Year 8 Drama Curriculum Map

Autumn Term: Working as an Ensemble

This project is based around the idea of creating a devised piece based on the theme of Pirates. Students are taught a range of ensemble skills with a focus on more advanced creative collaboration. They explore ways to represent ideas non-naturalistically through use of freeze frames, slow motion and narration. There is increased emphasis on self-discipline and audience awareness.

Component 1: Building Ensemble Skills

- Understanding the importance of ensemble work in drama.
- Group activities and exercises to enhance communication and teamwork.
- Exploring spatial awareness and stage presence within an ensemble.

Component 2: Ensemble Improvisation

- Introduction to improvisational techniques within a group setting.
- Collaborative storytelling through improvisation.
- Developing trust and rapport within the ensemble.

Component 3: Ensemble Performance Project - Pirates Devised Piece

- Adapting a devised piece based on the theme of pirates.
- Creative Use of Freeze Frames: Incorporating freeze frames to emphasize key moments within the devised piece.
- Creative Transitions: Developing creative and seamless transitions in and out of freeze frames for a dynamic performance.
- Exploring the Importance of Stillness: Understanding how stillness can convey meaning and contribute to the overall impact of a performance.
- Developing Choreography: Creating choreography to communicate key moments of the pirate story with an emphasis on controlled, rehearsed slow motion.
- Rehearsing and refining the pirate-themed performance.
- Reflection on the ensemble's creative process and the skills developed during the project.

Spring Term: Narration as a Skill

This scheme of work builds on the previous project by placing increased emphasis on confident use of language through advanced narration skills while also exploring the idea of acting as a chorus. Students are asked to learn a short extract from the play

"Mermaids" by Polly Teale and to deliver the language both confidently and expressively.

Component 1: Understanding Narration in Drama

- Exploring the role of narration in storytelling.
- Analysing examples of effective narration in various dramatic forms.
- Group discussions on the impact of narration on audience engagement.
- Focus on Oracy: Presenting Yourself with Confidence - Developing oracy skills, emphasizing the importance of presenting oneself with confidence, speaking clearly, and fluently.

Component 2: Developing Narration Techniques

- Practicing different styles of narration: first-person, third-person, omniscient, etc.
- Incorporating narration into improvised scenes and scenarios.
- Peer feedback and reflection on individual narration skills.

Component 3: Narration in Scripted Performances

- Adapting scenes to include narration in scripted performances.
- Rehearsing and refining performances with a focus on effective narration.
- Adapting a Scene from "Mermaid" as a Chorus: Exploring different choral techniques both physical and vocal.
- Analysing the unique challenges and opportunities presented by adapting a scene into a chorus performance.

Summer Term: Exploring "A Midsummer Night's Dream" and "The Play That Goes Wrong"

In this scheme of work, we begin to explore some of the comedic skills and character archetypes used in "A Midsummers Night's Dream" and 'The Play That Goes Wrong". We also explore the idea of Meta theatre through the play within a play structure used in both these performances.

Component 1: Understanding the Play Within a Play Structure

- Exploring the concept of a play within a play.
- Analysing the play within a play structure in "A Midsummer Night's Dream."
- Group discussions on the use of meta-theatrical elements in drama.

Component 2: Applying Play Within a Play Structure

- Integrating the play within a play structure into theatrical exploration.
- Collaborative activities and improvisations using the meta-theatrical framework.

- Using the Play Within a Play Structure from "A Midsummer Night's Dream" for Context: Examining the structure of the play within a play as a context for understanding farcical productions.

Component 3: Farce Performance Project - "The Play That Goes Wrong"

- Learning about Comic Pause, Undermining, Rule of 3 and Stop-and-Clock Techniques:
    - **Comic Pause:** Understanding the timing and impact of pauses for comedic effect.
    - **Undermining:** Exploring the technique of undermining expectations for comedic twists.
    - **Stop-and-Clock:** Becoming aware of something going wrong and selling panic to the audience for comedic effect.
    - **Rule of 3 –** Escalating a comic moment
- Exploring the key elements and comedic techniques employed in "The Play That Goes Wrong."
- Collaborative adaptation of a scene or creation of a new scene inspired by farce.
- Rehearsing and refining the farce-inspired performance.
- Reflecting on the comedic techniques used and the experience of exploring farce in performance.