



Explorer

## 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.

## 8E - Navigator Curriculum - Drama

	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 8	<p><b>Topic:</b> Mystery Pictures</p> <p><b>Suggested Key Questions:</b></p> <p>What is whole class role? What does stay in role mean? Why do we need to rehearse a performance?</p> <p><b>Key Skills and knowledge:</b> Pupils can create performances for different audiences and purposes using various techniques. They make full use of the available performance space and resources in their productions.</p>	<p><b>Topic:</b> King Kevin (Script)</p> <p><b>Suggested Key Questions:</b></p> <p>Compare and contrast a script and a Novel? Why is it important to read the stage directions? Why is it important to be aware of where your audience is?</p> <p><b>Key Skills and knowledge:</b> Pupils will begin to demonstrate an understanding of the audience, other performers and can experiment with a range of techniques in performance with developing confidence.</p>	<p><b>Topic:</b> Silent Movies</p> <p><b>Suggested Key Questions:</b></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><b>Key Skills and knowledge:</b> Pupils will begin to demonstrate an understanding of the audience, other performers and can experiment with a range of techniques in performance with developing confidence. With support / prompts they are able to stay in r</p>	<p><b>Topic:</b> Homelessness</p> <p><b>Suggested Key Questions:</b></p> <p>What does it mean to be homeless? How can we show we are a homeless character? What are levels in a performance? How can we show power and status in a performance?</p> <p><b>Key Skills and knowledge:</b> pupils demonstrate the ability to recognise strengths and areas for development within their own and others work. Developing exploration of subject specific terminology.</p>	<p><b>Topic:</b> I've read my daughters diary</p> <p><b>Suggested Key Questions:</b></p> <p>What are the key aspects of a performance? How many times should we rehearse a performance and why? What can we change about ourselves to show a character?</p> <p><b>Key Skills and knowledge:</b> They develop understanding how a variety of strategies can be used to develop ideas for scripted work. They should structure ideas for devised work in various forms based on a range of issues and</p>	<p><b>Topic:</b> Drama on TV</p> <p><b>Suggested Key Questions:</b></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><b>Key Skills and knowledge:</b> They develop understanding how a variety of strategies can be used to develop ideas for scripted work. They should structure ideas for devised work in various</p>

			ole and deliver lines with creative and confident characterisation.		themes.	forms based on a range of issues and themes.
<b>Links to Gatsby Bench mark</b>	<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>

