Long Term Mapping

DANCE & DRAMA KS3

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|  | | **Cycle 1** | **Cycle 2** | **Cycle 3** |
| **(2022-2023)** | **(2023-2024)** | **(2024-2025)** |
| **Autumn** | **1** | BASIC DRAMA SKILLS | BASIC DRAMA SKILLS | BASIC DRAMA SKILLS |
| **2** | SECONDARY SHOW & REHEARSALS | SECONDARY SHOW & REHEARSALS | SECONDARY SHOW & REHEARSALS |
| **Spring** | **1** | DARKWOOD MANOR | PANTOMIME | MACBETH (WITCHES) |
| **2** | THE NUTCRACKER | SWAN SONG | ROCK & ROLL |
| **Summer** | **1** | USING SCRIPTS | OUR DAY OUT | ROALD DAHL’S REVOLTING RHYMES |
| **2** | PIRATES OF THE CARIBBEAN | THE LION KING | CAPOEIRA |

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| **DANCE & DRAMA** | |
| Subject skills & techniques are broken down into the following areas. Throughout the mapping, focus is placed on these areas where relevant to the topic. | |
| **DRAMA SKILLS** | **DANCE TECHNICAL SKILLS** |
| Facial Expression | Body Language | Gestures | Focus | Voice (Tone, Accent, Pitch & Projection) | Action | Space | Dynamics | Relationship | Timing | Rhythm |
| **DRAMA TECHNIQUES** | **DANCE PHYSICAL SKILLS** |
| Freeze Frame | Sequencing | Thought Track | Flash Back | Flash Forward | Slow Motion Physical Theatre | Plot (Beginning/Middle/End) | Cliff hanger | Improvisation | Balance | Co-ordination | Extension |Flexibly | Posture | Mobility | Stamina |
| **DANCE EXPRESSIVE SKILLS** |
| **DRAMA STYLES** | Energy | Focus | Exaggeration | Musicality | Facial Expression |
| Comedy | Tragedy | Melodrama | Natalism | Physical |





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| **KS3 DANCE & DRAMA MEDIUM-TERM PLANNING** | | | | | |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama |
| ***SMSC*** | Collaborative learning amongst whole key stage throughout topics / Peer assessment and acting upon feedback / Exposure to different time periods and cultures around the world / Encouragement for learners to work with independence. | | | | |

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| **Cycle 1** | To build on skills and knowledge of the basic elements of dance. To provide an encouraging environment to facilitate confidence, creativity & self-expression | Dancer | **Theatre Performer** | Teacher | **Dance Therapist** | YouTuber | **Movement Photographer** | Stunt Performer | **Theatre Blogger** | Dance Critic | **DRAMA** | **DRAMA** | **DANCE** | **DRAMA** | **DANCE** | **DRAMA** | **DANCE** |
| **Autumn 1**  7 weeks | **Autumn 2**  7 weeks | | **Spring 1**  6 weeks | **Spring 2**  6 weeks | **Summer 1**  5 weeks | **Summer 2**  7 weeks |
| Basic Drama Skills | Secondary Show | | Darkwood Manor | The Nutcracker | Using Scripts | Pirates of the Caribbean |
| **Stimuli:** Images, Film & Sounds  **Style:** Naturalism & Physical Theatre | **Stimuli:** Text, Script or Film  **Style:** Dependent on chosen stimuli | | **Stimuli:** Image & Story  **Style:** Melodrama & Physical Theatre | **Stimuli:** Nutcracker, Stereotypes (contrasting motifs male/Female?) & motif development.  **Style:** Ballet & Contemporary | **Stimuli:** Script (Litter Gang, Rat’s Delight & The Lion, the Witch & the Wardrobe.  **Style:** Comedy, Melodrama & Physical Theatre | **Stimuli:** Pirates  **Style:** Combat |
| **DRAMA TECHNIQUE** | **DRAMA TECHNIQUE** | | **DRAMA TECHNIQUE** | **DANCE TECHNICAL SKILLS** | **DRAMA TECHNIQUE** | **DANCE TECHNICAL SKILLS** |
| Freeze Frame | Following direction Script | | Physical Theatre  Plot (Beginning, Middle & End) Cliffhanger | Gestures  Travel | Physical Theatre Improvisation  Following direction & script | Action: gestures Space: different levels  Dynamics – changing speed of movement. |
