



Venture

Venture Curriculum

- Introduction to formal curriculum.
- Short Sharp task focused.
- Careful consideration for when English and Math's timetabled.
- For students with social emotional and mental health difficulties.
- This curriculum offers a bridge between our Explorer and Navigator curriculum's.
- Students can follow a GCSE Pathway, Entry Level Pathway or both dependent on needs.
- Flexibility within the curriculum to meet social and emotional needs.

7V - Venture Curriculum - Drama/Lesson weekly

	2021 – 2022 Autumn 1 Unit 1	2021 – 2022 Autumn 2 Unit 2	2021 – 2022 Spring 1 Unit 3	2021 – 2022 Spring 2 Unit 4	2021 – 2022 Summer 1 Unit 5	2021 – 2022 Summer 2 Unit 6
Year 7	<p>Topic: Introduction to drama skills - incorporating the use of facial expression, body language, gesture and use of voice.</p> <p>Suggested 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 knowledge: Pupils are able to create and represent a clearly defined character, adding depth and considering motivation. They contribute</p>	<p>Topic: Pantomime</p> <p>Developing pantomime stock characters. Students will develop creative stories based on pantomime to develop performance.</p> <p>Suggested 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: Pupils explore using a range of techniques to create effective and original performance work. Demonstrating progression, pupils can</p>	<p>Topic: Truth or Dare (Script)</p> <p>Pupils will explore the aspects of a basic script and understand how to use a script to create a performance.</p> <p>Suggested Key questions:</p> <p>What a script? What is the difference between and script and a novel? How could we use a script to create a performance? What is the role of a narrator? What are stage directions?</p> <p>Key Skills and knowledge: They will demonstrate the ability to explore and interpret ideas, issues and relationships in their drama work using a variety of explorative strategies including</p>	<p>Topic: 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</i></p>	<p>Topic: Super heroes</p> <p>Students will explore Superhero characters and their qualities. Exploring through gesture and movement and facial expressions</p> <p>Suggested 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 knowledge: Pupils are able to create and represent a clearly defined character, adding depth and considering motivation. They contribute creatively to the devising of drama and recognise that collaborative involvement is</p>	<p>Topic: Narnia</p> <p>Pupils will develop an understanding of to Show aspects of the story of Narnia through different drama techniques</p> <p>Suggested Key questions: What is Thought tracking? How can we show a character using our voice? How can we change the way we move to show a character? What is audience awareness?</p> <p>Key Skills and knowledge: Pupils will demonstrate some understanding of the audience and can experiment with a range of techniques in performance with developing confidence. Pupils are beginning to staying in role for the whole performance and deliver lines with creative and confident characterisation.</p>

	creatively to the devising of drama and recognise that collaborative involvement is necessary.	transfer skills from one project to the next.	thought tracking, hot seating and cross cutting. Pupils will demonstrate some understanding of the audience and can experiment with a range of techniques in scripted performance with developing confidence.	<p><i>and body language are an important element of characterisation as they show the audience the true feelings of your character.</i></p> <p>Suggested Key Questions: What is Characterisation?</p> <p>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>Key Skills and knowledge: Pupils can recognise and evaluate strengths and weaknesses in performances.</p>	necessary. Pupils explore using a range of techniques to create effective and original performance work.	
Links to Gatsby Bench mark	<p>4. Linking curriculum learning to careers</p> <p>Actor / actress, Journalism, Presenter – TV radio</p> <p>Programme</p>	<p>4. Linking curriculum learning to careers</p> <p>Actor / actress</p> <p>Stage manager</p> <p>Television production assistant</p>	<p>4. Linking curriculum learning to careers</p> <p>Programme researcher</p> <p>Stage manager</p> <p>Television production assistant</p>	<p>4. Linking curriculum learning to careers</p> <p>Programme researcher</p> <p>Stage manager</p> <p>Television production assistant</p>	<p>4. Linking curriculum learning to careers</p> <p>Journalism</p> <p>Programme researcher</p> <p>Stage manager</p> <p>Television production assistant</p>	<p>4. Linking curriculum learning to careers</p> <p>Journalism</p> <p>Programme researcher</p> <p>Stage manager</p> <p>Television production assistant</p>