



Sandon Road, Meir, Stoke-on-Trent, ST3 7DF Telephone: 01782 377100 Fax: 01782 377101

Email: info@omera.co.uk Website: www.ormistonmeridianacademy.co.uk

Principal: Mrs C Stanyer

Subject: Drama

Year 8 Curriculum Map 2025 - 26

Week Commencing	Topic (including links to additional resources)	Assessment Window
Staff INSET 01/09 Students Return 02/09	<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=g4XyzIJjBIA- 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>	
08/09/2025	<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=g4XyzIJjBIA- 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>	
15/09/2025	<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_7qDzuY "https://www.youtube.com/watch?v=pX5_7qDzuY"=pX5_7qDzuY 9 (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>	
22/09/2025	<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_7qDzuY "https://www.youtube.com/watch?v=pX5_7qDzuY"=pX5_7qDzuY 9 (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>	
29/09/2025	<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.



	https://www.youtube.com/watch?v=bzx5Q-WNqIE 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=PLsIGrZkgKYmdUVAQNV-EHBlc_gviViAe (comedic) https://www.youtube.com/watch?v=C16bt7b9UJc (Dramatic- Villain)	
06/10/2025	<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-WNqIE 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=PLsIGrZkgKYmdUVAQNV-EHBlc_gviViAe (comedic) https://www.youtube.com/watch?v=C16bt7b9UJc (Dramatic- Villain)</p>	
13/10/2025	<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>	
20/10/2025	<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>	AR1
October Half Term		
03/11/2025	<p>DDI lesson</p> <p>Wave 1: Improvement of practical work</p> <p>Wave 2: Improvement of physical theatre knowledge</p>	AR1
10/11/2025	<p>DDI lesson</p> <p>Wave 1: Improvement of practical work</p> <p>Wave 2: Improvement of physical theatre knowledge</p>	
17/11/2025	<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>	
24/11/2025	<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>	
01/12/2025	<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>	
08/12/2025	<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>	
15/12/2025	<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=0DxalqmQLLQ</p>	

Christmas Break		
05/01/2026	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=0DxaigmqLLQ	
12/01/2026	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.	
19/01/2026	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.	
26/01/2026	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	AR2
02/02/2026	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	AR2
09/02/2026	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		
23/02/2026	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	
02/03/2026	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.	
09/03/2026	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.	
16/03/2026	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).	
23/03/2026	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).	
Easter Break		
13/04/2026	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/)	
20/04/2026	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/)	

27/04/2026	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).	
04/05/2026	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).	
11/05/2026	Introduction to types of performance space including proscenium arch, traverse, thrust, promenade and in the round. Students experiment with 2 spaces and choose the most effective for their scripted performance. https://www.bbc.co.uk/bitesize/guides/z26bjxs/revision/1	
18/05/2026	Introduction to types of performance space including proscenium arch, traverse, thrust, promenade and in the round. Students experiment with 2 spaces and choose the most effective for their scripted performance. https://www.bbc.co.uk/bitesize/guides/z26bjxs/revision/1	
May Half Term		
01/06/2026	Rehearse and polish performances considering use of adverb, stage directions, acting skills, performance space. Perform and peer/self-evaluate. What was effective about the performance? How could it be improved? 1 lesson every 2 weeks.	
08/06/2026	Rehearse and polish performances considering use of adverb, stage directions, acting skills, performance space. Perform and peer/self-evaluate. What was effective about the performance? How could it be improved? 1 lesson every 2 weeks.	
15/06/2026	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/).	AR3
22/06/2026	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/).	AR3
29/06/2026	Using a script –DDI. 1 lesson every 2 weeks. Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge	AR3
06/07/2026	Using a script –DDI. 1 lesson every 2 weeks. Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge	
13/07/2026	The OMERA Factor – devise and perform a piece of drama of your own choice. This can be part of an improvement phase. Be prepared to perform for a competition at the end of the lesson.	
20/07/2026	The OMERA Factor – devise and perform a piece of drama of your own choice. This can be part of an improvement phase. Be prepared to perform for a competition at the end of the lesson.	