| **DRAMA SKILLS** | |
| Freeze Frame Sequences  Thought Tracking |  |
| Facial Expression  Voice (Tone, Pitch & Projection) Following Stage Directions | | Timing |
| **DANCE PHYSICAL SKILLS** | **DANCE PHYSICAL SKILLS** |
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|  |  | | Balance  Posture Co-ordination | Co-ordination, mobility and strength |
| **DRAMA SKILLS** | **DANCE TECHNICAL SKILLS** | | **DRAMA SKILLS** | **DRAMA SKILLS** |
| Facial Expression | Movement Memory Timing | | Facial Expression Body Language Focus |  |
| Body Language | **DANCE PHYSICAL SKILLS** | | **DANCE EXPRESSIVE SKILLS** | Voice (Tone & Projection) | **DANCE EXPRESSIVE SKILLS** |
| Co-ordination Stamina | | Exaggeration & Musicality | Exaggeration and musicality |
| Gestures | Body Language |
| Focus Mime | **DANCE EXPRESSIVE SKILLS** | | **MUSIC SUGESTIONS** | Gestures | **MUSIC SUGESTIONS** |
| Energy Focus | | Tchaikovsky – The Nutcracker Trepak- Russian Dance: **Gobstopper** Tea – Chinese Dance: **Marshmallow** | Pirates of the Caribbean Theme Song (YouTube) |
| **VOCABULARY** | | | | | | |
| Emotions and their synonyms  e.g. Sad, angry or frustrated  *\*plus, vocabulary which describes the technique/skill being used.* | Stage Left (SL) Stage Right (SR) Entrance  Exit  Centre Stage (CS) or (C) Props  Costumes | | *\*plus, vocabulary which describes the technique/skill being used.* | motif  Gobstopper – Male/Masculine Marshmallow – Female/Feminine  **Ballet Terminology**  Plié Relevé | *\*plus, vocabulary which describes the technique/skill being used.* | pirate sword levels focus rhythm speed  *\*plus, vocabulary which describes the technique/skill being used.* |
| **IMPLEMENTATION** | | | | | | |
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| **Introduction**  **Still Image:** Physical Theatre **Still Image:** Freeze Frame (solo) **Still Image:** Freeze Frame sequences (Group)  **Still Image:** Mime  **Sound:** Freeze Frame Sequence  **Stimuli:** Devise still image. **Stimuli:** Devise a scene using Freeze Frame sequence and then connect together with a scene. | **Introduction**  **Auditions:** All of Secondary **Rehearsals:** students used when needed (Principals)  **Rehearsals**: students used when needed (Ensemble)  **Rehearsals**  **Rehearsals:** Technical & Dress **Performances:** To an audience **Celebration**: Watch the performance | | **Introduction**  **Horror:** Facial Expression  **Statue:** Body Language  **Story:** Retell the story of Darkwood Manor  **Multi-Role:** Interviewing the locals around the manor.  **Devise:** Approaching the manor **Devise:** Entering the manor **Devise:** Horrific event  **Perform:** Connecting Scenes | **Introduction**  **Ballet:** Basic Ballet Technique **Marshmallow:** Teacher led motif **Marshmallow:** Student contribution **Marshmallow:** Combined choreography  **Gobstopper:** Teacher led motif **Gobstopper:** Student contribution **Gobstopper:** Combined choreography **Perform:** Marshmallow & gobstopper comparison. | **Introduction**  **Script:** Features of a script  **Script:** Stage directions  **Litter Gang:** Character information **Litter Gang:** Follow a script (voice) **Rat’s Delight:** Character information  **Rat’s Delight:** Create a character **LW&W:** Voice & Body Language **LW&W:** Rehearse a scene **LW&W:** Perform a scene | **Introduction**  **Become a Pirate:** Body language & gestures  **Action:** Gestures & strength **Space:** Levels of movement using imaginary sword.  **Dynamics:** Slow & fast exaggerated movements with a sword.  **Student Choreography:** 1 phrase **Student Choreography:** +1 phrase **Perform:** Movement & musicality |
