

Curriculum Map 2019-20 KEY STAGE 3

Subject: MUSIC/ DRAMA/ DANCE

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Assessment task(s)/title(s)	Magical Musical Journey	Oliver	Mid-summers night dream	Mid-summers night dream continued.	The World	
	Key knowledge	<p>MUSIC: Understanding the development of Music</p> <ul style="list-style-type: none"> • African • Blues • Rock and Roll • Pop <p>DANCE: Understand and perform dances according to a musical journey. Students will learn:</p> <ul style="list-style-type: none"> • African Dance • The Jive • Hip-Hop <p>Whilst learning the different styles students will be introduced to choreographic devices and how to use these in</p>	<p>MUSIC: To perform songs and learn how to play specific pieces from the musical Oliver! improving our performance techniques in music</p> <p>DANCE: To learn a short dance motif to the song 'Consider Yourself' from Oliver. Students will then develop this using a range of choreographic devices. These are contact work, formation, canon and accumulation.</p> <p>DRAMA: To explore an extract from Oliver,</p>	<p>MSUIC: To perform songs and learn how to play specific pieces in specific genres that might be used throughout mid-summers night's dream. To compose music for our drama performances improving our performance techniques in music.</p> <p>DANCE: To explore the theme of 'Dreams' by looking at the practitioner Matthew Bourne and his professional work The Car Man. Students will be introduced to the</p>	<p>MUSIC: To perform songs and learn how to play specific pieces in specific genres that might be used throughout mid-summers night's dream. To compose music for our drama performances improving our performance techniques in music.</p> <p>DANCE: To explore the theme of 'Dreams' by looking at the practitioner Matthew Bourne and his professional work The Car Man. Students will be introduced to the</p>	<p>MSUIC: To understand the music of India To understand the music of Indonesia</p> <p>DANCE: To practically explore different choreography from Around The World. Students will develop an understanding of the specific style from the countries, Egypt, Brazil, America and India. Students will then choose their favourite choreography from the countries studied and do a mini performance on that country and the specific dance style.</p> <p>DRAMA: To explore practically the art of Javanese Story Telling using traditional Javanese performance techniques - using cloth and shadow puppetry. To use their drama knowledge developed throughout year 7 to create a performance of Javanese story telling.</p>	

