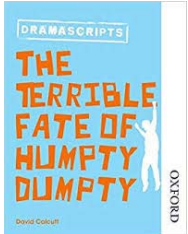
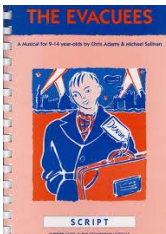
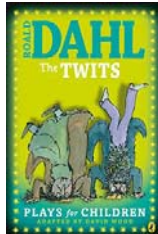






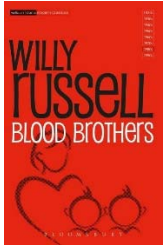




Upton Hall School, FCJ - Drama Department Curriculum Mapping – KS3

	Term 1	Term 2	Term 3
Year 7 (One lesson per fortnight)	Basic Skills <ul style="list-style-type: none"> • The Three C's (<i>Communication, Co-operation, Concentration</i>) • Developing confidence, trust and group work skills • Exploring themes/ short scripts and stimuli (Bullying/ Evacuation) • Basic Characterisation techniques: Role-play, still image, thought-tracking and hot-seating. • Basic Evaluation <div>   </div>	Interpreting text and Characters <ul style="list-style-type: none"> • Exploring scripts '<i>The Twits</i>' and '<i>Charlie and the Chocolate Factory</i>' (Roald Dahl) • Understanding text and stage directions • Interpreting characters (voice and movement) • Learning lines for performance. • Creative writing. • Developing evaluation techniques <div>   </div>	Theatre History <ul style="list-style-type: none"> • Exploring, researching and understanding the origins of theatre and varying styles. • Greek Theatre: Theatrical forms - Mask and Choral work. • Medieval Theatre: Morality and Mystery plays (Cross-curricular links) • Elizabethan Theatre: Exploring Shakespeare - comedy and tragedy (plots, text and language) • Presentation and evaluation (basic drama vocabulary) <div>  <p>twinkl</p> </div> <p>Evaluating Live/ Recorded Theatre</p>

	Term 1	Term 2	Term 3
Year 8 (One lesson a week)	Mime, Comedy, Slapstick and Pantomime <ul style="list-style-type: none"> Learn and understand the origins mime and pantomime. Commedia Dell' Arte (Improvised comedy) Vaudeville & Music Hall (Creating Variety Acts) Develop skills in mime, slapstick and physical comedy. Storytelling through physical theatre. Chorus and ensemble work Pantomime (plots and devices) Heightened characterisation (voice and movement) Spontaneous and Rehearsed performances. Creative Writing (literacy, research/ presentation) <div>    </div>	Alternative Tales <ul style="list-style-type: none"> Exploring and re-interpreting the characters from Roald Dahl's 'Revolting Rhymes' (e.g. Goldilocks/ Little Red) Reading, presenting and exploring the poetic language used which offers a different interpretation on classic fairy tale characters and plots. Imaginative exploration of character motivations through a deepened awareness of contexts, morals, themes and issues. Secured use of characterisation techniques and staging devices. Exploration of storytelling through Musical Theatre Performances E.g. <i>Matilda</i>, <i>Into the woods</i>. <div>  </div> Introduction to the Musical Theatre style and Genre <ul style="list-style-type: none"> Rehearsed performances using a variety of disciplines E.g. Dance and song. Developing narratives through dialogue, song, dance and movement. Performance analysis and improved vocabulary. 	Exploring Text <ul style="list-style-type: none"> Exploration of a full play/ musical text e.g. <i>Blood Brothers</i> Understanding style, form (tragedy) and structure (Links to Greek Theatre) Understand and apply basic staging rules and techniques when working with text: <ul style="list-style-type: none"> ✓ Reading Stage Directions ✓ Cue and Freeze ✓ Entrances/ Exits ✓ Space and Proxemics ✓ Masking & Blocking ✓ Transitions ✓ Upstaging ✓ Split Scene ✓ Levels ✓ Props and Costume Choose, rehearse and polish extracts for performance. Constructive and deepened evaluation of self and others with increased use of drama specific vocabulary. <div>  </div> <p>Evaluating Live/ Recorded Theatre</p>

	Term 1	Term 2	Term 3
Year 9 (Two lessons a week)	Scripted Performance <ul style="list-style-type: none"> • Exploration of a variety of scripts: non-naturalistic and verbatim. • Developing an understanding of different styles/ genre. • Differing approaches to delivering dialogue E.g. direct address/ overlapping text. • Exploration of documentary drama. • Applying choral/ensemble work and physical theatre to text and performance. • Applying non-naturalistic techniques in order to develop characterisation. • Rehearsal and presentation of key scenes. • Learning lines and presenting both realist and non-naturalistic interpretations of roles/ characters for performance. • Developing and evaluating artistic intentions (increased use of vocabulary) 	Devising and Production Skills <ul style="list-style-type: none"> • Exploring skills for improvised performance and basic devising techniques • Creativity/ Imagination/ Spontaneity (working with others) • Differentiating Characters /Multi-role playing/ Split Scenes • Exploring contexts, themes and stimuli for improvisation • Rehearsed and polished (Improvised) performance • Exploring naturalistic acting methods/ techniques E.g. <i>Stanislavski's System</i> to deepen character development. • Scriptwriting and creative writing techniques – for character development  <ul style="list-style-type: none"> • Exploring Productions roles and skills: <ul style="list-style-type: none"> ✓ Staging and Set Design ✓ Costume, hair and make-up ✓ Lighting ✓ Sound • Live Theatre Visit (TBC) • Evaluating Live/ Recorded Theatre 	TIE Performance <ul style="list-style-type: none"> • Understanding style and genre. • Exploration of Issue based Drama/ Theatre in Education (TIE) performances. • Research presentations on TIE practitioners/ companies. • Apply and expand on the skills learnt through improvisation and the verbatim style scripts explored E.g. <i>Multi-role, Direct address/ Cross-cutting between scenes.</i> • Devise and structure an original issue based (E.g. Internet safety) performance aimed at a target audience (Year 9). • Plan, devise and rehearse in preparation for a polished performance with the implementation of TIE production elements E.g. <i>Music, IT, Costume, props, minimal set.</i> • Writing a rehearsal log and evaluating the creative process 