



**Pathway**  
**2-4**  
**'Yr 3-5'**

**Year '9'**

**Term '1,2 or 3 -Carousel'**

**Learning Intention: Victims, Villains and Heroes-**

The purpose of this Scheme of work is to broaden pupils' understanding of character roles in Comics, Literature and Film. Improve Historical knowledge of cultural influence in performance and empathy for how characters, both real and fantasy can be misunderstood such as Frankenstein's 'Beast'. To improve communication, social interaction and decision making skills through Group and Teamwork. Pupils research Superheroes and Comic book characters, developing imaginative Costume designs. They are encouraged to identify a range of non stereotypical heroes and to value inclusivity. In the second half of the project pupils develop their Cultural Capital as they use computing/ICT skills to research Historical Events, Literature of Films to inform opinions for debate and plan ideas for a presentation or performance, developing either Film set or prop design skills.

**Key knowledge that should be learned during this SoW**

All

Most

Some

**Concept:**

An introduction to:

- Develop Cultural Capital awareness, learning about Historical influences , literature, Films and painting
- Develop communication and social skills through peer on peer opportunities and groupwork
- Improve empathy for others through research, analytical skills development and taught understanding of character roles
- Develop ability to respond to a theme trying new movements, voice reaction skills and basic performance, 2D and 3D making skills

Improving the ability to:

- Improve Cultural Capital awareness, learning about and responding to research of Historical influences, literature, Films and painting
- Improve communication and social skills through listening and sharing with others
- Improve empathy for others through researching others experiences and improving understanding of character roles
- Improve ability to respond to a theme through verbal or physical actions and reactions, focusing on either performance or presentation skills, 2D and 3D making skills

Exploring the ability to:

- Extend Cultural Capital awareness. Developing passion for investigation of personal interests and analysis of Historical Influences , literature, Films and painting
- Improve communication and social skills through improved opportunities for leadership qualities in group or Teamwork
- Improve empathy for others through researching others experiences and improving understanding of character roles
- Improve ability to respond to a theme using a range of competent voice, presentation, 2D and 3D making skills

## Knowledge:

Develop understanding of aspects the following Knowledge:

- Describe and develop knowledge of Heroes, Villains and Victims
- Recognise some characters and be able to describe some aspects of their personality. What they look like using standard colours and basic descriptions of features or clothing
- Learn about different actions and reactions
- Develop knowledge and associations with Historical or Cultural influences in Film through exposure to :Films/trailers-from Modern day to mid 20th Century, Historical literature, drawing, painting prop or set design.
- Accumulate basic

Develop a competent understanding of a range of the following Knowledge:

- Describe and improve knowledge of Heroes, Villains and Victims
- Recognise a range of characters and be able to describe aspects of their personality. What they look like with some detailed descriptions of features or clothing
- Learn about and develop interest in understanding how actions and reactions are used to enhance physical or voice performance
- Develop interest and knowledge of Historical or Cultural influences in Film through some research into a range of the following: Films/trailers-from

Develop a confident understanding of a range of the following Knowledge:

- Describe and explore knowledge of Heroes, Villains and Victims
- Share knowledge of characters, their characters and be able to describe what they look like from memory using detailed descriptions of features and clothing
- Learn about and develop clear understanding of how actions and reactions are used to enhance physical and voice performance
- Explore interest and knowledge of Historical or Cultural influences in Film through research into a broad a range of the following: Films/trailers-from

	<p>knowledge which allows for better execution from theory to practical performance.</p>	<p>Modern day to mid 20th Century, Historical literature, drawing, painting prop or set design.</p> <ul style="list-style-type: none"> <li>● Making some Independent discoveries or links which help inform opinions and decision making for performance or presentations.</li> </ul>	<p>Modern day to mid 20th Century, Historical literature, drawing, painting prop or set design.</p> <ul style="list-style-type: none"> <li>● Independently making discoveries which inform opinions and decision making for performance or presentations.</li> </ul>
<p><b>Key Skills:</b></p>	<p>Develop ability to interact with or use a range of the following skills with support:</p> <ul style="list-style-type: none"> <li>● Develop computer/ICT research skills on SuperHeroes, drawings or paintings &amp; Historical influences in Literature or Film</li> <li>● Improve drawing and painting skills through Costume and prop or set design, using character outline sheets provided to model drawing skills</li> <li>● Develop communication skills by trying some character voice and actions, plot and</li> </ul>	<p>Develop a competent ability to use a range of the following skills with some support:</p> <ul style="list-style-type: none"> <li>● Improve computer/ICT research skills on SuperHeroes, drawings or paintings &amp; Historical influences in Literature or Film. Selecting from a range of different characters or events of interest</li> <li>● Improve drawing and painting skills through Costume and prop or set design, using character drawing mostly freehand with some</li> </ul>	<p>Develop a confident ability to use a range of the following skills independently:</p> <ul style="list-style-type: none"> <li>● Explore computer/ICT research skills on SuperHeroes, drawings or paintings &amp; Historical influences in Literature or Film. Selecting a range of different characters or events of interest and exploring more subtleties in character types and or role influences</li> <li>● Enhance drawing and painting skills through Costume and prop or set design, using freehand character</li> </ul>