		<p>choreography. All of this is in preparation for their Magical Musical Journey performance to parents.</p> <p>Lesson 1 – Students will learn the stylistic qualities of African dance and learn how to perform in unison as an ensemble. Students will develop this using the choreographic device of formation and canon.</p> <p>Lesson 2 – Students will learn the stylistic qualities of Rock and roll dance by learning a basic hand Jive in pairs to song ‘Around the Clock’. Students will develop this using contact work with lifts/contact work taught by the teacher.</p> <p>Lesson 3–</p>	<p>through developing script work. To explore the characters ‘Artful Dodger’ and ‘Oliver’ through the scene prior to the consider yourself dance. To develop drama skills such as facial expressions, body language, tone of voice, duologue and memorisation of script.</p>	<p>use of a prop in their work and will create a practical dance performance exploring the style of Matthew Bourne.</p> <p>DRAMA: To explore the story line of mid-summertime’s dream in drama and to analyse a section of the text. To produce a modern take on this story through performing as an ensemble and an individual, a section of Shakespeare’s - A Midsummers Night’s Dream. To create the atmosphere of the fairy world using characterisation through facial expressions, body language and tone of voice.</p>	<p>use of a prop in their work and will create a practical dance performance exploring the style of Matthew Bourne.</p> <p>DRAMA: To explore the story line of mid-summertime’s dream in drama and to analyse a section of the text. To produce a modern take on this story through performing as an ensemble and an individual, a section of Shakespeare’s - A Midsummers Night’s Dream. To create the atmosphere of the fairy world using characterisation through facial expressions, body language and tone of voice.</p>	
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		<p>Students will learn the stylistic qualities of Hip-Hop dance to the song 'Old Town Road' and develop this using the choreographic device of levels.</p> <p>Lesson 4– This will be a performance showing what they have learnt this term in PA to an invited audience.</p> <p>DRAMA: To understand the development of the slave trade and how this impacted music and dance. To understand the different stages of the slave trade within Britain: Enslavement, Abolition and Freedom. To learn and develop drama skills such as mime, exaggeration, facial expression, tone of voice, monologue. These will be explored in a modular approach</p>				
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		<p>over 4 lessons using blended learning.</p> <p>Lesson 1: To learn the skill of mime, exaggeration and facial expression. To be able to demonstrate these skills to re-tell a story.</p> <p>Lesson 2: To develop knowledge of the slave trade and develop facial expressions, mime and exaggeration to help show characters emotions.</p> <p>Lesson 3: To develop understanding of monologues when telling a character's story. To demonstrate this skill when re-telling a story of the slave trade incorporating the ideas of enslavement, abolition and freedom.</p> <p>Lesson 4:</p>				
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		To perform/record their monologues along with showcasing miming skills, facial expressions, tone of voice, exaggerated movement to help story tell. To self-assess themselves on their performance.				
Vocabulary instruction	<p>MUSIC: Tempo, dynamics, texture, timbre, call and response, rhythm, beat, pulse, beater, drums, djembe, chord, walking bass line, improvisation, blues, scale, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, poly-rhythm, cross-</p>	<p>MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, oom cha cha, scale, key, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison, conductor, compose, perform</p>	<p>MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, scale, key, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison, conductor, compose, perform</p>	<p>MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, shanty, capstan, recreation, jig, improvisation, choir, scale, key, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison, conductor, compose, perform, raga, tala, gat, alap, jor, cycle, Gamelan</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture, improvisation, narration/ narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space, monologue, Javanese story -telling, shadow puppetry, the use of cloth.</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump,</p>		

		<p>rhythm, unison, conductor, compose, perform</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture, improvisation, narration/ narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>	<p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture, improvisation, narration/ narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>	<p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture, improvisation, narration/ narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space, Shakespeare, monologue</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>	<p>unison, conductor, compose, perform</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture, improvisation, narration/ narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space, Shakespeare, monologue</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison,</p>	<p>leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression.</p>
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		posture, expression			height, posture, expression	
	Subject-specific strand(s)	Performance Compose, devise, listen and appraise	Performance Compose, devise, listen and appraise	Performance Compose, devise, listen and appraise	Performance Compose, devise, listen and appraise	Performance Compose, devise, listen and appraise
Year 8	Assessment task(s)/title(s)	Be Dramatic	Mystery	Power		The World - Carnival
	Key knowledge	<p>MUSIC: To understand the history of silent movies. To understand how music represents silent music and what genres of music suits this style. To compose a piece of music that compliments their performance in drama. To explore a wide range of music practitioners.</p> <p>DANCE: To understand and apply expressive skills to dance to make a dramatic performance. To explore the use of expressive skills within the style musical theatre Jazz.</p>	<p>MUSIC: To understand how music is used to add mystery to a performance To explore a wide range of music practitioners</p> <p>DANCE: To understand and explore the style of jazz dance whilst learning a motif inspired by the mystery movie 'Pink Panther'. Students will then develop this using a range of choreographic devices.</p> <p>DRAMA: To understand a typical murder mystery storyline. To understand the different characters of a murder mystery.</p>	<p>MUSIC: To compose music suitable for war, understanding the instruments which would be appropriate to help showcase this topic.</p> <p>DANCE: To understand the theme of power through dance by looking at the Professional work 5 Soldiers. Students will practically explore the three specific parts of 5 Soldiers and practically create their own work inspired by the work of Rosie kay. Students will use choreographic devices to develop their own work. Transitions Canon</p>	<p>MUSIC: To use the Boy in Stripped PJs and Anne Frank as a stimulus. To compose and perform music suitable for war and sadness.</p> <p>DANCE: To understand the theme of power through dance by looking at the Professional work 5 Soldiers. Students will practically explore the three specific parts of 5 Soldiers and practically create their own work inspired by the work of Rosie kay. Students will use choreographic devices to develop their own work. Transitions</p>	<p>MUSIC: To understand the music of Samba; instruments, structure, call and response. To understand how major themes of Brazil have influenced the carnival. To understand how Samba Schools compete. To design and make suitable costume, make-up and masks for the carnival. To respond to a given stimuli and practitioner.</p> <p>DANCE: To understand and practically explore the style samba dance. To understand how themes in Brazil has influenced their style of dance. To explore this style throughout the GCSE set work 'A Linha Curva'. To respond practically to a given stimuli and practitioner Itzik Galili.</p> <p>DRAMA: To understand and develop their knowledge of Commedia Dell'Arte - street theatre. To develop their understanding of mask work and how this impacts your physicality as a performance.</p>

