

# Drama

## Year 8

### Scheme of Learning 2025 - 2026

**Class Teacher: G Bevan, F Frost, S Nunn**

| Topics by term | Topic overview for Year 8   |   |   |  |  |  |
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|                | Term 1  | Term 2  | Term 3  | Term 4   | Term 5   | Term 6   |
| Topics taught  | <p><b><u>Introduction to Drama- Recapped</u></b></p> <ul style="list-style-type: none"> <li>Recap skills learnt in yr7</li> <li>Performance skills</li> <li>Drama techniques</li> <li>Practical activities</li> <li>Group work</li> </ul> | <p><b><u>Melodrama</u></b></p> <ul style="list-style-type: none"> <li>Movement, mime and gesture</li> <li>Exaggeration</li> <li>Styles of drama</li> <li>Melodrama, Slapstick and Commedia Dell' Arte.</li> </ul> | <p><b><u>Exploring a Script: The Boy in the Striped Pyjamas</u></b></p> <ul style="list-style-type: none"> <li>Explore extracts</li> <li>Themes</li> <li>Context</li> <li>Characterisation</li> <li>Plan movement on stage</li> <li>Reading dialogue</li> </ul> | <p><b><u>Characterisation</u></b></p> <ul style="list-style-type: none"> <li>Script work</li> <li>Use of performance skills</li> <li>Character development</li> <li>Improvisation</li> </ul> | <p><b><u>Devising Theatre – The main elements</u></b></p> <ul style="list-style-type: none"> <li>-Structure</li> <li>-Themes</li> <li>-Drama techniques</li> <li>-Transitions</li> <li>-Storyline</li> <li>-AIM</li> </ul> | <p><b><u>Devising Theatre – The main elements</u></b></p> <ul style="list-style-type: none"> <li>-Structure</li> <li>-Themes</li> <li>-Drama techniques</li> <li>-Transitions</li> <li>-Storyline</li> <li>-AIM</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"><li>• Performance skills</li></ul> |  |  |  |
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Year 8 Drama

| Specification References | Big questions | Topic area: main Items and optional learning objectives<br>All: grades 1-3<br>Most: grades 4-6<br>Some: grades 7-9<br>Examples | Outcomes | Key Terms/ concepts<br>Literacy<br>Numeracy | Assessment and homework tasks | Resources | Personal Development curriculum links (SMSC, British Values, PSHE) |
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Term 1

Topic: AN INTRODUCTION TO DRAMA (RECAP)

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|  | <p>What are performance skills and drama techniques?</p> <p>What skills do you need to work effectively as a team?</p> <p>How do you create a character on stage?</p> <p>Which skills/techniques can help you to create a character?</p> <p>What is constructive criticism and how can this enable you to make further progress in drama?</p> | <p>Students will be taught the following:</p> <ul style="list-style-type: none"> <li>How to Work together successfully</li> <li>How to Communicate effectively</li> <li>How to Contribute ideas</li> <li>How to identify performance skills</li> </ul> | <p>Students will gain/recap their understanding of:</p> <ul style="list-style-type: none"> <li>Working together successfully and effectively</li> <li>Performing with discipline</li> <li>Overcoming problems/ disagreements in group work</li> <li>Identifying, demonstrating and showing an understanding</li> </ul> | <p>Communication</p> <p>Contribution</p> <p>Performance skills</p> <p>Drama techniques</p> <p>Creating tension on stage</p> <p>Vocal skills</p> <p>Creating a character</p> <p>Planning a story</p> | <ul style="list-style-type: none"> <li>Mixed Ability groupings</li> <li>Opportunities to give, take on and implement feedback</li> <li>Peer Assessment</li> <li>Video recordings</li> <li>Feedback written by teacher</li> <li>in Class Feedback Log</li> </ul> | <p>Terminology Cards</p> <p>Feedback/ constructive criticism cards</p> <p>Recording equipment</p> <p>Knowledge organiser</p> | <p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p> |
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|  |  | <ul style="list-style-type: none"> <li>• <b>How to identify drama techniques</b></li> <li>• <b>How to give constructive feedback</b></li> </ul> | of performance skills and drama techniques | Engaging your audience | <ul style="list-style-type: none"> <li>• <b>Performance</b></li> <li>• <b>Contribution</b></li> </ul> |  |  |
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**Term 2**

