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

7V - Venture Curriculum – *Drama*

2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Topic: Introduction to drama skills/Robin Hood** - incorporating the use of facial expression, body language, gesture and use of voice. **Suggested Key questions:** 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? **Key Skills and knowledge:** Pupils will begin to work collaboratively with their peers, listening and contributing their own ideas as well as shaping others. They will start to demonstrate the ability to explore and interpret ideas, issues and relationships in their drama work using a variety of explorative strategies including	**Topic: Pantomime** Developing pantomime stock characters. **Suggested Key questions:** 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? **Key Skills and knowledge:** Pupils will at times 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.	**Topic: Truth or Dare (Script)** Pupils will explore the aspects of a basic script and understand how to use a script to create a performance. **Suggested Key questions:** 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? **Key Skills and knowledge:** 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	**Topic: Bullying** Students will explore what is meant by bullying. **Suggested Key questions:** 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? **Key Skills and knowledge:** Pupils will demonstrate an understanding of the audience and can experiment with a range of techniques in performance with confidence. Pupils are able to stay in role for the whole performance and deliver lines with creative and confident characterisation.	**Topic: Scornbury Manor** Students will explore characters qualities and personalities. Exploring through gesture and movement and facial expressions **Suggested Key questions:** 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? **Key Skills and knowledge:** They will begin to 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.	**Topic: Narnia** Pupils will develop an understanding of to Show aspects of the story of Narnia through different drama techniques Suggested Key questions: 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? **Key Skills and knowledge:** Pupils are able to demonstrate a clear understanding of the audience and can experiment with a range of techniques in performance with confidence. Pupils are able to stay in role for the whole performance and deliver lines with creative and confident characterisation.

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Links to Gatsby Bench mark	4. Linking curriculum learning to careers Actor / actress, Journalism, Presenter – TV radio Programme	4. Linking curriculum learning to careers Actor / actress Stage manager Television production assistant	4. Linking curriculum learning to careers Programme researcher Stage manager Television production assistant	4. Linking curriculum learning to careers Programme researcher Stage manager Television production assistant	4. Linking curriculum learning to careers Journalism Programme researcher Stage manager Television production assistant	4. Linking curriculum learning to careers Journalism Programme researcher Stage manager Television production assistant