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Principal: Mrs C Stanyer

Subject: Drama

Year 8 Curriculum Map 2024 - 25

| Week Commencing | Topic (including links to additional resources) | Assessment Window |
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| Staff INSET 02/09 Students Return 03/09 | <p>Introduction to Melodrama-What is Melodrama? Who are the stock characters involved? What do you notice about the performance style and the use of body language, gesture, facial expression and pace? Create a list of adjectives to describe the stock characters. Consider how you can bring these adjectives to life. Create freeze frames to represent the stock characters.</p> <p>Challenge: Bring freeze frames to life in a spontaneous improvisation.</p> <p>https://www.youtube.com/watch?v=g4XyzIjJBlA- Melodrama including stock characters</p> <p>https://www.youtube.com/watch?v=89wis6V86gs Melodrama-performance</p> <p>https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2</p> <p>HAIL: Research the History of Melodrama. You can present this is a Poster; PowerPoint presentation; a written piece of work or another creative way of your choice.</p> | |
| 09/09/2024 | <p>Introduction to Melodrama-What is Melodrama? Who are the stock characters involved? What do you notice about the performance style and the use of body language, gesture, facial expression and pace? Create a list of adjectives to describe the stock characters. Consider how you can bring these adjectives to life. Create freeze frames to represent the stock characters.</p> <p>Challenge: Bring freeze frames to life in a spontaneous improvisation.</p> <p>https://www.youtube.com/watch?v=g4XyzIjJBlA- Melodrama including stock characters</p> <p>https://www.youtube.com/watch?v=89wis6V86gs Melodrama-performance</p> <p>https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2</p> <p>HAIL: Research the History of Melodrama. You can present this is a Poster; PowerPoint presentation; a written piece of work or another creative way of your choice.</p> | |
| 16/09/2024 | <p>Melodrama- What is a typical plot line? What modern day Melodramas might you have seen before? Create a performance using the 'Train Track Terror' script. Consider how you perform in a Melodramatic style and how you will represent your character physically. Showcase performances and evaluations.</p> <p>https://www.youtube.com/watch?v=pX5_7qDzuY9 (Soap Opera)</p> <p>https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2</p> <p>HAIL: Watch a Soap Opera and decide which characters you could link to typical stock characters within Melodrama.</p> <p>Consider potential plot lines for a piece of Drama. Write a mind map of ideas that you can share with your group next lesson.</p> | |
| 23/09/2024 | <p>Melodrama- What is a typical plot line? What modern day Melodramas might you have seen before? Create a performance using the 'Train Track Terror' script. Consider how you perform in a Melodramatic style and how you will represent your character physically. Showcase performances and evaluations.</p> <p>https://www.youtube.com/watch?v=pX5_7qDzuY9 (Soap Opera)</p> <p>https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2</p> <p>HAIL: Watch a Soap Opera and decide which characters you could link to typical stock characters within Melodrama.</p> <p>Consider potential plot lines for a piece of Drama. Write a mind map of ideas that you can share with your group next lesson.</p> | |
| 30/09/2024 | <p>Melodrama- Create your own Melodrama in groups using no dialogue. Consider a suitable plot line using your knowledge of Melodrama. How will you ensure that the audience still understands your storyline with no dialogue? How will you present your character? Consider the use of gesture, facial expression, body, language, pace and music. Rehearsal lesson.</p> <p>https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2</p> <p>HAIL: Think about what music you might use for your performance. You could choose one that has been suggested to you or select one of your own. Why have you chosen this music? Why does it enhance your performance?</p> | |

