>Frantic Assembly Off Balance Physical Theatre Motif Round by Through</p>	<p>Iambic Pentameter Marking the Moment Split stage Voice skills Scripted performance</p>	<p>Genre Staging Costume designer Sound designer Lighting designer</p>	<p>Stanislavski Brecht Trestle Masks Body awareness</p>	<p>Blood Brothers Cyclical structure Dramatic Irony Symbolism Thoughts Aloud</p>

	Chair Duet Lift Hymn Hands Restricted space Audience Awareness Soundscape	Prologue	Prop designer Stimulus Devising Set designer	Socio-political issues Placards Multi-rolling Split-role Narration Belief Given circumstances Magic if	Monologue Marking the moment Tension Narration Characterisation
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