DRAMA Year 8 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1/2	Spring term 2 (2/3 weeks)	Summer Term 1	Summer Term 2
Ethos Links	**Stem:** Innovative, creativity, imagination and can potentially link to modern day technology, communication skills. **Character:** Students will develop communication skills, teamwork, appreciation for different styles of Drama, listening, evaluation and peer assessment skills. **Learning Habit:** Social – listening, communicating, planning & organising.	**Stem:** Creativity, long and short-term memory. communication skills, analysis, evaluation. **Character:** Students will learn develop their confidence, kindness, tolerance, acceptance, understanding others' perspective. **Learning Habit:** Social, Cognitive – creating, imagining, innovating, problem solving, analysis, and evaluation.	**Stem:** Innovative, creative and links to modern day technology. **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. **Learning Habit:** Social, Cognitive, Reflective – planning and organisation, learning from mistakes, self-regulation, research.	**Stem:** Innovative, creativity, imagination, modern day technology. **Character:** Students develop their analytical and evaluative skills, appreciation for different styles of Drama through the construction of a live theatre review. **Learning Habit:** Social, Cognitive, Reflective - analysis, and evaluation, research, reasoning and making judgements, making links and applying knowledge, questioning and noticing (finding evidence).	**Stem:** Innovative, creativity, imagination and can potentially link to modern day technology, communication skills **Character:** Students will develop communication skills, teamwork, appreciation for different styles of Drama, listening, evaluation and peer assessment skills. **Learning Habit:** Social, Cognitive, Reflective – Making links and applying knowledge, self-regulation, leadership, communicating, listening.	**Stem:** Creativity, long and short-term memory. communication skills, analysis, evaluation. **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. **Learning Habit:** Social, Cognitive, Reflective, Emotional – Making links and applying knowledge, creating, imagining, innovating, perseverance.
Unit	**Practitioner Basics (Trestle, Platform Theatre)**	**Shakespeare**	**Stagecraft**	**Responding to Live Theatre**	**Drama Practitioners (Brecht, Frantic Assembly, Stanislavski)**	**Blood Brothers**
Learning End Points	By the end of this unit students will know and understand: ➢ *Take on the role as a*	By the end of this unit students will know and understand: ➢ *Take on the role as a*	By the end of this unit students will know and understand: ➢ *Communicate positively by*	*By the end of this unit students will know and understand:* ➢ *Develop, analyse, evaluate, and*	By the end of this unit students will know and understand: ➢ *Discuss current socio-political*	By the end of this unit students will know and understand: ➢ *Discuss contextual*

	leader, work within a team and communicate, listen, compromise, and apply most of the group ideas. ➢ *Recognise, apply, and verbally evaluate basic Drama skills in the context of different theatre styles.* ➢ *Recognise, apply, and theoretically evaluate basic Drama skills in the context of different theatre styles.* ➢ *Use a variety of Drama practitioner techniques to symbolise meaning, character and plot, specifically focusing upon the use of non-verbal*	*leader, work within a team and communicate, listen, compromise, and apply most group ideas.* ➢ *Apply previously learnt Drama skills/techniques to a scripted performance.* ➢ *Use basic Drama skills whilst reading and performing with a script to an audience.* ➢ *Apply understanding of Shakespearean language to a scripted performance.* ➢ *Use Drama techniques to symbolise meaning, character and plot, specifically*	*listening and compromising devising ideas to include all the elements of theatre to a devised performance.* ➢ *Recognise a variety of roles within the theatre* ➢ *Applying basic knowledge of performers, lighting designers, sound designers, costume designers and prop makers to a performance.* ➢ *Use Drama skills and technical theatre elements to symbolise meaning, character and plot.* ➢ *Apply technical theatre elements and practical performance elements to a*	*discuss ideas collaboratively.* ➢ *Analyse and evaluate the use of Drama skills in a live theatre production.* ➢ *Develop analysis and evaluation skills applying their understanding of performance through written evaluations of a live theatre production.*	*issues critically and sensitively and apply them to a devised performance.* ➢ *Learn the context of different theatre style: recognise, apply, and verbally evaluate basic Drama skills.* ➢ *Be able to use Drama practitioner techniques to symbolise meaning, character and plot, specifically focusing upon the practitioner style.* ➢ *Recognise, apply, and verbally evaluate basic Drama skills and techniques in the context of devised performances.*	*socio-political issues critically and sensitively and apply them to a scripted performance.* ➢ *Recognise, apply, evaluate, and analyse Drama skills.* ➢ *Apply Drama skills/techniques focusing on the context of the script.* ➢ *Develop techniques to symbolise meaning, character and plot, specifically focusing upon a script.*

	communication.	*focusing upon the genre of comedy or tragedy.* ➢ *Recognise, apply, verbally and theoretically evaluate basic Drama skills in the context of scripted performances.*	*devised performance.*		➢ *Recognise, apply, and theoretically evaluate basic Drama skills and techniques in the context of devised performances.* ➢ *Recognise and begin to evaluate performer choices and how this will affect the audience.*	
Key Vocabulary	Platform Theatre Physical Theatre Trestle Box House Theatre Masks Body awareness Restricted space Exaggerated characters Soundscape Audience Awareness	Iambic Pentameter Marking the Moment Split stage Voice skills Scripted performance Prologue	Genre Staging Costume designer Sound designer Lighting designer Prop designer Stimulus Devising Set designer	Genre Staging Body language Levels Voice skills Facial expressions Gestures Spacing Non-verbal communication Live Theatre Analysis Evaluation Technical Theatre	Blood Brothers Cyclical structure Dramatic Irony Symbolism Thoughts Aloud Monologue Marking the moment Tension Narration Characterisation Montage	Stanislavski Brecht Frantic Assembly Placards Multi-rolling Split-role Narration Belief Given circumstances Magic if Hymn Hands Round by through Lifts Chair Duet