



Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life situations' with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

8N - Navigator Curriculum - Drama

	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
Year 8	<p>Topic: Evacuees+ The Lion, the Witch and the Wardrobe</p> <p>Key Questions:</p> <p>What is an evacuee? Why were children moved? How would it make them feel to be evacuated? What emotions would they have felt?</p> <p>Key Skills and knowledge: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Topic: A Christmas carol</p> <p>Key Questions:</p> <p>What is the tale 'A Christmas Carol about? Who are the main characters? What are they like? What is the moral of the story? Why was is go to pass on a message or a 'moral' through a play?</p> <p>Key Skills and knowledge: Being able to describe their immediate world and environment Can talk about themselves clearly</p>	<p>Topic: Silent Movies</p> <p>Key Questions:</p> <p>What is a silent movie? How can the actor communicate other than speaking? How can we alter our bodies to show an emotion?</p> <p>Key Skills and 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>Topic: Silent Movies 2 Film making</p> <p>Key Questions:</p> <p>What are the characters of our performance? Why are they like this What is the plot? How can we express what is happening without talking?</p> <p>Key Skills and knowledge: Can talk about feelings ,thought sand ideas with some detail to make meaning explicit Can present information clearly and in an appropriate form</p>	<p>Topic: Drama on TV</p> <p>Key Questions:</p> <p>What soaps can we think of? What is good about soap operas Are the characters relatable? Who is your favourite character? Do we only like the 'good guys' What makes you like a 'bad guy'?</p> <p>Key Skills and knowledge: Can articulate thoughts clearly when presenting to a range of audiences</p> <p>Assessment</p>	<p>Topic: Drama on TV</p> <p>Key Questions:</p> <p>What real events have been dramatised? What makes then believable? How do you think people may feel who were affected by this real life event? What real life event could be dramatised? Why do people watch a drama based on true events? What can they learn?</p> <p>Key Skills and knowledge: Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and</p>

	<p>Assessment outcome: Students will develop an understanding of WW2 life for children. Show the issues for evacuees through different drama techniques.</p>	<p>and confidently Can retell simple stories / recounts</p> <p>Assessment outcomes:</p> <p>Students will explore the story the work of Charles Dickens through a variety of drama strategies and techniques.</p>	<p>Recall events / stories / recount experiences with some added detail to engage the listener</p> <p>Assessment outcomes:</p> <p>Students will explore the genre of silent movies. Students will look at how physical comedy is created and learn about stock character.</p>	<p>to the listener</p> <p>Assessment outcomes:</p> <p>Students will develop their understanding of silent movies and will being to make their own silent movies using prior knowledge.</p>	<p>outcomes:</p> <p>Students will begin to look at how drama is used in the media through exploring poplar soaps and sitcoms a variety of shows and drama techniques.</p>	<p>develop the speaker's ideas in different ways. Make reference to others comments when articulating own ideas Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group</p> <p>Assessment outcome:</p> <p>Students will continue to look at how drama is used in the media through exploring poplar by remake famous scene and from popular films they have watch</p>
--	---	---	--	---	--	--

Links to Gatsby Bench mark						
---	--	--	--	--	--	--

