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 TheatrePlot (Beginning, Middle & End) Cliffhanger | GesturesTravel | Physical Theatre ImprovisationFollowing direction & script | Action: gestures Space: different levelsDynamics – changing speed of movement. |
| **DRAMA SKILLS** |
| Freeze Frame SequencesThought Tracking |  |
| Facial ExpressionVoice (Tone, Pitch & Projection) Following Stage Directions | Timing |
| **DANCE PHYSICAL SKILLS** | **DANCE PHYSICAL SKILLS** |
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|  |  | BalancePosture 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 synonymse.g. Sad, angry or frustrated*\*plus, vocabulary which describes the technique/skill being used.* | Stage Left (SL) Stage Right (SR) EntranceExitCentre Stage (CS) or (C) PropsCostumes | *\*plus, vocabulary which describes the technique/skill being used.* | motifGobstopper – 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 & PhysicalTheatre | **Style:** Dependent on chosenstimuli | **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 SequencesThought Tracking | Following direction Script | Slap Stick ComedyAudience Participation | Action and relationships (trio, unison, canon, Q&A) | Following direction & script ImprovisationMulti-Role | Action, Dynamics & Space |
| **DRAMA SKILLS** |
| Facial ExpressionVoice (Tone, Pitch & Projection) Following Stage Directions | Physical TheatreBeginning/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 LanguageGestures | Body Language | Body LanguageGestures |
| 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 RecordingHe Lives in You or The Lioness Hunt |
| **VOCABULARY** |
| Emotions and their synonymse.g. Sad, angry or frustrated*\*plus, vocabulary which describes the technique/skill being used.* | Stage Left (SL) Stage Right (SR) EntranceExitCentre Stage (CS) or (C) PropsCostumes | Pantomime DamePrincipal Boy/Hero Villain DamselMagical Creature Comedy Sidekick.*\*plus, vocabulary which describes the technique/skill being used.* | conflict anger afraid intimidation victim unison canon direction pathways | Liverpool stereotype poor slangcharacterisation*\*plus, vocabulary which describes the technique/skill being used.* | Tribal Body PercussionStomp 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 | ActionRelationship | Sequencing | RelationshipSpace |
| **DRAMA SKILLS** |
| Freeze Frame Sequences Thought Tracking | Thought Tracking Following a Script | Timing | Improvisation Free Frame | Actions |
| Facial ExpressionVoice (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 GesturesVoice (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 RockElvis Presley/Blues Brothers |
| **VOCABULARY** |
| Emotions and their synonymse.g. Sad, angry or frustrated*\*plus, vocabulary which describes the technique/skill being used.* | Stage Left (SL) Stage Right (SR) EntranceExitCentre Stage (CS) or (C) PropsCostumes | Macbeth Witches cauldron*\*plus, vocabulary which describes the technique/skill being used.* | Rock & Roll Hand Jive TwistKick 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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| **INTENT** | **CAREERS** |

