


**Performing Arts Department – Year 8 Drama**

 <b>Shirley High Curriculum Map</b>	<i>The Novice Drama Student will begin to look at drama as a way of exploring issues and themes, as well as continuing to develop their appreciation of drama through the ages, creating and performing a character, and working with script.</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Lion King	Boy In the Stripped Pajamas	Dear Mum	Seven Deadly Sins	Frantic Assembly	Devising from a stimulus9 (CIDN)
<b>Why Now?</b>	Students study <i>The Lion King</i> in Term 1 of Year 8 to develop performance skills through ensemble work, explore universal themes like responsibility and identity, and engage with culturally rich storytelling.	Students study <i>BITSP</i> in Autumn Term 2 to enhance creativity through imaginative storytelling, develop distinct characterisation skills, and explore moral themes in performance.	Students study <i>Dear Mum</i> to develop their ability to use drama as a tool for exploring complex issues and themes, enhancing empathy, self-expression, and critical thinking.	Students study <i>Seven Deadly Sins</i> to explore moral and ethical themes, develop characterisation skills, and use drama to reflect on human behavior and societal values.	Students study Frantic Assembly to develop skills in physical theatre, enhance their ability to communicate meaning through movement, and explore innovative approaches to storytelling and ensemble work.	Students develop an appreciation for devising by using the play <i>Curious Incident of the Dog in the Night time</i> .  Students are building upon skills learnt in year 7.  More independent work for this topic.
<b>Fundamental Concepts</b>	<ul style="list-style-type: none"> <li>- Characterization and Animal - Physicality: Developing performance skills by embodying animal characters through movement, posture, and gestures, emphasizing physical storytelling.</li> <li>- Themes of Responsibility and Leadership: Exploring key themes such as identity, belonging, and the journey from fear to courage, linking them to personal growth and ethical decision-making.</li> <li>- Exploring Ritual and Ensemble Work: Understanding the significance of group dynamics in scenes like the opening "Circle of Life," focusing on choral work, synchronization, and symbolic movement.</li> <li>- Use of Music and Rhythm in Drama: Integrating music, rhythm, and vocal techniques to enhance dramatic performance, reflecting the vibrant and emotive storytelling style of the narrative.</li> <li>- Cultural and Symbolic Contexts: Engaging with the rich African influences in <i>The Lion King</i>, appreciating its cultural significance and symbolism in storytelling.</li> </ul>	<p>Students study <i>The Boy in the Striped Pyjamas</i> in Autumn Term 2 to enhance empathy and historical understanding through dramatic storytelling, develop nuanced characterisation skills, and explore moral and ethical themes in performance.</p> <p><b>-Character Development:</b> Understanding and portraying distinct character traits, such as Bruno's innocence, Shmuel's resilience, or Lieutenant Kotler's harshness, through voice, body language, and movement.</p> <p><b>-Storytelling and Narrative Structure:</b> Exploring the progression of the story, including themes of innocence, friendship, prejudice, and consequence, and how these are communicated through performance.</p> <p><b>-Imaginative and Creative Exploration:</b> Using improvisation and role-play to explore the historical context, relationships, and emotional depth of the story, encouraging creativity in interpreting complex themes.</p> <p><b>-Collaboration and Ensemble Work:</b> Developing teamwork skills through group scenes, such as Bruno's exploration of the camp or interactions with family and peers, emphasizing shared responsibility for performance impact.</p> <p><b>-Thematic Interpretation:</b> Analyzing and dramatizing key themes, such as innocence, morality, empathy, and the consequences of prejudice, and reflecting on their relevance in today's society.</p>	<ul style="list-style-type: none"> <li>- Plot Recognition and Analysis: Understanding and identifying the main actions and events within a narrative to structure performances effectively.</li> <li>- Characterisation Techniques: Developing and portraying clear, dynamic characters through still images, role-play, and hot-seating, focusing on depth and believability.</li> <li>- Explorative Strategies: Using techniques like role-play, improvisation, and hot-seating to explore the stimuli and key factors influencing characters and plot.</li> <li>- Performance Skills: Creating and performing well-rounded characters, emphasizing clarity, consistency, and emotional depth in delivery.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding Moral Concepts: Recognizing and identifying each of the seven deadly sins and their implications, such as envy, pride, sloth, greed, wrath, gluttony, and lust.</li> <li>- Character Development: Creating and performing characters with depth by using vocal and physical skills, including gesture, facial expression, body language, movement, posture, pitch, pace, volume, and tone.</li> <li>- Exploration of Dramatic Techniques: Applying drama techniques such as still image, thought-tracking, mime, role play, narration, and split-stage to convey meaning and contrast.</li> <li>- Collaborative and Leadership Skills: Working effectively as part of a group, taking leadership roles, and improving group performances through constructive feedback and iteration.</li> <li>- Problem-Solving and Moral Reflection: Using forum theatre to explore dilemmas and consider the consequences of actions, emphasizing the moral lessons tied to each sin.