| **INTENT** | **CAREERS** |



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| **KS3 DANCE & DRAMA MEDIUM-TERM PLANNING** | | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | | Differentiated, aspirational targets dependent on pupil needs. | | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| ***SMSC*** | | | | Collaborative learning amongst whole key stage throughout topics / Peer assessment and acting upon feedback / Exposure to different time periods and cultures around the world / Encouragement for learners to work with independence. | | | | | | | | | | |
| **Cycle 2** | To build on skills and knowledge of the basic elements of dance. To provide an encouraging environment to facilitate confidence, creativity & self-expression | Dancer | **Theatre Performer** | Teacher | **Dance Therapist** | YouTuber | **Movement Photographer** | Stunt Performer | **Theatre Blogger** | Dance Critic | **DRAMA** | | **DRAMA** | **DANCE** | | **DRAMA** | | **DANCE** | | **DRAMA** | | **DANCE** |
| **Autumn 1**  7 weeks | | **Autumn 2**  7 weeks | | | **Spring 1**  6 weeks | | **Spring 2**  6 weeks | | **Summer 1**  5 weeks | | **Summer 2**  7 weeks |
| Basic Drama Skills | | Secondary Show | | | Pantomime | | Swan Song | | Our Day Out | | The Lion King |
| **Stimuli:** Images, Film & Sounds | | **Stimuli:** Text, Script or Film | | | **Stimuli:** Tradition Fairy tale/ Script | | **Stimuli:** Swansong/conflict | | **Stimuli:** Script | | **Stimuli:** The Lion King |
| **Style:** Naturalism & Physical  Theatre | | **Style:** Dependent on chosen  stimuli | | | **Style:** Melodrama | | **Style:** Contemporary dance trio | | **Style:** Naturalism & Comedy | | **Style:** African |
| **DRAMA TECHNIQUE** | | **DRAMA TECHNIQUE** | | | **DRAMA TECHNIQUE** | | **DANCE TECHNICAL SKILLS** | | **DRAMA TECHNIQUE** | | **DANCE TECHNICAL SKILLS** |
| Freeze Frame Freeze Frame Sequences  Thought Tracking | | Following direction Script | | | Slap Stick Comedy  Audience Participation | | Action and relationships (trio, unison, canon, Q&A) | | Following direction & script Improvisation  Multi-Role | | Action, Dynamics & Space |
| **DRAMA SKILLS** | | |
| Facial Expression  Voice (Tone, Pitch & Projection) Following Stage Directions | | | Physical Theatre  Beginning/Middle/End | |  | |  |
| **DANCE PHYSICAL SKILLS** | | **DANCE PHYSICAL SKILLS** |
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| **DRAMA SKILLS** | | **DANCE TECHNICAL SKILLS** | | | **DRAMA SKILLS** | | Balance, co-ordination and flexibility | | **DRAMA SKILLS** | | Co-ordination & Stamina |
| Facial Expression | | Movement Memory Timing | | |  | | Voice (Accent & Projection) | |
| **DANCE PHYSICAL SKILLS** | | | **DANCE EXPRESSIVE SKILLS** | | **DANCE EXPRESSIVE SKILLS** |
|  | | Facial Expression | |  | |
| Body Language  Gestures | | Body Language | | Body Language  Gestures | |
| Co-ordination Stamina | | | Facial Expression, Focus & Exaggeration | | Energy, Exaggeration & Facial Expression |
| **DANCE EXPRESSIVE SKILLS** | | | **MUSIC SUGESTIONS** | | **MUSIC SUGESTIONS** |
| Focus | | Gestures | | Focus | |
| Energy Focus | | | Swansong choreographed by Christopher Bruce - music by Philip Chambon (YouTube) | | The Lion King: Original Broadway Cast Recording  He Lives in You or The Lioness Hunt |
| **VOCABULARY** | | | | | | | | | | | |
