

# KS3 Musical Theatre Curriculum Map

Term	Term 1	Term 2	Term 3
	<b>Matilda</b>	<b>Shrek</b>	<b>Annie and Oliver</b>
<b>Year 7</b>	<p>L1: Introduction to Musical Theatre as a theatrical style and to the specific skills of acting, singing and dancing. Introduction to vocal and focus warmup exercises.</p> <p>L2: Introduction to “Revolting Children” as a musical number. Investigation of the different characters portrayed with practical workshopping. Vocal work on the precision of the lyric delivery. Teacher led initial choreography.</p> <p>L3 &amp; 4: Group work developing a choreographed and sung performance of “Revolting Children”</p> <p>L5: Assessment lesson</p> <p>L6: Feedback on assessed performance and reflect and redo exercises.</p> <p>L7: Introduction to Shrek the musical and investigation of the themes and characters within the show.</p>	<p>L1: Introduction to “What’s up Duloc” from the musical Shrek. Focus on unison ensemble vocal and physical performances.</p> <p>L2: Character development work based on the Duloc guards and Lord Farquard. Development of the choreography and vocal performance of “Duloc”</p> <p>L3: Performance of Duloc for formative assessment. Feedback on performance skills.</p> <p>L4: Introduction to “Story of my life” and character development work.</p> <p>L5: Whole group performance workshop of “Story of my life”</p> <p>L6: Performances of both musical numbers with feedback.</p>	<p>L1: Introduction to the two musicals and discussion about their similarities. Practical focus on “Hard knock life” from Annie vocally.</p> <p>L2&amp;3: Group choreography of “Hard knock life” using professional rep as inspiration.</p> <p>L4: Continuation of choreography of musical number with peer assessment.</p> <p>L5: Assessment of “Hard knock life” with reflect and redo feedback.</p> <p>L6: Introduction to “Food Glorious food” from Oliver vocally with teacher led choreography of a full class performance.</p> <p>L7: Final performance and reflection on the year.</p>

Term	Term 1	Term 2	Term 3
	<b>Hairspray</b>	<b>Bugsy Malone</b>	<b>Mary Poppins</b>
<b>Year 8</b>	<p>L1: Introduction to the musical Hairspray covering the social and cultural context of the piece. Re-introduction to warm up skills and techniques.</p> <p>L2: Development of vocal and choreographic response to “Good morning Baltimore”.</p> <p>L3: Further development of “Good morning Baltimore” and segue into movement at the beginning of “You can’t stop the beat”.</p> <p>L4: Rehearsal and refinement of performance work.</p> <p>L5: Assessment lesson</p> <p>L6: Feedback and reflect and redo of performance</p> <p>L7: Further development of “You can’t stop the beat” student led choreography.</p>	<p>L1: Introduction to the musical Bugsy Malone” and the contextual factors of America in the 1920’s Prohibition Era. Introduction to “Bad Guys” and the concept of comedic movement and characterisation.</p> <p>L2: Further development of work on “Bad Guys” facial expression and vocal expression being the key focus points.</p> <p>L3: Completion of “Bad Guys” choreography and introduction to “Fat Sam’s Grandslam” and the Charleston style.</p> <p>L4: Continued work on both musical numbers and the linking of them ready for the performance assessment.</p> <p>L5: Assessment lesson</p> <p>L6: A reflect and redo lesson based on feedback from the performance assessment.</p>	<p>L1: Introduction to the musical Mary Poppins and the contextualisation of Edwardian England.</p> <p>L2: Focus on ensemble and solo vocal lines in “Step in time” and image inspired choreography.</p> <p>L3: Development of “Step in time” choreography and vocal performance.</p> <p>L4: Assessment lesson</p> <p>L5: Reflect and redo based on assessment of “Step in time” feedback.</p> <p>L6&amp;7: Focus on chorus of “Supercali” and associated letters choreography.</p>

Term	Term 1	Term 2	Term 3
	<b>Hamilton</b>	<b>Everybody's talking about Jamie</b>	<b>Newsies</b>
<b>Year 9</b>	<p>L1: Introduction to the musical Hamilton and the historical context of the themes and characters. Introduction to "My Shot"</p> <p>L2: Continued vocal and choreography work on "My Shot"</p> <p>L3 Completion of "My Shot" focus on segue into "Battle of Yorktown"</p> <p>L4: Development of the two pieces of repertoire from the musical. Focus on vocal and physical precision.</p> <p>L5: Assessment lesson</p> <p>L6: Reflect and redo based on assessment feedback.</p> <p>L7: Introduction to "Jamie" and context.</p>	<p>L1: Introduction to the context of the musical and the musical number "And you don't even know it". Teacher led choreography.</p> <p>L2: Focus on vocal delivery of lyrics and characterisation of the school pupils and Jamie.</p> <p>L3: Further small group development of the initial choreography.</p> <p>L4: Full class choreography development bringing together the smaller group work. Preparation for assessment.</p> <p>L5: Assessment lesson</p> <p>L6: Feedback and reflect and redo of "And you don't even know it"</p> <p>L7: Introduction to Newsies and context.</p>	<p>L1: Introduction to Newsies and the historical context of the 1898 News Boys Strike. Characterisations workshop.</p> <p>L2: Vocal work on "Carrying the banner" and "King of New York" with investigation through physical characterisation and teacher led choreography.</p> <p>L3: Development of choreography and vocal ensemble work for both numbers.</p> <p>L4: Assessment lesson Musical Number 1.</p> <p>L5: Assessment lesson Musical Number 2.</p> <p>L6: Reflect and redo with feedback from assessment lessons.</p>



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We have the highest expectations for academic excellence and personal development and work hard to achieve them.