



Topic name	Term	Skills developed	Prior learning	Next link in curriculum	Other notes
HAUNTED HOUSE	Autumn Term 1/2	Creating and Performing: • Tension in performance • Characterisation • Working as an ensemble • Development of suspense • Trust/collaboration • Improvisation • Role-play • Response to stimulus • Use of lights/sound/set/costume Responding: • Verbal evaluation of performances in class. • Analysis of own performance in response to teacher feedback. Theatrical techniques and conventions: • Narration • Crosscutting • Physical Theatre • Thought tracking • Soundscape Interpretation of text/source material: • Poster • Lines of narration • Music and sound effects	Yr 7: Role-play and response to stimuli in ROLE-PLAY (WW2). Yr 7: Use of thought-track and crosscutting in ROLE-PLAY (WW2). YR 7: Development of tense atmosphere in PAGE TO STAGE	Yr 8: Creation of tension and suspense in MISSING. Yr 8: Development of tension in MELODRAMA. Yr 9: Development of script in TENSION AND STATUS Yr 9: Practitioner focus in relation to tension in PRACTITIONERS. Yr 9: Design ideas in DESIGN. Yr 10: Devising for GCSE.	Opportunity for students to use tech within their pieces as the unit introduces atmosphere and tension through lighting, set and sound.



MELODRAMA	Autumn Term 2/ Spring Term 1	Creating and Performing: • Stock characters • Stage combat • Exaggerated vocal and physical expression • Performance using a melodramatic plot. • Melodramatic script Responding: • Verbal evaluation of own and peers' work. • Written evaluation of a peer's performance. • Analysis of own performance linking to success criteria. Theatrical techniques and conventions: • Direct address • Exaggerated performance style • Use of music and other technical ideas • Costume to show character Interpretation of text/source: • Melodrama playtext • Stock character descriptions • Plot description • Script extracts • Music • Research into genre	Yr 7: Exaggerated acting style in PANTOMIME Yr 7: Focus upon physicality in MIME. Y7: Interpretation of characters in PAGE TO STAGE	Yr 9: Practitioner focus, non-naturalistic styles in PRACTITIONERS. Yr 9: Design ideas in DESIGN. Yr 10: Devising for GCSE.	Students continue to develop understanding of theatre history through this unit.
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MISSING	Spring Term 1/2	Creating and Performing: • Use of stimulus • Use of props • Creation and development of character • Naturalistic acting style • Creation of tension • Emotional performances • Devising Responding: • Verbal evaluation of performances in class. • Analysis of own performance in response to teacher feedback. Theatrical techniques and conventions: • Teacher-In-Role (TIR) • Semiotics • Crosscutting • Socratic circles • Naturalism and realism • Issue-based drama • Hotseating Interpretation of text/source: • Artefacts used as props • Photograph of missing person • Songs • Research into homelessness	Yr 7: Realistic acting styles in ROLE-PLAY (WW2) Yr 7: Response to stimuli in ROLE-PLAY (WW2). Yr 8: Creation of tension in HAUNTED HOUSE.	Yr 9: Development of own material and characters in DEVISING Yr 9: Link to Stanislavski in PRACTITIONERS Yr 10: Use of stimuli to create performance material in Y10 DEVISING.	This unit allows students to explore realistic and contemporary context and develops naturalistic acting skills.
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SCRIPT WORK TO INCLUDE END-OF-YEAR DRAMA EXAM	Summer Term 1/2 END-OF-YEAR DRAMA EXAM TO TAKE PLACE FIRST WEEK OF SUMMER TERM 2.	Creating and Performing: • Hotseating • Role-On-The-Wall • Off-The-Text improvisation • Blocking • Spatial awareness • Staging • Line learning • Stagger/run-through • Development of physical and vocal skills • Performance to the class. Theatrical techniques and conventions: Additional conventions dependent upon script chosen by teacher • Use of tech to support • Research into play and writer. • Link to practitioner. Interpretation of text/source: (Dependent upon play) • Script • Social, Historical, Political, Cultural context of play. • Information about the writer. • Information about the genre. • Relevant or associated practitioner key principles and rehearsal techniques. Students will reflect upon and evaluate own and others' work. END-OF-YEAR DRAMA ASSESEMNT: PERFORMANCE OF SCRIPTED SCENE	Yr 7: Acting styles (PANTOMIME. ROLE-PLAY (WW2, SHAKESPEARE) Yr 7: Research to inform character development (SHAKESPEARE, HARRY POTTER). Y7: Interpretation of script and characters in HARRY POTTER. Yr 8: Acting styles (MELODRAMA, MISSING, GREEK).	Yr 9: Development of script in TENSION AND STATUS Yr 9: Practitioner focus, non-naturalistic styles in PRACTITIONERS. Yr 9: Design ideas in DESIGN. Yr 10/ 11 - set text. Yr 11: Component 3.	The class will practically explore extracts from a script (teacher's choice). Rehearsal techniques will vary depending upon style and genre.
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GREEK THEATRE	Summer Term 1 /2	Creating and Performing: • Presentational style of acting • Awareness of stage configurations and staging • Ensemble • Narration • Choral speech • Exploration of Ancient Greek texts • Focus upon projection • Use of gesture to communicate meaning Theatrical techniques and conventions: • Minimalist tech to show understanding of antiquity. • Direct address • Canon and unison • Use of chorus • Mask • Song and dance • Physical Theatre • Understanding of theatre history and genre. • Developed understanding of Greek myths Interpretation of text/source: • Greek Theatre information provided by teacher and sourced through homework task. • <i>Oedipus, Antigone</i> by Sophocles • Greek myths • Images of amphitheatre Students will reflect upon and evaluate own and others' work.	Yr 7: Focus upon use of gesture in MIME. Yr 7: Understanding of theatre history in SHAKESPEARE Yr 8: Understanding of theatre history in MELODRAMA	Yr 9: Understanding of theatre history informs understanding of PRACTITIONERS Yr 9: Focus upon staging informs DESIGN Yr 10: DEVISING Yr10: Theatre history Yr11/Yr13: Performance of classical monologues.	
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West Kirby
Grammar School

Curriculum Map – Year 8 – Drama (2026-2027)