| Emotions and their synonyms  e.g. Sad, angry or frustrated  *\*plus, vocabulary which describes the technique/skill being used.* | | Stage Left (SL) Stage Right (SR) Entrance  Exit  Centre Stage (CS) or (C) Props  Costumes | | | Pantomime Dame  Principal Boy/Hero Villain Damsel  Magical Creature Comedy Sidekick.  *\*plus, vocabulary which describes the technique/skill being used.* | | conflict anger afraid intimidation victim unison canon direction pathways | | Liverpool stereotype poor slang  characterisation  *\*plus, vocabulary which describes the technique/skill being used.* | | Tribal Body Percussion  Stomp Vocal/ Vocalisation  *\*plus, vocabulary which describes the technique/skill being used.* |
| **IMPLEMENTATION** | | | | | | | | | | | |
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| **Introduction**  **Still Image:** Physical Theatre **Still Image:** Freeze Frame (solo) **Still Image:** Freeze Frame sequences (Group)  **Still Image:** Thought Tracking **Sound:** Freeze Frame Sequence **Stimuli:** Devise still image.  **Stimuli:** Devise a scene using Freeze Frame sequence and then connect together with a scene. | | **Introduction**  **Auditions:** All of Secondary **Rehearsals:** students used when needed (Principals)  **Rehearsals**: students used when needed (Ensemble)  **Rehearsals**  **Rehearsals:** Technical & Dress **Performances:** To an audience **Celebration**: Watch the performance | | | **Introduction – Fairy tales**  **Story:** Retelling of a traditional Fairy tale  **Roles:** Traditional/stock roles within a pantomime.  **Multi-Role:** Switching characters. **Devise:** Character Introductions. **Devise:** Comedy Sketch (slapstick) **Devise:** Audience Participation (villain)/ Pantomime gaps.  **Devise:** Create mini pantomime | | **Introduction**  **Gestures:** Intimidation & exaggeration  **Body Language:** Frightened victim  **Contact:** Duo & Trio work  **Teacher led:** Phrase of movement. **Student Choreography:** circular walking in space to intimidate victim **Student Choreography:** addition of gesture.  **Student Choreography:** addition of a phrase of contact | | **Script | developing characterisation**  **Script:** Features of a script  **Scene:** Carol & Les (others crossing the road as different characters) **Scene:** Mrs Kay & Children on the yard (playground antics)  **Scene:** Headmaster & Mr Briggs (argument)  **Scene:** Bus Driver  **Scene:** Bus | | **Introduction Choreography:** Teacher Led  **Choreograph:** Body percussion duet/trio.  **Choreography:** Teacher Led adding phrases.  **Choreograph:** vocal **Choreography:** Teacher Led **Choreograph:** African Rain Dance ceremony.  **Rehearse**: Full Dance  **Preform**: Peer Evaluation |
| **INTENT** | **CAREERS** |



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| **Autumn 1**  7 weeks | | **Autumn 2**  7 weeks | | | **Spring 1**  6 weeks | | **Spring 2**  6 weeks | | **Summer 1**  5 weeks | | **Summer 2**  7 weeks |
| Basic Drama Skills | | Secondary Show | | | Macbeth | | Rock & Roll | | Revolting Rhymes | | Capoeira |
| **Stimuli:** Images, Film & Sounds | | **Stimuli:** Text, Script or Film | | | **Stimuli:** Text | | **Stimuli:** 1950s Dance | | **Stimuli:** Script | | **Stimuli:** Brazilian Martial Arts |
| **Style:** Naturalism & Physical Theatre | | **Style:** Dependent on chosen stimuli | | | **Style:** Tragedy | | **Style:** Rock & Roll | | **Style:** Comedy | | **Style:** Capoeira |
| **DRAMA TECHNIQUE** | | **DRAMA TECHNIQUE** | | | **DRAMA TECHNIQUE** | | **DANCE TECHNICAL SKILLS** | | **DRAMA TECHNIQUE** | | **DANCE TECHNICAL SKILLS** |
| Freeze Frame | | Following direction Script | | | Sequencing | | Action  Relationship | | Sequencing | | Relationship  Space |
| **DRAMA SKILLS** | | |
| Freeze Frame Sequences Thought Tracking | | Thought Tracking Following a Script | | Timing | | Improvisation Free Frame | | Actions |
| Facial Expression  Voice (Tone, Pitch & Projection) Following Stage Directions | | |
| **DANCE PHYSICAL SKILLS** | | **DANCE PHYSICAL SKILLS** |
