

Culcheth High School Key Stage 3 Curriculum Map 2024 - 2025

Subject: Drama Year 8



CULCHETH
HIGH SCHOOL
THE BEST THAT WE CAN BE

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Concepts	Responding to the script 'The Holiday'. Atmosphere change Choral speech	Physical theatre The body tells the story	Scripted unit	Greek Tragedy	Performance styles and genres, for example, Pantomime	Willy Russell 'Our day out.'
Themes	Storytelling Working with short scripts Stereotypes Family dilemmas	Movement Choreography Story telling Non verbal communication	Naturalistic drama Crime and justice	Family Alley of conscience Truth and justice	The teaching and developing of performance techniques linking to both naturalistic and abstract performance	Introduction to playwriting.
Writing whole school literacy focus	Literacy through character work, spoken dialogue, subject-specific terminology and short scripted extracts Performance support elements explored such as costume, lighting design, set design as part of the teaching	Story telling Adaptation of text Annotation of text Fairy Tales	Literacy through subject-specific terminology in peer and self-assessment feedback.	Opportunities to research the origin of theatre and Greek mythology. Thought track writing	Development of practical and character work. Literacy through character work, spoken dialogue and subject-specific terminology	Development of practical and character work. Literacy through character work, spoken dialogue and subject-specific terminology
Spiritual, Moral, Social and Cultural theme (SMSC) Fundamental British Values	Promoting teamwork and cooperation skills, interpretation of set materials links to other cultures within storytelling and devising	Knowledge and understanding of world events and developing an understanding of different era's and attitudes	Knowledge and understanding of society and its attitudes to young people. Collaborative working, creative	How writing has changed from Ancient Greece to now.	Challenging creative thinking and non-verbal communication	Challenging creative thinking through performance work. The north west of England. Knowing where you are from and what this represents.

		Collaborative working and teamwork development of creative ideas	thinking through design			
Key Assessment Foci, suggested Assessments and Feedback week	Teacher assessment based on QMA mark scheme and peer/self-assessment regularly	Teacher assessment based on mark scheme and peer/self-assessment regularly.	Assessment of devising skills and key performance concepts. End of project/interim assessment mark given as part of QMA assessment rotation. Regular peer/self-assessment	Peer and self-assessment continue. Teacher assessment at interim period and during QMA week	Peer and self-assessment throughout and teacher assessment as new skills are taught and developed, in line with QMA week	Final teacher assessment and regular peer/self-assessment Introduction to costume design Highlighting drama careers.
Special Events	Possible involvement in production (on or off stage crews to develop skills) Musical Theatre Group perform 'open rehearsal' at Open Evening	School production performed before Christmas. Students can be involved as a performer, creative team or in the tech team. Musical Theatre Group performs in Christmas assembly and at Senior Citizens Christmas Party			Students in all years are invited to audition for the next school production.	Musical Theatre Group rehearses and performs at Celebration Evening and final assembly.
Possible Visits						

Students work on a fortnightly rotation so one unit takes a term to complete due to one lesson every two weeks.