		<p>Lesson 1 – To learn a motif inspired by Matilda’s ‘Revolt Children’ and explore how expressive skills can improve our characterisation and apply these to performance.</p> <p>Lesson 2 – To develop the teacher taught motif from lesson one using partner work and contact that highlights rebellion and revolting.</p> <p>Lesson 3 – Differentiated task of preparing for performance accumulating what has been learnt previously.</p> <p>Lesson 4 – Accumulation of skills learnt this unit into a practical assessment.</p> <p>DRAMA: To explore the history of silent movies.</p>	<p>To create and devise their own murder mystery performance based on a murder mystery structure, using clear and exaggerated characterisation through use of facial expression, body language, tone of voice and costume.</p>	<p>Formation Unison Levels Contact</p> <p>DRAMA: To understand the history behind WW1. To develop an understanding of character through use of improvisation and tableaux. To devise a piece of theatre based around a short extract of script of WW1, using the skills and knowledge developed throughout the topic.</p>	<p>Canon Formation Unison Levels Contact</p> <p>DRAMA: To understand the history behind WW1. To develop an understanding of character through use of improvisation and tableaux. To devise a piece of theatre based around a short extract of script of WW1, using the skills and knowledge developed throughout the topic.</p>	<p>To develop and understanding of character and story lines used throughout this style of performance. To use this knowledge and understanding to devise their own piece based on a traditional Commedia Dell’Arte storyline using traditional masks and characters.</p>
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		<p>To understand what 'stock characters' mean.</p> <p>To develop their performance skills of facial expressions, mime, exaggeration and body language to be able to portray a story.</p> <p>These will be explored in a modular approach over 4 lessons using blended learning.</p> <p>Lesson 1:</p> <p>To explore the history of silent movies and who was the biggest influencer of that era.</p> <p>Lesson 2:</p> <p>To explore the 'stock characters' within a silent movie - hero, villain, damsel in distress. TO be able to perform in the style of one of these characters showing clear facial expressions, body language and</p>				
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		<p>exaggeration of emotions.</p> <p>Lesson 3: To explore the physicality needed within a silent movie performance. To be able to create a stylised walk to help bring out the character and the humour of the era.</p> <p>Lesson 4: To establish the basic storylines used within silent movies and demonstrate this knowledge by writing their own.</p> <p>Lesson 5: To begin to create their own story (whether at home and filmed individually or through social distance) showcasing all dramatic performance skills developed throughout.</p> <p>Lesson 6: To piece together their piece and perform. To self-</p>				
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		evaluate their performance based on success criteria of what they have learnt throughout the topic.				
Vocabulary instruction	<p>MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, scale, key, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison, conductor, compose, perform, ragtime, piano, Scott Joplin, dissonance</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus,</p>	<p>MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, scale, key, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison, conductor, compose, perform</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture, improvisation,</p>	<p>MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, drum, snare, trumpet, scale, key, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison, conductor, compose, perform, canon</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame,</p>	<p>MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, drum, snare, trumpet, scale, key, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison, conductor, compose, perform</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture,</p>	<p>MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, groove, scale, key, note, agogo, surdo, whistle, cue, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison, conductor, compose, perform</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture, improvisation, narration/ narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space, masks, physicality, nonsense language, Commedia Dell’Arte themes.</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>	