</li> <li>- Evaluative and Reflective Practice: Developing the ability to evaluate their own work and the work of peers using key drama terminology to refine performance skills and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring Themes Through Multi-Sensory Stimuli: Using images, soundscapes, music, and poems to inspire creative responses and develop thematic understanding.</li> <li>- Collaborative Exploration: Engaging in group, class, and pair discussions to analyze stimuli and generate ideas for performance.</li> <li>- Physical Storytelling: Utilizing levels, body language, and proxemics to convey power, status, and relationships on stage.</li> <li>- Spatial Awareness and Staging: Understanding and applying the concept of proxemics to create visually dynamic and meaningful stage compositions.</li> <li>- Stimulus-Based Creativity: Developing original performance ideas by analyzing and interpreting themes drawn from various stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring Themes Through Stimuli: Using visuals, soundscapes, music, and poems to inspire creativity and develop thematic ideas for original performances.</li> <li>- Collaborative Idea Generation: Engaging in discussions within pairs, groups, and the whole class to analyze and expand on themes and concepts drawn from stimuli.</li> <li>- Physical Expression: Applying levels and body language to communicate power, status, and relationships in performance.</li> <li>- Spatial Dynamics and Staging: Using proxemics to convey power, status, and interaction between characters, enhancing the visual and narrative impact of devised work.</li> <li>- Stimulus (script based) Developing unique performance pieces by interpreting and transforming stimuli into theatrical presentations.</li> </ul>
<b>Students will...</b>	<p>Explore the following in each lesson:</p> <p><b>Lesson 1 - Introduction and expectations</b> - What is expected of a SHS Drama student/use of studio spaces - Games to build confidence as ensemble - Games to aid focus</p> <p><b>Lesson 2 - Still Images</b> - 4 Key components of a still image (Levels, Use of Space, Body Language, Facial Expressions) - Individual, paired, small group and whole class images.</p> <p><b>Lesson 3 - Mime</b> - Key concepts of successful mime performance - Use of gesture - Imaginary objects - non-verbal storytelling</p> <p><b>Lesson 4 - People as Props/Physical Theatre</b></p>	<p>Explore the following in each lesson:</p> <p><b>Lesson 1: Introduction to the World of The Boy in the Striped Pyjamas</b> <i>Students are introduced to the story, setting, and historical context of the Holocaust. They explore the story's moral and emotional landscape through group discussions and tableaux work.</i></p> <p><b>Lesson 2: Characterisation: Bruno and Shmuel</b> <i>Students analyze key characters, focusing on their traits, motivations, and relationships. Through hot-seating and role-play, they develop nuanced portrayals of Bruno, Shmuel, and other central figures.</i></p> <p><b>Lesson 3: Exploring Moral Lessons through Drama</b> <i>Students examine the moral consequences of each character's decisions and the</i></p>	<p>Explore the following in each lesson</p> <p><b>Lesson 1: Introduction to the Stimulus: Dear Mum</b> Students are introduced to the stimulus, exploring the themes of family and relationships. They discuss the main plot and begin to create still images to depict key moments.</p> <p><b>Lesson 2: Building Characters Through Still Images</b> Students develop an understanding of characterisation by creating and performing still images that capture the emotions and relationships in the story.</p> <p><b>Lesson 3: Exploring Key Themes and Emotions</b> Students use role-play and thought-tracking to examine the characters' emotions and the underlying themes of the story, such as regret and</p>	<p>Explore the following in each lesson:</p> <p><b>Lesson 1: Introduction to the Seven Deadly Sins</b> Students are introduced to the concept of the seven deadly sins, identifying and understanding their meanings. They create still images to represent each sin visually.</p> <p><b>Lesson 2: Exploring Envy and Pride</b> Students focus on the sins of envy and pride, using still images and role-play to explore their impact on characters. They discuss the pros and cons of pride and how it can be portrayed in performance.</p> <p><b>Lesson 3: Sloth and Greed: Exploring Contrasts</b> Students use split-stage techniques to contrast the actions and consequences of sloth and greed. They examine the story of King Midas and</p>	<p>Explore the following in each lesson:</p> <p><b>Lesson 1: Introduction to Frantic Assembly and Physical Theatre</b> Students are introduced to Frantic Assembly's style of physical theatre, exploring the use of movement, proxemics, and storytelling through non-verbal techniques.</p> <p><b>Lesson 2: Themes Through Stimuli</b> Students explore various themes using stimuli such as images, soundscapes, music, and poems. They engage in discussion-based activities to generate creative ideas for performance.</p> <p><b>Lesson 3: Power and Status: Levels and Body Language</b> Students focus on how levels, body language, and proxemics communicate power and status on stage, experimenting with movement sequences</p>	<p>Explore the following in each lesson</p> <p><b>Lesson 1: Introduction to Curious Incident</b></p> <p>To create a busy train station environment using viewpoints.</p> <p>To develop the use of movement and gesture, whilst working with text.</p> <p><b>Lesson 2: To participate in a Frantic Assembly warm up – "clear the space".</b></p> <p>-use of viewpoints to create a busy train station environment. -developing use of mime and repetitive movement to communicate meaning to an audience. -to work with script and music to develop a performance. -to perform as a whole class.</p>

