

Drama – Year 8

Curriculum Intent

In Year 8, Drama builds on the collaborative and physical foundations established in Year 7, developing students' ability to devise, rehearse and perform with increasing control and complexity. Students deepen their understanding of how meaning is created through movement, voice, structure and ensemble work, while beginning to engage more confidently with scripted material. Across the year, the curriculum is carefully sequenced to move students from group-devised physical work towards more demanding scripted performance and sophisticated choral techniques.

What Students Will Study Across the Year

Autumn Term – Devising from a Theme

Students begin the year by developing their devising skills through creating performances inspired by a simple narrative theme. They use techniques such as freeze frames, slow motion and choral transitions to bring images to life and structure a performance. This unit reinforces performance discipline, effective use of space and group collaboration, while encouraging students to make clear creative choices when shaping a devised piece.

Autumn Term – Creating Chorus (Physical and Vocal)

Building on earlier Physical Theatre work, students explore the use of chorus both physically and vocally. They learn how groups can move and speak together to create meaning, experimenting with synchronisation, group connection and emotional intent. Students combine movement and voice to perform a rehearsed extract, developing confidence in vocal delivery, timing and ensemble awareness. They begin by building multi-layered choral piece across 3 scenes that combine movement, stillness, repetition and speech to represent a dystopian office environment. Students explore contrast, emotional intensity and structure, developing their ability to manage complex group performances with confidence and control. They then apply these techniques vocally, learning and delivering a speech from the play *Mermaids* as an ensemble. This aspect of the project has a strong focus on Oracy, self-discipline and shared responsibility. Finally, students are tasked with bring their physical and vocal skills together to deliver their final choral performance

Spring Term – Scripted Performance: *Peter Pan Goes Wrong*

Students then apply their developing skills to a scripted comedy extract, working in larger groups to rehearse and perform a scene from *Peter Pan Goes Wrong*. They explore character archetypes, comic timing and the precise use of pause and movement. This unit develops students' ability to work efficiently as part of an ensemble, solve performance problems creatively and sustain disciplined rehearsal over time.

Summer Term – Devising Project: Building an Argument

Towards the end of the year, students explore how drama can be used to communicate conflict, tension and ideas. They study a range of argument scenes from scripted texts before using this experience to devise their own original work. This unit develops students' understanding of structure, character motivation and emotional range, while encouraging reflection and refinement through rehearsal and evaluation.

Assessment and Progression

Across the year, students are assessed through devised and scripted performances, rehearsal processes and reflective evaluation. Assessment focuses on collaboration, performance discipline, use of voice and movement, and the ability to structure and communicate meaning effectively. By the end of Year 8, students are able to sustain more complex performances and work with greater independence, preparing them for more demanding theatrical styles and creative challenges in Year 9.