

## Drama Curriculum Map 2022-2023

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p style="text-align: center;"><b><u>Animals and Humans</u></b></p> <p>Introduce drama skills and strategies, and investigate the predator characters in <i>The Gruffalo</i> and through still images, narration, mime, and scripted dialogue.</p> <p>Introduce the <i>Nativity play</i> script and explore narrative and characters.</p>	<p style="text-align: center;"><b><u>The United Kingdom</u></b></p> <p>Develop and refine performance skills for the <i>Nativity play</i>, focusing on characterisation, ensemble skills and musical theatre techniques.</p>	<p style="text-align: center;"><b><u>Stone Age to the Iron Age</u></b></p> <p style="text-align: center;"><b>Performance Poetry project</b></p> <p>Rehearse and perform a poem, showing understanding through intonation, tone, volume and action.</p>	<p style="text-align: center;"><b><u>Meet the Greeks</u></b></p> <p>Explore <i>Greek Theatre</i> conventions and devise drama work about the <i>Greek myth Pandora's Box</i> using ensemble work, use of chorus, narration, masks, and mime.</p>	<p style="text-align: center;"><b><u>Raging River</u></b></p> <p>Explore the storm and shipwreck scenes from <i>The Tempest</i> using characterisation skills, Shakespearean language skills, role-play, and mime.</p>	<p style="text-align: center;"><b><u>Magnificent Metals</u></b></p> <p>Explore <i>Iron Man</i> key moments and characters through physical theatre, improvisation, conscience alley and dialogue.</p>
Year 4	<p style="text-align: center;"><b><u>Marvellous Magic</u></b></p> <p>Interpret scripted extracts from <i>The Witches</i> play using</p>	<p style="text-align: center;"><b><u>Emperors and Empires</u></b></p> <p>Explore <i>Romeo and Juliet</i>, focusing on the conflict between the</p>	<p style="text-align: center;"><b><u>The Digestive System</u></b></p> <p style="text-align: center;"><b>Performance Poetry project</b></p>	<p style="text-align: center;"><b><u>Supersonic Sound</u></b></p> <p>Create music bands/pop groups for a <b>Battle of the Bands</b> competition,</p>	<p style="text-align: center;"><b><u>Italy</u></b></p> <p>Introduce <i>Commedia del'arte, looking at</i> stock characters,</p>	<p style="text-align: center;"><b><u>Extreme Earth</u></b></p> <p>Explore the land of Narnia in Winter in <i>The Lion, The Witch and the</i></p>

	<p>characterisation skills, narration, physical theatre and ensemble skills.</p> <p>Explore key moments from <b><i>Leon and the Place Between</i></b>, focusing on characterisation and settings.</p>	<p>Montagues and the Capulets and its tragic consequences, using characterisation skills, mime, and Shakespearean language skills.</p>	<p>Rehearse and perform a poem, showing understanding through intonation, tone, volume and action.</p> <p>Investigate the <b>Digestive system</b>, using physical theatre, and soundscape and improvisation.</p>	<p>focusing on ensemble skills, performance techniques, characterisation and choreography.</p>	<p>and comic scenarios, create spontaneous and polished improvisation using masks and mime work.</p>	<p><b>Wardrobe</b> using still image, soundscape, narration, thought-tracking, scripted dialogue, monologues and duologues.</p>
Year 5	<p><b><u>Earth and Space</u></b></p> <p>Investigate the historical event of the <b><i>first Moon landing</i></b> and create documentary drama using role-play, enactment, narration, flashback and hotseating.</p>	<p><b><u>Ancient Egyptians</u></b></p> <p>Explore <b>Ancient Egyptian Gods and Goddesses, the discovery of Tutankhamun's tomb</b> and <b><i>Anthony and Cleopatra</i></b>, focusing on character relationships and key events, using role-play, narration, mime and</p>	<p><b><u>Exploring Egypt</u></b></p> <p><b>Creative Careers</b> Film project- film actor, scriptwriter, producer, director.</p>	<p><b><u>Forces/ Clockwork</u></b></p> <p>Creative Careers film week and film premiere.</p> <p>Explore <b><i>Clockwork</i></b> key characters and extracts, looking at the story within a story technique, characterisation and dialogue.</p>	<p><b><u>The Battle of Britain</u></b></p> <p>Explore <b><i>Clockwork</i></b> key characters and extracts, looking at the story within a story technique, characterisation and dialogue.</p>	<p><b><u>What's It Like in Kenya</u></b></p> <p><b>Performance Poetry project</b></p> <p>Rehearse and perform a poem, showing understanding through intonation, tone, volume and action.</p>

		Shakespearean language.				
<b>Year 6</b>	<p><b><u>Bustling Brazil</u></b></p> <p>Explore <i>Macbeth</i>, focusing on the conflict between the characters and Macbeth's ambition and downfall, using narration, mime, thought tracking, conscience alley and Shakespearean language.</p>	<p><b><u>Viking Raiders and Traders</u></b></p> <p>Investigate the <i>Anglo Saxons and Vikings</i> and explore the Viking saga <i>Odin Creates the World</i>, through characterisation, narration, role-play, and scripted dialogue.</p>	<p><b><u>Marvellous Mayans</u></b></p> <p><b>Performance Poetry project</b></p> <p>Rehearse and perform a poem, showing understanding through intonation, tone, volume and action.</p> <p>Explore <i>The Lost Happy Endings</i>, looking at the two main characters; Jub and the Witch. Enact key moments in the story when Jub is attacked by the Witch and the night of the unhappy endings. Consider an alternative happy ending for the Witch.</p>	<p><b><u>Greetings From Antarctica</u></b></p> <p>Explore <i>Ernest Shackleton's expeditions to Antarctica</i> through Teacher in Role, role-play, image work, sound and movement collage, thought-tracking and monologues/ duologues.</p>	<p><b><u>Year 6 production</u></b></p> <p>Introduce <i>Year 6 productions</i> and explore narrative and characters. Rehearse scripted extracts using characterisation, ensemble skills and choreography.</p>	<p><b><u>Year 6 Production</u></b></p> <p>Develop and refine performance skills for the <i>Year 6 productions</i>, focusing on musical theatre skills, characterisation and ensemble skills.</p>