**Topic: MELODRAMA**

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| <p><b>Big Questions</b></p> <p>What is Melodrama?</p> <p>Where/how did Melodrama originate?</p> <p>How is the style Melodrama performed?</p> | <p><b>Students will be taught the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Exaggeration in performance</b></li> <li>• <b>Movement, mime and gesture</b></li> </ul> | <p>Students will gain an understanding of the following:</p> <ul style="list-style-type: none"> <li>• Different, exaggerated styles of acting</li> <li>• Stepping outside of their comfort zones</li> </ul> | <p>Exaggeration</p> <p>Discipline</p> <p>Mime</p> <p>Style</p> <p>Storytelling</p> <p>Origin</p> | <ul style="list-style-type: none"> <li>• <b>Mixed Ability groupings</b></li> <li>• <b>Opportunities to give, take on and implement feedback</b></li> </ul> | <p>Power point of images/research</p> <p>Music/sound</p> <p>Masks</p> <p>Photocopied scenarios</p> <p>Clips on Youtube</p> | <p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful</p> |
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| <p>What kinds of characters would you find in a Melodrama?</p> <p>What kinds of stories are found within Melodrama?</p> <p>How do you need to adapt your use of performance skills to act in a Melodramatic performance?</p> | <ul style="list-style-type: none"> <li>• <b>Exaggerated styles of performance</b></li> <li>• <b>Melodrama, slapstick, Commedia Dell'Arte</b></li> <li>• <b>Developing confidence</b></li> <li>• <b>Vocal Skills</b></li> <li>• <b>Storytelling</b></li> <li>• <b>Exaggerated drama techniques</b></li> </ul> | <p>and developing confidence</p> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Drama techniques</li> <li>• Origin of Melodrama</li> <li>• Physical theatre</li> <li>• Production elements and how they are used in performance</li> <li>• Understanding context and meaning through creative choices</li> </ul> | <p>Physical theatre</p> <p>Movement</p> <p>Gesture</p> <p>Vocal skills</p> <p>Commedia Dell'Arte</p> <p>Slapstick</p> | <ul style="list-style-type: none"> <li>• <b>Peer Assessment</b></li> <li>• <b>Video recordings</b></li> <li>• <b>Feedback written by teacher in Class Feedback Log</b></li> <li>• <b>Performance</b></li> <li>• <b>Contribution to class and group discussions</b></li> </ul> |  | <p>environment in lessons.</p> |
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**Term 3**