Ormiston Meridian Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



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| | https://www.youtube.com/watch?v=bzx5Q-WNgIE https://www.youtube.com/watch?v=U-iHnbPb60Y (Powerful and Dramatic) https://www.youtube.com/watch?v=BLXwpGCn2KQ (comedic) https://www.youtube.com/watch?v=cCrKncOpE7Q&list=PLsGrZkgKYmdUVAQNV-EHBlc_gviVjAe (comedic) https://www.youtube.com/watch?v=C16bt7b9Llc (Dramatic- Villain) | |
| 07/10/2024 | <p>Melodrama- Create your own Melodrama in groups using no dialogue. Consider a suitable plot line using your knowledge of Melodrama. How will you ensure that the audience still understands your storyline with no dialogue? How will you present your character? Consider the use of gesture, facial expression, body, language, pace and music. Rehearsal lesson.</p> <p>https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2</p> <p>HAIL: Think about what music you might use for your performance. You could choose one that has been suggested to you or select one of your own. Why have you chosen this music? Why does it enhance your performance?</p> <p>https://www.youtube.com/watch?v=bzx5Q-WNgIE https://www.youtube.com/watch?v=U-iHnbPb60Y (Powerful and Dramatic) https://www.youtube.com/watch?v=BLXwpGCn2KQ (comedic) https://www.youtube.com/watch?v=cCrKncOpE7Q&list=PLsGrZkgKYmdUVAQNV-EHBlc_gviVjAe (comedic) https://www.youtube.com/watch?v=C16bt7b9Llc (Dramatic- Villain)</p> | |
| 14/10/2024 | <p>Melodrama- Rehearse and perform your own Melodrama in groups using no dialogue. Consider a suitable plot line using your knowledge of Melodrama. How will you ensure that the audience still understands your storyline with no dialogue? How will you present your character? Consider the use of gesture, facial expression, body, language, pace and music.</p> <p>https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2</p> | Achievement Round 1 |
| 21/10/2024 | <p>Melodrama- Rehearse and perform your own Melodrama in groups using no dialogue. Consider a suitable plot line using your knowledge of Melodrama. How will you ensure that the audience still understands your storyline with no dialogue? How will you present your character? Consider the use of gesture, facial expression, body, language, pace and music.</p> <p>https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2</p> | Achievement Round 1 |
| October Half Term | | |
| 04/11/2024 | <p>DDI lesson</p> <p>Wave 1: Improvement of practical work</p> <p>Wave 2: Improvement of physical theatre knowledge</p> | |
| 11/11/2024 | <p>DDI lesson</p> <p>Wave 1: Improvement of practical work</p> <p>Wave 2: Improvement of physical theatre knowledge</p> | |
| 18/11/2024 | <p>Introduction to naturalism -who is Stanislavsky? What is Stanislavsky's system? Focus on 'The Magic If'. Explore 'The Magic If' through a range of activities in both an abstract and naturalistic way. Identify the differences between Melodrama and naturalism.</p> <p>https://www.youtube.com/watch?v=uLuSg2tC35Y https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</p> | |
| 25/11/2024 | <p>Introduction to naturalism -who is Stanislavski? What is Stanislavski's system? Focus on 'The Magic If'. Explore 'The Magic If' through a range of activities in both an abstract and naturalistic way. Identify the differences between Melodrama and naturalism.</p> <p>https://www.youtube.com/watch?v=uLuSg2tC35Y https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1</p> | |
| 02/12/2024 | <p>Introduction to 'Given Circumstances' Apply at least 3 of the questions to an improvisation activity. Identify how the 'Given Circumstances' create a more believable character role. Develop character roles by creating a short scene using the 'Given Circumstances'.</p> <p>https://www.backstage.com/magazine/article/given-circumstances-acting-explained-76219/ https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/5#:~:text=The%20given%20circumstances</p> | |
| 09/12/2024 | <p>Introduction to 'Given Circumstances' Apply at least 3 of the questions to an improvisation activity. Identify how the 'Given Circumstances' create a more believable character role. Develop character roles by creating a short scene using the 'Given Circumstances'.</p> <p>https://www.backstage.com/magazine/article/given-circumstances-acting-explained-76219/ https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/5#:~:text=The%20given%20circumstances</p> | |
| 16/12/2024 | <p>Introduction to 'Objectives' within Stanislavski's system. Create improvisation activity: 'Park Bench' with a different objective for each character. Develop character objectives by performing a short script using differing character objectives.</p> <p>https://www.youtube.com/watch?v=0DxalqmgLLQ</p> | |

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| Christmas Break | | |
| 06/01/2025 | Introduction to 'Objectives' within Stanislavski's system. Create improvisation activity: 'Park Bench' with a different objective for each character. Develop character objectives by performing a short script using differing character objectives. https://www.youtube.com/watch?v=0DxalqmQLLQ | |
| 13/01/2025 | What would we expect to see in a naturalistic play? Practical exploration of performing in a naturalistic context. Identify how realistic this was. Using a short scene develop with previously taught rehearsal techniques (The Magic If, Given Circumstances). Include a silent interaction. | |
| 20/01/2025 | What would we expect to see in a naturalistic play? Practical exploration of performing in a naturalistic context. Identify how realistic this was. Using a short scene develop with previously taught rehearsal techniques (The Magic If, Given Circumstances). Include a silent interaction. | |
| 27/01/2025 | Introduction to Emotional Memory. Practice a short scene with a partner to establish the context. Recall emotions activity. Rehearse the same scene using the same level of emotion to develop character. Develop further with the 'Method of Physical Action' and the inner incentives of a character. https://www.youtube.com/watch?v=H0asVYSIF9Q | Achievement Round 2 |
| 03/02/2025 | Introduction to Emotional Memory. Practice a short scene with a partner to establish the context. Recall emotions activity. Rehearse the same scene using the same level of emotion to develop character. Develop further with the 'Method of Physical Action' and the inner incentives of a character. https://www.youtube.com/watch?v=H0asVYSIF9Q | Achievement Round 2 |
| 10/02/2025 | Recall parts of Stanislavski's system: 'Emotional Memory' and 'The Magic If'. Use of inner incentives to portray character. Introduce subtext by using babble (grammelot). Use a range of different rehearsal techniques from Stanislavski's system to perform a script in character. Identify how the performance has changed. https://www.john-kirk.co.uk/?p=531 | |
| February Half Term | | |
| 24/02/2025 | Recall parts of Stanislavski's system: 'Emotional Memory' and 'The Magic If'. Use of inner incentives to portray character. Introduce subtext by using babble (grammelot). Use a range of different rehearsal techniques from Stanislavski's system to perform a script in character. Identify how the performance has changed. https://www.john-kirk.co.uk/?p=531 | |
| 03/03/2025 | Introduction to a script – how and why can we use our voice? Identify the use of pitch, volume and emotion and the importance of using vocal range. Identify our own limitations to inform character roles. 1 lesson every 2 weeks. | |
| 10/03/2025 | Introduction to a script – how and why can we use our voice? Identify the use of pitch, volume and emotion and the importance of using vocal range. Identify our own limitations to inform character roles. 1 lesson every 2 weeks. | |
| 17/03/2025 | Using a script - Skeleton scripts – what is missing from the Skeleton scripts? Work with a partner to practice saying them in different ways. What do we learn about characters? Identify a verb and adverb that can be used. 1 lesson every 2 weeks. Using a script - What is a script? Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature; https://www.youtube.com/watch?v=UMe0ISCzHnk). | |
| 24/03/2023 | Using a script - Skeleton scripts – what is missing from the Skeleton scripts? Work with a partner to practice saying them in different ways. What do we learn about characters? Identify a verb and adverb that can be used. 1 lesson every 2 weeks. Using a script - What is a script? Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature; https://www.youtube.com/watch?v=UMe0ISCzHnk). | |
| 31/03/2025 | Using a script - Skeleton scripts -apply character names, stage directions (verb and adverb) and direct the chosen scene. Why is performance space important? Perform and peer/self-evaluate. What was effective about the performance? How could it be improved? 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature; http://www.bbc.co.uk/bitesize/standard/english/lit_form/script/revision/1/) | |
| 07/04/2025 | Using a script - Skeleton scripts -apply character names, stage directions (verb and adverb) and direct the chosen scene. Why is performance space important? Perform and peer/self-evaluate. What was effective about the performance? How could it be improved? 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature; http://www.bbc.co.uk/bitesize/standard/english/lit_form/script/revision/1/) | |
| Easter Break | | |
| 28/04/2025 | Using a script - Choose challenging script. Identify role to play and direct scene to bring it to life. Groups/pairs selected to model examples of performance and invite feedback. Why was it effective? How could it be | |