| Co-ordination Extension | | Co-ordination, Extension & Flexibility |
| **DRAMA SKILLS** | | **DANCE TECHNICAL SKILLS** | | | **DRAMA SKILLS** | | **DRAMA SKILLS** | |
| Facial Expression | | Movement Memory Timing | | |  | | Facial Expression Gestures  Voice (Tone & Accent) | |
| **DANCE PHYSICAL SKILLS** | | | **DANCE EXPRESSIVE SKILLS** | | **DANCE EXPRESSIVE SKILLS** |
| Body Language Gestures | | Facial Expression Body Language | |
| Co-ordination Stamina | | | Energy | | Focus & Exaggeration |
| **DANCE EXPRESSIVE SKILLS** | | | **MUSIC SUGESTIONS** | | **MUSIC SUGESTIONS** |
|  | | |  | | Capoeira Music (YouTube)  Carsten Lovenkrands |
| Focus | | Energy Focus | | | Voice (Projection & Pitch) | | Jail House Rock  Elvis Presley/Blues Brothers | |
| **VOCABULARY** | | | | | | | | | | | |
| Emotions and their synonyms  e.g. Sad, angry or frustrated  *\*plus, vocabulary which describes the technique/skill being used.* | | Stage Left (SL) Stage Right (SR) Entrance  Exit  Centre Stage (CS) or (C) Props  Costumes | | | Macbeth Witches cauldron  *\*plus, vocabulary which describes the technique/skill being used.* | | Rock & Roll Hand Jive Twist  Kick Ball Change Leap Frog  *\*plus, vocabulary which describes the technique/skill being used.* | | Vocabulary taken from the poem chosen. When introduced, allow pupils to choose which poems to bring to life.  *\*plus, vocabulary which describes the technique/skill being used.* | | Capoeira esquiva (dodge)  ginga (right to left movements)  *\*plus other Portuguese terms to describe body parts and movements.* |
| **IMPLEMENTATION** | | | | | | | | | | | |
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| **Introduction**  **Still Image:** Physical Theatre **Still Image:** Freeze Frame (solo) **Still Image:** Freeze Frame sequences (Group)  **Still Image:** Thought Tracking **Sound:** Freeze Frame Sequence **Stimuli:** Devise still image.  **Stimuli:** Devise a scene using Freeze Frame sequence and then connect together with a scene. | | **Introduction**  **Auditions:** All of Secondary **Rehearsals:** students used when needed (Principals)  **Rehearsals**: students used when needed (Ensemble)  **Rehearsals**  **Rehearsals:** Technical & Dress **Performances:** To an audience **Celebration**: Watch the performance | | | **Introduction**  **Becoming a character:** Witch **Script:** Read in groups the witches spell in the character of a witch.  **Props:** Use props to recreate the scene, pupils to put objects into a cauldron and add gesturers.  **Spell:** Pupils to plan & create their own spell.  **Script:** Write their spell as a script.  **Spell:** Act out and create scene. | | **Introduction**  **Teacher routine:** Learn choreography week 1 **Teacher routine:** Learn choreography week 2  **Rock & Roll movement:** Twist & kicks  **Roca & Roll movement**: Hand Jive & Turn.  **Student Choreography (pairs):**  Adding phrases and variation of Rock & Roll movements. | | **Introduction**  **Poem 1:** Break up the poem up into Freeze Frames.  **Freeze Frame Sequence:**  **Action Narration:** Narrator step out of the freeze frame to read poem. **Poem 2:** Break up the poem up into Freeze Frames.  **Freeze Frame Sequence:**  **Action Narration:** Narrator step out of the freeze frame to read poem. | | **Introduction**  **Basic movement:** combat gestures, smooth kicks & arm gestures.  **Basic movement:** ginga/ esquiva **Teacher led routine:** Phrase 1 **Teacher led routine:** Phrase 2 **Pair:** Pupils Mirror each other whilst performing routine and add phrase. **Rehearse**  **Perform:** Perform including self & peer assessment. |
| **INTENT** | **CAREERS** |