**Topic: EXPLORING A SCRIPT – THE BOY IN THE STRIPED PYJAMAS**

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| <p>What themes are explored in the play?</p> | <p><b>Students will be taught the following:</b></p> | <p><b>Students will gain an understanding of the following:</b></p> | <p>Exploring the text practically</p> |  | <p>Photocopies of the play/extracts</p> | <p>SMSC is embedded within our schemes of work in</p> |
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| <p>How can you use this to inform your understanding of the characters in the play?</p> <p>What can dialogue tell us about how characters are feeling?</p> <p>How can we use our knowledge of vocal and physical skills to convey emotion on stage and show a thought process?</p> <p>How is hot seating used to develop characterisation?</p> <p>How can the drama techniques still image and split scene be used effectively to show different situations?</p> <p>Can you use your knowledge of performance skills to plan, create and perform a short performance?</p> | <ul style="list-style-type: none"> <li>● <b>Themes from the play</b></li> <li>● <b>Contextual Information</b></li> <li>● <b>Relevance of context</b></li> <li>● <b>Characterisation</b></li> <li>● <b>Empathy</b></li> <li>● <b>Reading/speaking dialogue</b></li> <li>● <b>Performance skills</b></li> <li>● <b>Drama techniques</b></li> <li>● <b>Links with English &amp; History – contextual information</b></li> </ul> | <ul style="list-style-type: none"> <li>● Studying all the aspects within a published play</li> <li>● Understanding the important of contextual information and how this informs choices made on stage and in characterisation</li> <li>● Incorporation of drama techniques</li> <li>● Development/adapting use of performance skills including movement and vocal skills</li> <li>● Direction</li> <li>● Production elements</li> <li>● Creating atmosphere</li> </ul> | <p>Direction</p> <p>Character analysis</p> <p>Contextual Information</p> <p>Performance skills</p> <p>Drama techniques</p> <p>Naturalism</p> <p>Understanding dialogue</p> <p>Identifying Themes</p> <p>Empathy</p> | <ul style="list-style-type: none"> <li>● <b>Mixed Ability groupings</b></li> <li>● <b>Opportunities to give, take on and implement feedback</b></li> <li>● <b>Peer Assessment</b></li> <li>● <b>Video recordings</b></li> <li>● <b>Feedback written by teacher in Class Feedback Log</b></li> <li>● <b>Performance</b></li> <li>● <b>Contribution</b></li> </ul> <p><b>All students will be given verbal feedback at points during every lesson. Notes will be made in class by teacher in the class feedback log, outlining each individual students journey</b></p> | <p>Clips of original performance</p> <p>Research/information power point</p> <p>Use of props/costume</p> | <p>performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p> |
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| <b>Term 4</b>   |  |   |   |   |   |  |  |
| <b>Topic: CHARACTERISATION</b>  |  |   |   |   |   |  |  |
| <p><b>What is characterisation?</b></p> <p><b>How can dialogue inform us about characterisation?</b></p> <p><b>How can hot seating help to create depth within characterisation?</b></p> <p><b>Can you create an off-text scene, planning your own dialogue?</b></p> <p><b>What is status and how can it be shown on stage through characterisation?</b></p> <p><b>Why are vocal skills and physical performance skills important when portraying a character on stage?</b></p> <p><b>Can you create your own characters?</b></p> | <p><b>Students will be taught the following:</b></p> <p><b>How to show characters through the use of performance skills, using these effectively</b></p> <p><b>How to plan dialogue carefully informing the audience about the situation/character/subt ext etc</b></p> <p><b>How to show relationships/status and plan interactions between characters on stage, with meaning</b></p> <p><b>How to work together to plan and create storylines using improvisation.</b></p> <p><b>How to understand why/how characters act/react the way they do and how to show this clearly to an audience.</b></p> | <p>Students will understand the following:</p> <p>How to adapt their use of performance skills to show different characters</p> <p>Plan dialogue effectively</p> <p>Plan and show relationships between characters</p> <p>Work together with others towards the same goal</p> <p>What status is and how it can be shown on stage</p> <p>Understand characters and storylines and plan these effectively</p> | <p><b>Performance Skills</b></p> <p><b>Facial expression</b><br/> <b>Body language</b><br/> <b>Gestures</b><br/> <b>Eye contact</b><br/> <b>Positioning</b><br/> <b>Posture</b><br/> <b>Planned movement</b><br/> <b>Discipline</b><br/> <b>Space</b><br/> <b>Levels</b></p> <p><b>Vocal skills</b></p> <p><b>Pitch</b><br/> <b>Pace</b><br/> <b>Pause</b><br/> <b>Projection</b><br/> <b>Tone</b><br/> <b>Emphasis</b><br/> <b>Accent</b><br/> <b>Volume</b><br/> <b>Intonation</b><br/> <b>Tempo</b></p> <p><b>Characterisation</b><br/> <b>Script work</b><br/> <b>Improvisation</b></p> <p><b>Thought process</b></p> | <ul style="list-style-type: none"> <li>• <b>Mixed Ability groupings</b></li> <li>• <b>Opportunities to give, take on and implement feedback</b></li> <li>• <b>Peer Assessment</b></li> <li>• <b>Video recordings</b></li> <li>• <b>Feedback written by teacher in Class Feedback Log</b></li> <li>• <b>Performance</b></li> <li>• <b>Contribution</b></li> <li>• <b>Notes will be made in the class Feedback Log throughout the term, noting which areas students are making progress in and areas</b></li> </ul> | <p>Class feedback logs</p> <p>Copies of scripts</p> <p>Knowledge organiser</p> <p>Powerpoint of characterisation scheme</p> | <p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to create a safe and respectful environment in lessons.</p> |  |

