

Long Term Mapping

DANCE & DRAMA KS3

		Cycle 1 (2019-2020)	Cycle 2 (2020-2021)	Cycle 3 (2021-2022)
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

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
DRAMA STYLES	DANCE EXPRESSIVE SKILLS
Comedy Tragedy Melodrama Naturalism Physical	Energy Focus Exaggeration Musicality Facial Expression



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 musical products.		Learning for Life		Opportunities to develop cross curricular skills e.g. drama							
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 YouTube 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		Gestures		Physical Theatre		Action: gestures Space: different levels Dynamics – changing speed of movement.				
			Freeze Frame Sequences		DRAMA SKILLS		Plot (Beginning, Middle & End)		Travel		Improvisation		DANCE PHYSICAL SKILLS				
			Thought Tracking		Facial Expression Voice (Tone, Pitch & Projection) Following Stage Directions		Cliffhanger		Timing		Following direction & script		DANCE PHYSICAL SKILLS				
			DRAMA SKILLS		DANCE TECHNICAL SKILLS		DRAMA SKILLS		Balance Posture Co-ordination		DRAMA SKILLS		Co-ordination, mobility and strength				
			Facial Expression		Movement Memory Timing		Facial Expression		DANCE EXPRESSIVE SKILLS		Voice (Tone & Projection)		DANCE EXPRESSIVE SKILLS				
			Body Language		DANCE PHYSICAL SKILLS		Body Language		Exaggeration & Musicality		Body Language		Exaggeration and musicality				
	Gestures		Co-ordination Stamina		Focus		MUSIC SUGESTIONS		Gestures		MUSIC SUGESTIONS						
Focus		DANCE EXPRESSIVE SKILLS				Tchaikovsky – The Nutcracker Trepak- Russian Dance: Gobstopper Tea – Chinese Dance: Marshmallow				Pirates of the Caribbean Theme Song (YouTube)							
Mime		Energy Focus															
VOCABULARY																	
Emotions and their synonyms e.g. Sad, angry or frustrated <i>*plus, vocabulary which describes the technique/skill being used.</i>			Stage Left (SL) Stage Right (SR) Entrance Exit Centre Stage (CS) or (C) Props Costumes			<i>*plus, vocabulary which describes the technique/skill being used.</i>			motif Gobstopper – Male/Masculine Marshmallow – Female/Feminine Ballet Terminology Plié Relevé			pirate sword levels focus rhythm speed <i>*plus, vocabulary which describes the technique/skill being used.</i>					
IMPLEMENTATION																	
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																

KS3 DANCE & DRAMA MEDIUM-TERM PLANNING

Differentiated, aspirational targets dependent on pupil needs.

Explicit teaching/ exposure to new and know vocabulary.

Opportunities to develop cross curricular skills e.g. drama

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 YouTube 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		Following direction Script		Slap Stick Comedy		Action and relationships (trio, unison, canon, Q&A)		Following direction & script		Action, Dynamics & Space			
		Freeze Frame Sequences		DRAMA SKILLS		Audience Participation				Improvisation					
		Thought Tracking		Facial Expression Voice (Tone, Pitch & Projection) Following Stage Directions		Physical Theatre		DANCE PHYSICAL SKILLS		Multi-Role		DANCE PHYSICAL SKILLS			
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 EXPRESSIVE SKILLS					
Body Language		DANCE PHYSICAL SKILLS		Facial Expression		DANCE EXPRESSIVE SKILLS		Body Language		Energy, Exaggeration & Facial Expression					
Gestures		Co-ordination Stamina		Body Language		Facial Expression, Focus & Exaggeration		Gestures		MUSIC SUGESTIONS					
Focus		DANCE EXPRESSIVE SKILLS		Gestures		MUSIC SUGESTIONS		Focus		The Lion King: Original Broadway Cast Recording He Lives in You or The Lioness Hunt					
		Energy Focus				Swansong choreographed by Christopher Bruce - music by Philip Chambon (YouTube)									
VOCABULARY															
Emotions and their synonyms e.g. Sad, angry or frustrated <i>*plus, vocabulary which describes the technique/skill being used.</i>				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. <i>*plus, vocabulary which describes the technique/skill being used.</i>				conflict anger afraid intimidation victim unison canon direction pathways			
								Liverpool stereotype poor slang characterisation <i>*plus, vocabulary which describes the technique/skill being used.</i>				Tribal Body Percussion Stomp Vocal/ Vocalisation <i>*plus, vocabulary which describes the technique/skill being used.</i>			
IMPLEMENTATION															
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 together with a scene.				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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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				
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		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		Sequencing		Relationship	
			Freeze Frame Sequences		DRAMA SKILLS		Thought Tracking		Relationship		Improvisation		Space	
			Thought Tracking		Facial Expression Voice (Tone, Pitch & Projection) Following Stage Directions		Following a Script		Timing		Free Frame		Actions	
			DRAMA SKILLS		DANCE TECHNICAL SKILLS		DRAMA SKILLS		DANCE PHYSICAL SKILLS		DRAMA SKILLS		DANCE PHYSICAL SKILLS	
Facial Expression		Movement Memory Timing		Facial Expression Body Language Voice (Projection & Pitch)		Co-ordination		Facial Expression Gestures Voice (Tone & Accent)		Co-ordination, Extension & Flexibility				
Body Language		DANCE PHYSICAL SKILLS				DANCE EXPRESSIVE SKILLS				DANCE EXPRESSIVE SKILLS				
Gestures		Co-ordination Stamina				Energy				Focus & Exaggeration				
Focus		DANCE EXPRESSIVE SKILLS				MUSIC SUGESTIONS				MUSIC SUGESTIONS				
		Energy Focus				Jail House Rock Elvis Presley/Blues Brothers				Capoeira Music (YouTube) Carsten Lovenkrands				
VOCABULARY														
			Emotions and their synonyms e.g. Sad, angry or frustrated <i>*plus, vocabulary which describes the technique/skill being used.</i>		Stage Left (SL) Stage Right (SR) Entrance Exit Centre Stage (CS) or (C) Props Costumes		Macbeth Witches cauldron <i>*plus, vocabulary which describes the technique/skill being used.</i>		Rock & Roll Hand Jive Twist Kick Ball Change Leap Frog <i>*plus, vocabulary which describes the technique/skill being used.</i>		Vocabulary taken from the poem chosen. When introduced, allow pupils to choose which poems to bring to life. <i>*plus, vocabulary which describes the technique/skill being used.</i>		Capoeira esquiva (dodge) ginga (right to left movements) <i>*plus other Portuguese terms to describe body parts and movements.</i>	
IMPLEMENTATION														
INTENT	CAREERS	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.		