

Key Stage 3 Curriculum Map 2021-22

Subject: Drama		Year: 9	
Focus/Topic: Interpreting Scripts – Page to stage	UAE Links	HPL Links	Home Learning / Guided Reading
Lessons 1 st – 2 nd Sept. only:	<ul style="list-style-type: none"> • Brotherhood 	<ul style="list-style-type: none"> • Agile 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Drama Orientation – establish a culture of teamwork in the drama studio 			
<ul style="list-style-type: none"> • To infer meaning from a script to inform characterisation 	<ul style="list-style-type: none"> • Solidarity 	<ul style="list-style-type: none"> • Analyzing 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • To apply body language to realise a character in performance 	<ul style="list-style-type: none"> • Solidarity 	<ul style="list-style-type: none"> • Analyzing 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • To explore vocal skills to communicate character and text 	<ul style="list-style-type: none"> • Solidarity 	<ul style="list-style-type: none"> • Analysing 	<ul style="list-style-type: none"> • HL menu activities
<ul style="list-style-type: none"> • To explore the use of space and proxemics to communicate meaning to an audience 	<ul style="list-style-type: none"> • Solidarity 	<ul style="list-style-type: none"> • Analysing 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • To begin baseline assessment preparation by rehearsing a performance of my extract applying physical and vocal skills to communicate character. 	<ul style="list-style-type: none"> • Accountability 	<ul style="list-style-type: none"> • Creating 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • To perform baselines assessment and evaluate my work 	<ul style="list-style-type: none"> • Accountability 	<ul style="list-style-type: none"> • Agile 	<ul style="list-style-type: none"> •
Break			
<ul style="list-style-type: none"> • Introduction to DV8 and Verbatim theatre. Begin to script a verbatim monologue 	<ul style="list-style-type: none"> • Integrity 	<ul style="list-style-type: none"> • Metathinking 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • To explore pedestrian movement to create visual meaning 	<ul style="list-style-type: none"> • Trust 	<ul style="list-style-type: none"> • Creating 	<ul style="list-style-type: none"> • Bring a prop that relates to your monologue next lesson
<ul style="list-style-type: none"> • To choreograph movement incorporating a prop to communicate meaning 	<ul style="list-style-type: none"> • Integrity 	<ul style="list-style-type: none"> • Agile 	<ul style="list-style-type: none"> • Learn lines
<ul style="list-style-type: none"> • To explore applying vocal skills to achieve the verbatim genre. Layer movement and dialogue together 	<ul style="list-style-type: none"> • Trust 	<ul style="list-style-type: none"> • Agile 	<ul style="list-style-type: none"> • Learn Lines

<ul style="list-style-type: none">• To develop and refine performance of verbatim monologue. Apply peer feedback	<ul style="list-style-type: none">• Support	<ul style="list-style-type: none">• Metathinking	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• Performance and written assessment	<ul style="list-style-type: none">• Accountability	<ul style="list-style-type: none">• Realising	<ul style="list-style-type: none">•