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| <p>Can you create a character implementing improvements from last lesson?</p> <p>Can you create and maintain challenging characters whilst remaining disciplined on stage?</p> | <p>How to consider areas to improve and implement these into work</p> <p>How to maintain discipline within performance and why this is important.</p> | <p>Plan and show character reactions</p> <p>Work towards improving their approach, further developing skills</p> | <p>Storyline</p> | <p>that require improvement, aiding target setting.</p> |  |  |
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**Term 5 and 6**

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| <p><b>Topic: DEVISING THEATRE</b></p>  |   |   |   |   |  |   |
| <p>What does devising mean?</p> <p>What is a stimulus?</p> <p>How will the use of techniques help to engage your audience?</p> | <p>Devising Theatre - The main elements</p> <ul style="list-style-type: none"> <li>Students will recap the feedback they received for devised performance at the end of last term</li> <li>Students will watch</li> </ul> | <p>Students will understand the following:</p> <ul style="list-style-type: none"> <li>Understand how to structure a story</li> <li>Discuss ideas as a group, based on a stimulus</li> </ul> | <p>Devising</p> <p>Improvisation</p> <p>Production Elements</p> <p>Symbolism</p> <p>Aim</p> | <ul style="list-style-type: none"> <li>Mixed Ability groupings</li> <li>Opportunities to give, take on and implement feedback</li> <li>Peer Assessment</li> <li>Video recordings</li> </ul> | <p>Stimuli</p> <p>Video clips on youtube</p> <p>Previous exam performances</p> <p>Use of computers</p> | <p>SMSC is embedded within our schemes of work in performing arts. It is also fluent within the way we teach. Students are expected to work together, contribute ideas freely and help to</p> |

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| <p><b>What are production elements?</b></p> <p><b>Why is it important for a performance to have an aim?</b></p> <p><b>What do you need to consider when devising a performance?</b></p> |  | <p><b>performances back and note down strengths and areas to improve</b></p> <ul style="list-style-type: none"> <li>• They will focus on each individual aspect of devising theatre – A clear guide focusing on the following:</li> <li>• <b>Storytelling, Aim, Structure, Characterisation, Interaction on stage, Transitions, Planning dialogue, Researching themes, Incorporating techniques</b></li> </ul> | <ul style="list-style-type: none"> <li>• Explore practical ideas thoroughly</li> <li>• Listen to and understand feedback received, understanding their areas of strength and areas to improve by watching and self-assessing their work</li> <li>• Identify, describe and explain how the main aspects of devising theatre play a major role in its success</li> <li>• To recap and give examples of how to plan and create the main aspects of devising theatre</li> </ul> | <p><b>Drama Techniques</b></p> <p><b>Re-working Rehearsing Polishing</b></p> <p><b>Planning movement and dialogue</b></p> <p><b>Research</b></p> | <ul style="list-style-type: none"> <li>• <b>Feedback written by teacher in Class Feedback Log</b></li> <li>• <b>Performance Contribution</b></li> </ul> <p><b>All students will be given verbal feedback at points during every lesson. Notes will be made in class by teacher in the class feedback log, outlining each individual students journey</b></p> | <p>Use of sound equipment</p> | <p>create a safe and respectful environment in lessons.</p> |
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