Drama Year 8 Curriculum Map 2026/27

Week Commencing	Topic	Assessment
Staff INSET 01/09 Students Return 02/09	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. Challenge: Bring freeze frames to life in a spontaneous improvisation. https://www.youtube.com/watch?v=g4XyzIJjBIA- Melodrama including stock characters https://www.youtube.com/watch?v=89wis6V86gs Melodrama-performance https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2 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.	
07/09/2026	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. Challenge: Bring freeze frames to life in a spontaneous improvisation. https://www.youtube.com/watch?v=g4XyzIJjBIA- Melodrama including stock characters https://www.youtube.com/watch?v=89wis6V86gs Melodrama-performance https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2 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.	
14/09/2026	Melodrama- Re-call stock characters and develop knowledge. Identify characteristics of slapstick. What is a typical plot line? What modern day Melodramas might you have seen before? Introduction to 'Keystone Cops'. Consider how you perform in a Melodramatic style and how you will represent your character physically. Showcase performances and evaluations. https://www.youtube.com/watch?v "https://www.youtube.com/watch?v=-pX5_7qDzuY"=-pX5_7qDzuY 9 (Soap Opera) https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2 HAIL: Watch a Soap Opera and decide which characters you could link to typical stock characters within Melodrama. Consider potential plot lines for a piece of Drama. Write a mind map of ideas that you can share with your group next lesson.	
21/09/2026	Melodrama- Re-call stock characters and develop knowledge. Identify characteristics of slapstick. What is a typical plot line? What modern day Melodramas might you have seen before? Introduction to 'Keystone Cops'. Consider how you perform in a Melodramatic style and how you will represent your character physically. Showcase performances and evaluations. https://www.youtube.com/watch?v "https://www.youtube.com/watch?v=-pX5_7qDzuY"=-pX5_7qDzuY 9 (Soap Opera) https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2 HAIL: Watch a Soap Opera and decide which characters you could link to typical stock characters within Melodrama. Consider potential plot lines for a piece of Drama. Write a mind map of ideas that you can share with your group next lesson.	
28/09/2026	Melodrama- introduction to character signatures. Identify how we use gesture to create multiple character traits. Create and perform character signatures. Listen to and identify plot of song 'Along Came Jones'. Consider how to perform verse of song. https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2	
05/10/2026	Melodrama- introduction to character signatures. Identify how we use gesture to create multiple character traits. Create and perform character signatures. Listen to and identify plot of song 'Along Came Jones'. Consider how to perform verse of song. https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2	
12/10/2026	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. https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2 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? 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=PLsIGrZkgKYmdUVAQNV-EHBlc_gviVjAe_ (comedic) https://www.youtube.com/watch?v=C16bt7b9LJc (Dramatic- Villain)	
19/10/2026	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. https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2	

	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? 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_gviVjAe (comedic) https://www.youtube.com/watch?v=C16bt7b9LJc (Dramatic- Villain)	
October Half Term		
02/11/2026	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. https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2	**AR1**
09/11/2026	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. https://www.bbc.co.uk/bitesize/guides/z4c28xs/revision/2	**AR1**
16/11/2026	Critical Reflection: Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge	
23/11/2026	Critical Reflection: Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge	
30/11/2026	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. https://www.youtube.com/watch?v=uLuSg2tC35Y https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1	
07/12/2026	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. https://www.youtube.com/watch?v=uLuSg2tC35Y https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1	
14/12/2026	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'. 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	
Christmas Break		
04/01/2027	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'. 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	
11/01/2027	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=0DxaIgmgLLQ	
18/01/2027	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=0DxaIgmgLLQ	
25/01/2027	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.	
01/02/2027	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.	
08/02/2027	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	
February Half Term		

22/02/2027	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	
01/03/2027	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.	
08/03/2027	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.	
15/03/2027	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).	
22/03/2027	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		
12/04/2027	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/)	
13/04/2027	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/)	
26/04/2027	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).	
03/05/2027	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).	
10/05/2027	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	
17/05/2027	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	
24/05/2027	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.	
May Half Term		
07/06/2026	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.	
14/06/2026	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/).	**AR2**
21/06/2026	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/).	**AR2**
27/06/2026	Critical reflection: Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge	

05/07/2027	Critical reflection: Wave 1: Improvement of practical work Wave 2: Improvement of physical theatre knowledge	
12/07/2027	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.	