

Y8 PERFORMING ARTS CURRICULUM SEQUENCING

Year 8	HT 1	HT 2	Term 2
Year 8 Summary The SoL in year 8 equips students with a range of theatrical tools and an understanding of how to perform, interpret, and critically engage with both classic and contemporary dramatic works, using different styles and techniques to create dynamic and thought-provoking performances. Substantive Knowledge: Students will gain a deep understanding of dramatic texts and theatrical conventions, including the study of works like <i>Blood Brothers</i> and <i>The Curious Incident of the dog in the night-time</i>, Teechers by John Godber, and the political theatre of Brecht. They will explore important themes like social class, morality, status, and group dynamics, and learn how these are represented in drama. Disciplinary Knowledge: Students will refine their performance skills, focusing on character development, timing, physicality, and vocal delivery. They will learn how to engage with various theatrical forms, from the exaggerated comedy of pantomime to the thought-provoking political theatre of Brecht. They will also develop their ability to critically analyse scripts and perform scenes with an awareness of thematic and social implications.			
Unit(s) (Tablet in 39week plan)	Physical Storytelling: Frantic Assembly & The Curious incident of the Dog in the Night-time	An Exploration of Class & Fate: Blood Brothers by Willy Russell	Devising through stimulus
Substantive (key knowledge) required for Y11	Understanding of physical theatre conventions, Frantic Assembly techniques, and how movement tells a story. Knowledge of The Curious Incident's themes, characters, and non-naturalistic style.	Students will study <i>Blood Brothers</i> by Willy Russell, a musical that explores themes of social class, fate, family, and identity. They will understand the key plot points, the development of characters (such as the twins, Mickey and Eddie), and the way Russell uses dramatic irony and music to enhance the storytelling.	Understanding how to respond to different types of stimuli (text, poetry, real events) to devise original performance. Knowledge of how theme, character, and structure emerge through the devising process.
Disciplinary (key skills) required for Y11	Developing ensemble movement, physical characterisation, spatial awareness, and devising from stimulus. Building confidence in rehearsal, performance, and self-evaluation.	Students will practise performing key scenes from <i>Blood Brothers</i> , focusing on characterisation, emotion, and the social dynamics of the characters. They will also consider how the music, narration, and	Improvising effectively, developing ideas from stimulus, shaping narrative, and creating atmosphere. Collaborating, refining work through

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		dramatic structure work together to convey the social issues and moral dilemmas in the play.	rehearsal, and evaluating creative choices.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Physical Theatre Ensemble Chair Duet Round-by-Through Hymn Hands Non-naturalistic Transitions	Characterisation/ Contrasts; age/ class Dramatic irony Role of a director / narrator Blocking/positioning/ proxemics Class; Attitudes, accent & dialect Superstition	Semiotics Stimulus Devising Objectives Reportage Reconstruction Split stage Marking the moment
Opportunities for Reading	Extracts from The Curious Incident (play text)	Blood Brothers by Willy Russell	The Identification by Roger McGough (poem) News reports on the Brenda Spencer case Character backstories and stimulus-based scenarios
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Exposure to award-winning British theatre. Understanding neurodiversity through performance. Appreciation of modern stagecraft and the creative process in professional theatre-making.	Students explore the complications and challenges of class and growing up. Students can explore their own views on superstition and the ways it can shape the lives of others through a text rich scheme of work.	Engagement with poetry, journalism, and real-world events to explore human behaviour and social issues. Encourages empathy, ethical reflection, and creative expression in response to real-life tragedy and loss.
Strategies to engage and maximise achievement of PP learners	• Raising pupil aspirations using engagement/aspirational language • Developing social and emotional competencies • Co-operative learning (structured group work) • Opportunities for visual, aural and kinaesthetic learning • Key terminology/ Aspirational quotes on display • Enrichment opportunities; school production, theatre trips & other performance opportunities		
Cross Curricular Links (Authentic Connections with other curriculum)	English – language & literature	English – language & literature	Life skills English – language & literature

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Key Assessments

Students will have built on their skills learnt in year 7 & begin to develop an appreciation of theatre styles, genres & practitioners. They will further develop their use of semiotics & subtext when working with script. At the end of each unit students will be assessed on their ability to use the skills and performance strategies explored in each SOW in a performance environment.