

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

9V - Venture Curriculum - Drama/Lesson weekly

	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
Year 9	<p>Topic: Mystery Pictures</p> <p><u>Suggested Key Questions:</u></p> <p>What is whole class role? What does stay in role mean? Why do we need to rehearse a performance?</p> <p>Key Skills and knowledge: 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>Topic: Bang out of Order (Script)</p> <p><u>Suggested Key Questions:</u></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>Key Skills and knowledge: 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>Topic: Truancy</p> <p><u>Suggested Key questions:</u></p> <p>What does truancy mean? What is hot seating and what might this reveal about a character? How can we alter our bodies to show an emotion?</p> <p>Key Skills and knowledge: Pupils communicate effectively to the audience during performance using a range of skills and techniques. They can construct a range of believable characters performing them sensitively</p>	<p>Topic: Homelessness</p> <p><u>Suggested Key Questions:</u></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>Key Skills and knowledge: 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>Topic: I've read my daughters diary</p> <p><u>Suggested Key Questions:</u></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>Key Skills and knowledge: 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 themes.</p>	<p>Topic: The Little Sister House/ The drugs don't work</p> <p><u>Suggested Key questions:</u></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: Pupils can select and control appropriate vocal and movement skills, with some subtlety and develop them in rehearsals. They can make use of explorative strategies to devise work and use dramatic terminology during rehearsal and evaluation.</p>
Links to Gatsby Bench mark	<p>4. Linking curriculum learning to careers</p> <p>Actor / actress, Journalism, Presenter – TV radio</p>	<p>4. Linking curriculum learning to careers</p> <p>Actor / actress Stage manager</p>	<p>4. Linking curriculum learning to careers</p> <p>Programme researcher Stage manager</p>	<p>4. Linking curriculum learning to careers</p> <p>Programme researcher Stage manager</p>	<p>4. Linking curriculum learning to careers</p> <p>Journalism Programme researcher Stage manager</p>	<p>4. Linking curriculum learning to careers</p> <p>Journalism Programme researcher Stage manager</p>

	Programme	Television production assistant	Television production assistant	Television production assistant	Television production assistant	Television production assistant
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