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| | improved further? How was the script brought to life? 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature) . | |
| 05/05/25 | Using a script - Choose challenging script. Identify role to play and direct scene to bring it to life. Groups/pairs selected to model examples of performance and invite feedback. Why was it effective? How could it be improved further? How was the script brought to life? 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature) . | |
| 12/05/2025 | Using a script - Bring the script to life by directing / performing. Why was it effective? How could it be improved further? How was the script brought to life? Perform and evaluate. 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature; http://www.bbc.co.uk/bitesize/standard/english/lit_form/script/revision/1/) . | |
| 19/05/2025 | Using a script - Bring the script to life by directing / performing. Why was it effective? How could it be improved further? How was the script brought to life? Perform and evaluate. 1 lesson every 2 weeks. Resources (Knowledge organisers, BBC Bitesize; Google classroom; Google www.bbc.co.uk › Home › English Literature; http://www.bbc.co.uk/bitesize/standard/english/lit_form/script/revision/1/) . | |
| May Half Term | | |
| 02/06/2025 | Using a script –DDI. 1 lesson every 2 weeks. Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge | |
| 09/06/2025 | Using a script –DDI. 1 lesson every 2 weeks. Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge | |
| 16/06/2025 | Introduction to Physical Theatre - using our body as a prop. Explore this as a whole group creating a sound machine. Develop understanding of physical theatre through frantic assembly. Group work 'Tell me a story' to develop a physical theatre performance. 143) What is Physical Theatre? #physicaltheatre #dv8 #franticassembly - YouTube | Achievement Round 3 |
| 23/06/2025 | Introduction to Physical Theatre - using our body as a prop. Explore this as a whole group creating a sound machine. Develop understanding of physical theatre through frantic assembly. Group work 'Tell me a story' to develop a physical theatre performance. 143) What is Physical Theatre? #physicaltheatre #dv8 #franticassembly - YouTube | Achievement Round 3 |
| 30/06/2025 | Introduction to Physical Theatre – what is it? How can we use it in Drama? Focus on using the body as a prop. Share trailer of Charlie and the chocolate factory. Use a 'quick fire' creation technique to have students working in groups to create given scenarios linked to the story. https://www.youtube.com/watch?v=OFVGCUIXJIs | Achievement Round 3 |
| 07/07/2025 | Introduction to Physical Theatre – what is it? How can we use it in Drama? Focus on using the body as a prop. Share trailer of Charlie and the chocolate factory. Use a 'quick fire' creation technique to have students working in groups to create given scenarios linked to the story. https://www.youtube.com/watch?v=OFVGCUIXJIs | |
| 14/07/2025 | Columbian hypnosis activity. How can this be linked to physical theatre? Introduction to frantic assembly. Using a short fairytale create a performance of the story using physical theatre. https://youtu.be/UVrOsXhG61Q | |
| 21/07/2025 | Columbian hypnosis activity. How can this be linked to physical theatre? Introduction to frantic assembly. Using a short fairytale create a performance of the story using physical theatre. https://youtu.be/UVrOsXhG61Q | |