	<p>sharing of ideas</p> <ul style="list-style-type: none"> <li>• Develop rehearsing and performance or presentation skills with lots of guidance and support.</li> </ul>	<p>modelling/guidance.</p> <ul style="list-style-type: none"> <li>• Improve communication skills by experimenting with character voice and actions, plot and explaining or debating ideas</li> <li>• Develop rehearsing and performance of presentation skills, mostly independently</li> </ul>	<p>drawing with occasional guidance</p> <ul style="list-style-type: none"> <li>• Enhance communication skills by exploring a range of character voice and actions, plot and debating ideas forming clear opinions</li> <li>• Develop rehearsing and performance or presentation skills with competence.</li> </ul>
<p><b>Language and/or communication skills:</b></p>	<p>To start to use subject related language with some accuracy:</p> <p>Character: Superheroes, Beast, Describe</p> <p>Drama: Character, Costume, Voice:Loud or quiet, high or Low,</p> <p>Art: Research, cartoon or comic , describe Mask Black Panther</p> <p>SMSC/PSHE/Culture:Mood or feeling Dr.Frankenstein, Kindness, Fairy tales stories, different Masks</p>	<p>To use subject related language with increased regularity and accuracy:</p> <p>Character: Villain, Hero, Different,</p> <p>Drama: Mime, Action or movement, React, Fantasy, idea Voice Skills: Pitch or Volume, Low and High, Loud and Quiet, emotion or mood</p> <p>Art: line, Comic, Costume Design, Mask Research Africa or Mayan</p> <p>SMSC/PSHE/Culture: History, Acts of Kindness, Dr.Frankenstein, Cultural</p>	<p>To explore subject related language with confidence and fluency:</p> <p>Character: Victim, Marvel, DC, Similar</p> <p>Drama: Reality Voice Skills: Voice Pitch Low and High, Volume-Loud and Quiet, Tone</p> <p>Art: Set or Prop Design, Fashion Design. African Masks Mayan Masks</p> <p>SMSC/PSHE/Culture: Emotions, reactions, Historical Influences, Mary Shelley. Masks- Mayan</p>

		Masks from around the world	
<b>Curricular Links</b>	<p>SMSC/PSHCE- personal and social development linked to script writing understanding the role of victims, Villains and heroes in scripts and forming links to everyday life and experiences. Developing moral opinions and viewpoints on what is the right thing to do in situations. Improving awareness of being a good citizen and how we all have choices in our behaviours.</p> <p>English learning about 'Frankenstein'</p> <p>English Developing interest in stories characters and reading</p> <p>All Art developing basic painting and 3d making skills</p> <p>Spiral Learning linking to Year 7 Art and Drama -SoW 'Tell me a Story' Developing knowledge of stories and characters</p> <p>Year 8 Art and Drama SoW 'The Thing' Developing knowledge of characters and emotions</p> <p>Year 8 Art 'Shapes, Buildings and Architecture' drawing Historical buildings and developing awareness of significant buildings in a variety of locations around the world</p> <p>Year 11.1 Drama 'writing and Analysing Performance'- links to Good and Evil character roles in Film and script writing for Performance.</p>		

## Talking points

Pupils can be supported through developing Cultural Capital through interest in watching Historical documentaries or History of Art programs. Visits to Museums, and galleries. Encourage the forming of evaluated opinions, discussion and debate linked to Historical context. Wider discussions of people have a range of qualities and are not just good or bad as often portrayed in Action Films.

Pupils should be encouraged to develop empathy for others and their situations and start to recognise that we all have similarities and differences that make us unique and the same. Try to spot people in the Community who might need help and how we can help strangers safely through

charitable organisations and daily acts of kindness such as opening doors, letting people past and showing consideration of others as we go about our daily life. Opportunities for discussions on inclusion recognising minority groups and how we should make sure that everyone feels included in activities e.g. if they are older, younger or look different.

Useful Links:

Turner <https://www.tate.org.uk/visit/tate-britain/display/turner-collection>

The incredibles <https://www.youtube.com/watch?v=i5qOzqD9Rms>

DC Superhero girls <https://www.youtube.com/watch?v=lySRxv-RbMg>

Why is Chadwick Boseman a role model for all young people?

<https://youtu.be/rOhbyuYBM9g>

<https://youtu.be/aqsX0dUML3E>

# Implementation

Core Knowledge and Skills:

Main Outcomes:

- 1 Develop Superhero & Comic knowledge
2. Develop Superhero technical drawing skills
- 3.Design a character costume
- 4.Develop Design skills in Prop making or set design
5. Improve communication skills developing group/team work and a performance or presentation skills
- 6.Develop voice: use of Tone and volume skills

# Impact

- Lifeskills-This SoW is aimed at improving pupils' understanding of others and to help them start to develop understanding differences and similarities between us. It specifically targets the forming of balanced opinions and explores aspects of Social, Moral, Spiritual and Cultural understanding which are actively encouraged in conversation both taught and when opportunities arise.
- Life Skills-Opportunities for Cultural Capital allows pupils to form lateral links between a range of Arts experiences and Historical Events.
- Career Links/Life skills- pupils are encouraged to develop group working skills integral to working well with people after leaving school.

- Career Links-Pupils with a keen interest in performance, Drama or Design have several opportunities to get a feel for the vocational aspects of the subjects and whether they may have an interest in pursuing these further for year 10 options and as hobbies or a Career in the future.