



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.

7E - Explorer 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 7	<p>Topic: Introduction to drama skills/Robin Hood - 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:</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:</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:</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>Suggested Key questions:</p> <p>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>Key Skills and</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 heroes 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:</p> <p>They will begin to</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:</p> <p>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:</p> <p>Pupils will demonstrate some understanding of the audience and can experiment with a range of techniques in performance with</p>

	<p>Pupils will work collaboratively with their peers, listening and contributing their own ideas as well as shaping others. They will demonstrate the ability to explore and interpret ideas, issues and relationships in their drama work using a variety of explorative strategies including thought tracking, hot seating and cross cutting.</p>	<p>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>	<p>They will demonstrate the ability to explore and interpret ideas, issues and relationships in their drama work using a variety of explorative strategies including 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>	<p>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>	<p>understand how a selection of strategies can be used to develop ideas for scripted work. They begin to structure ideas for devised work in various forms based on a range of issues and themes.</p>	<p>developing confidence. Pupils are beginning to staying in role for the whole performance and deliver lines with creative and confident characterisation.</p>
<p>Links to Gatsby Bench mark</p>	<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>

