

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

7N - Navigator Curriculum - Drama

	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	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>Pupils will work collaboratively with their peers, listening and contributing their own ideas as well as shaping others. They will demonstrate the ability</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>Pupils will demonstrate some understanding of the audience and can experiment with a range of techniques in performance with developing confidence.</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>They will demonstrate the ability to explore and interpret ideas, issues and relationships in a script using a variety of explorative strategies including thought tracking, hot seating</p>	<p>Topic: Bullying</p> <p>Students will explore what is meant by bullying 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 bullying? What can you do to help someone who is being bullied? 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:</p> <p>Pupils will demonstrate a developed understanding of the audience and can experiment with a range</p>	<p>Topic: Scornbury Manor</p> <p>Students will explore characters qualities and personalities. Exploring through gesture and movement and facial expressions</p> <p>Suggested Key questions:</p> <p>What attend Scornbury Manor? What characters are we meant to like? What makes them likeable? Who are we not meant to like? How does the writer portray them as unkind?</p> <p>Key Skills and knowledge:</p> <p>To develop their understanding a selection of strategies and how they can be used to develop ideas from a theme/story. They begin/are able to at times to structure ideas for devised work in various forms based on a range of issues and themes.</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 strategies have we covered this year? 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 developing confidence. Pupils are beginning to staying in role for the whole performance and deliver lines with creative and confident characterisation. To review</p>

	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. To be introduced to key Drama language and build on this throughout the year.	Pupils are beginning to staying in role for a part of the performance and deliver lines with creative and confident characterisation.	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. To review the Drama language we have explored so far this year and explore how we use this language to aid our understanding and improve our performances.	of techniques in performance with developed confidence. Pupils are able to staying in role at times for the whole performance and deliver lines with creative and confident characterisation.		all the Drama language we have explored throughout the year and explore how we use this language to aid our performances and explorations.
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>

