

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

8V - Venture Curriculum - Drama

| | 2024 - 2025 Autumn 1 Unit 1 | 2024 - 2025 Autumn 2 Unit 2 | 2024 - 2025 Spring 1 Unit 3 | 2024 - 2025 Spring 2 Unit 4 | 2024 - 2025 Summer 1 Unit 5 | 2024 - 2025 Summer 2 Unit 6 |
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| Year 8 | <p>Topic: Mystery Pictures</p> <p>Suggested Key Questions:</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 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 role and deliver lines with creative and confident characterisation.</p> | <p>Topic: King Kevin (Script)</p> <p>Suggested Key Questions:</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 develop their ability to demonstrate an understanding of the audience, other performers and can experiment with a range of techniques in performance based on a script. Will have a clear understanding of what a script is and how to use it to generate a performance</p> | <p>Topic: The Divided City</p> <p>Suggested Key Questions:</p> <p>What does divide mean? What do you think the title tell us? Who is divided? How can the actor communicate other than speaking? How can we alter our bodies to show an emotion?</p> <p>Key Skills and knowledge: Pupils can create performances (with support) for different audiences and purposes using various techniques. Developing exploration of subject specific terminology.</p> | <p>Topic: Homelessness</p> <p>Suggested Key Questions:</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 and are able to give clear examples of this terminology.</p> | <p>Topic: I've read my daughters diary</p> <p>Suggested Key Questions:</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 of how a variety of strategies can be used to develop ideas from a theme/story. They should structure ideas for devised work in various forms based on a range of issues and themes.</p> | <p>Topic: Joy Riding</p> <p>Suggested Key Questions:</p> <p>What is joy riding? Why is it illegal? Who can be affected by joy riding? How are the characters portrayed? What choices do they face? What influences these choices?</p> <p>Key Skills and knowledge: They develop a clear understanding of how a variety of strategies can be used to develop ideas for devised performance. They should structure ideas for devised work in various forms based on a range of issues and themes. To review all subject specific terminology used throughout the year and give clear examples of them.</p> |

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| 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> |
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