Curriculum Summary Document

Year 8 – Drama

From Text to Theatre: Context, Character and Performance Style

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
LC1 - Oliver!	**Autumn One**	Students enter the world of Oliver! by exploring Victorian London and the workhouse. They use contextual knowledge to shape performance choices and create believable situations, developing atmosphere, ensemble discipline and an understanding of how social setting influences character and behaviour.	This builds on Year 7 storytelling by asking students to ground dramatic choices in a specific historical context. Students begin to move from general characterisation towards more informed interpretation of text, setting and social circumstances.	History - Victorian Britain and social class English - Dickens and narrative context Life - inequality and social responsibility
	Autumn Two	Students explore Fagin's Gang first through devising and then through scripted work. They compare the demands of creating their own material with interpreting an existing script, developing blocking, character interaction, use of space and increasingly controlled vocal and physical skills.	Moving between devised and scripted performance develops flexibility and independence. Students learn to retain creativity while responding accurately to the demands of a text, a key skill for later acting and vocational performing arts work.	English - script interpretation Oracy - dialogue and communication Life - collaboration and shared responsibility
	Spring One	Students develop detailed characterisation through the Artful Dodger, Nancy and Sikes, then devise missing moments that extend the story while remaining consistent with established characters and context. They prepare for knowledge and skill checks and use feedback to identify next steps.	Students combine contextual understanding, script interpretation and independent devising. This strengthens their ability to justify character choices and sustain believable roles before Year 8 widens into contrasting theatrical traditions and styles.	English - inference, character and narrative continuity History - social context English - oracy through explanation and evaluation

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LC2 - Theatre Through Time	**Spring Two**	Students begin Theatre Through Time with Greek Theatre and Commedia dell'Arte. They explore how theatre conventions change across periods, including chorus and heightened performance in Greek theatre and stock characters, physicality and comic convention in Commedia.	Students learn that performance style is shaped by historical and cultural convention. This broadens their theatrical vocabulary and prepares them to adapt their acting choices rather than relying on one familiar style.	History - classical and Renaissance Europe English - dramatic convention and storytelling PE - physical expression and ensemble movement
	Summer One	Students move into Shakespearean/Elizabethan theatre and Brecht/Epic Theatre, comparing how different theatrical traditions communicate with audiences. They explore presentational approaches, direct communication, character and staging choices, and how purpose can shape performance style.	Comparing contrasting traditions develops analytical thinking and stylistic control. Students begin to recognise why practitioners and theatre-makers make particular choices, creating useful foundations for practitioner study at Key Stage 4.	English - Shakespeare and dramatic text History - Elizabethan and twentieth-century context Life - theatre as social commentary
	Summer Two	Students complete the year through physical theatre workshops, using movement, ensemble co-ordination and space to communicate meaning. They apply learning from across the cycle in knowledge and skill checks, refining work through rehearsal, feedback and clearly identified next steps.	The year finishes by bringing together context, style, physical control and ensemble performance. Students leave Year 8 with a wider theatrical repertoire and greater adaptability, ready for the more intentional actor-training and theatre-for-change work of Year 9.	PE - movement and co-ordination Dance - physical theatre and ensemble work Life/English – oracy through collaboration and reflection