



Navigator

Navigator Curriculum - Formal Curriculum

- A formal academic curriculum for students closer to age related expectations.
- Aspirational and challenging.
- It is typically for our children with high functioning autism or moderate learning difficulties.
- A broad and balanced secondary curriculum.
- Leads to good GCSE, Level 1 and Level 2 outcomes.
- Subjects become more specialist.

7N - Navigator Curriculum - Drama/Lessons weekly

| | 2020 – 2021 Autumn 1 Unit 1 | 2020 – 2021 Autumn 2 Unit 2 | 2020 – 2021 Spring 1 Unit 3 | 2020 – 2021 Spring 2 Unit 4 | 2020 – 2021 Summer 1 Unit 5 | 2020 – 2021 Summer 2 Unit 6 |
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| Year 7 | <p>Introduction to drama skills - incorporating the use of facial expression, body language, gesture and use of voice.</p> <p>Key Questions:</p> <p>What is drama? Where do we see performances? What emotions can we think of? How can we portray these emotions with only using our expressions? How can we use our body language? How can we change our voice to portray an emotion?</p> <p>Key Skills and</p> | <p>Pantomime</p> <p>Developing pantomime stock characters. Students will develop creative stories based on pantomime to develop performance.</p> <p>Key Questions:</p> <p>What is a pantomime? What pantomimes can we think of? Who are the 'goodies' and who are the villains? What characteristics may a villain have? How is the hero portrayed? What other characters does a pantomime need?</p> <p>Key Skills and knowledge</p> | <p>Mime and Mask</p> <p>Pupils will experiment with gesture and movement. Pupils will Show characters through movement using exaggerated gestures and movement</p> <p>Key Questions:</p> <p>What is the purpose of the mask? If an actor is wearing a mask can the audience see their facial expressions? How would an actor over come this? Who wears a mask? Why might a mask be needed? What is a Noh mask? What are the main characters in a Noh performance?</p> | <p>Characterisation</p> <p>Students will explore the characterization process through a number of different stimuli, including pictures, play scripts, story books, film clips and poems.</p> <p><i>Characterisation is the pupil, taking on the role of another person and using movement and vocal skills to communicate a character to the audience. When portraying a character, you must think about how that character walks and talks, their personality and age in order for you to communicate them effectively and believably. When performing as your character, it is important that you sustain your role throughout and always stay in character. As well as movement and voice, facial expressions and body language are an important element of</i></p> | <p>Super heroes</p> <p>Students will explore Superhero characters and their qualities. Exploring through gesture and movement and facial expressions</p> <p>Key Questions:</p> <p>What is a super hero? What super heros can we think of? What makes them a super hero? What are your qualities? What makes you a hero? What could your super hero qualities be?</p> <p>Key Skills and</p> | <p>Roald Dahl stories</p> <p>Pupils will develop an understanding of the Roald Dahl stories. Show aspects of the story through different drama techniques</p> <p>Key Questions:</p> <p>Who is Roald Dahl? What stories has he written? What is so good about his books? Who is the villain in the witches? What does this villain want to do? Who has to stop the villain?</p> <p>Key Skills and knowledge</p> <p>Recall events / stories / recount experiences with some added detail to engage the</p> |

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| | <p>knowledge Know when it is their turn to speak in a simple presentation / discussion Take part in role play to find out about different characters and situations Take different roles in a drama / role play to explore how others felt about a character's actions</p> <p>Assessment outcome: Pupils think about different emotions. When we might experience these emotions</p> <p>Pupils record different expressions in their sketchbook</p> <p>Pupils create a short performance using demonstrating expressions and body language</p> | <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Assessment outcomes: Spider diagram pantomimes and characters</p> <p>Pupils reenact a pantomime performance – Cinderella , peter pan</p> | <p>Key Skills and knowledge Being able to describe their immediate world and environment Can talk about themselves clearly and confidently Can retell simple stories / recounts</p> <p>Assessment outcomes: Research into a Noh performance Pupils create a short performance using Noh masks</p> | <p><i>characterisation as they show the audience the true feelings of your character.</i></p> <p>Key Skills and knowledge</p> <p>Key Questions: What is Characterisation? How should our character talk? How should your character walk? What happened to make him/her be like this? What sort of a person is he/she?</p> <p>Assessment outcomes:</p> <p>As a group invent fictional characters of a play develop their character and act out their personality through the performance</p> | <p>knowledge Can develop ideas and feelings through sustained talk Can organise what they want to say so that it is clear to the listener Can give descriptions.</p> <p>Assessment outcomes:</p> <p>Create a performance involving a super hero. Why is the super hero needed and how does he/she save the day.</p> | <p>listener</p> <p>Assessment outcome: Students watch the film the witches (or another Roald Dahl film). Makes notes and review the performance.</p> <p>Students re create this film demonstrating understanding of the characters.</p> |
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| Links to Gatsby bench mark | | | | | | |
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