	<p>freeze frame, gesture, improvisation, narration/ narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space, silent movie.</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>	<p>narration/ narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space, murder mystery plots/themes.</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>	<p>gesture, improvisation, narration/ narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space.</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>	<p>improvisation, narration/ narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space.</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>	
Subject-specific strand(s)	Performance, composition, devise, listen and appraise	Performance, composition, devise, listen and appraise	Performance, composition, devise, listen and appraise	Performance, composition, devise, listen and appraise	Performance, composition, devise, listen and appraise

Year 9	Assessment task(s)/title(s)	Atmosphere	Conflict	We are such stuff as Dreams are made one
	Key knowledge	<p>To explore the atmosphere of a drama piece, Women in Black</p> <p>To explore the use of pathetic fallacy</p> <p>To understand how to compose music to create specific atmospheres using a range of compositional techniques</p> <p>To understand how to use levels, height depth within their work</p> <p>To understand how to devise a dance in a specific atmosphere</p> <p>To explore a range of stimuli and practitioners to inspire performances</p> <p>To respond to a given brief</p> <p>To understand safe practice and performance in the theatre</p>	<p>To explore the different sorts of conflict within the world through Music, Drama and Dance</p> <p>To compose and perform music to represent conflict</p> <p>To understand how to use levels, height depth within their work</p> <p>To use dynamic contrast in dance</p> <p>To understand how to devise a dance linked to conflict, encouraging students who to devise work from a given motif</p> <p>To explore a range of stimuli and practitioners to inspire performances</p> <p>To respond to a given brief</p> <p>To understand safe practice and performance in the theatre</p>	<p>To explore what the brief means</p> <p>Students to apply skills from years 7 – 9 and to produce a performance of their choice representing the brief.</p> <p>To apply dance techniques to their work</p> <p>To apply drama techniques to their work</p> <p>To compose or play music within a performance to accompany drama and dance in order to set the scene and the appropriate atmosphere for the performance</p> <p>To explore a range of stimuli and practitioners to inspire performances</p> <p>To respond to a given brief</p>
	Vocabulary instruction	MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, scale, key, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison,	MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, scale, key, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison,	MUSIC: Tempo, dynamics, texture, timbre, rhythm, beat, pulse, beater, drums, piano chord, bass line, scale, key, note, composition, drone, ostinato, ensemble, duet, solo, glockenspiel, instrument, harmony, melody, echo, pattern, keyboard, major, minor, tonality, percussion, guitar, bass, crotchet, quavers, saxophone, syncopation, unison, conductor, compose, perform, piano,

	<p>conductor, compose, perform, piano, dissonance, cluster chords, sound effects</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture, improvisation, narration/narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space.</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>	<p>conductor, compose, perform, piano, dissonance, cluster chords, sound effects</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture, improvisation, narration/narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space.</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>	<p>dissonance, cluster chords, sound effects, genre, arpeggios</p> <p>DRAMA: Audience, character, eye contact, facial expressions, focus, freeze frame, gesture, improvisation, narration/narrator, performing, devising, listening, plot, rehearsing, blocking, responding, scenario, scene, split stage, tableau, use of space.</p> <p>DANCE: Canon, choreograph, duo, duet, dynamics, extension, focus, gesture, jump, leap, turn, twist, levels, motif, development, musicality, relationship, contact, retrograde, solo, space, structure, travel, trio, union, imitate, copy, unison, height, posture, expression</p>
Subject-specific strand(s)	Performance, composition, listening and appraising	Performance, composition, listening and appraising	Performance, composition, listening and appraising