



**Pathway 2-3**

**Year '9' Art &  
Drama**

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

**Learning Intention: Title: Exploring Roles-Victims, Villains and Heroes**

The purpose of this Scheme of work is to broaden pupils' understanding of character roles in Literature and Film. To develop their ability to identify meaningful qualities in others. Pupils learn to research Victims, Villains and Heroes and describe Characters: Costumes accessories/gadgets and qualities. They are taught to explore empathy for how characters, both real and fantasy can be misunderstood, such as:people in everyday life and Mary Shelley's Frankenstein 'Beast'. They improve communication, social interaction and decision making skills through Group and Teamwork. They use computing/ICT and reading skills to research and learn about Chadwick Boseman (the first Black Superhero-Lead Protagonist in a Hollywood Movie) and learn printmaking processes, as well as working together creatively to create group designs such as posters or decorations for an event. This scheme of work provides opportunities to present and debate arguments from a range of social and moral issues including racial equality, awareness of stereotyping, and issues that affect the Film and Design industries.

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

All

Most

Some

<p><b>Concept:</b></p>	<p>An introduction to:</p> <ul style="list-style-type: none"> <li>● Develop empathy for others through better understanding different character types</li> <li>● Learn how to research and make following a process</li> <li>● Develop ability to work, perform or present with others helping to prepare pupils for life in the community and work</li> </ul>	<p>Improving the ability to:</p> <ul style="list-style-type: none"> <li>● Improve empathy for others through better understanding different character types</li> <li>● Improve understanding of how to research and make following a process</li> <li>● Improve ability to work, perform or present with others helping to prepare pupils for life in the community and work</li> </ul>	<p>Exploring the ability to:</p> <ul style="list-style-type: none"> <li>● explore empathy for others through better understanding different character types and reasons for their behaviours</li> <li>● Develop ability to independently creative when following a step by step making process</li> <li>● Build on pupils ability to work, perform or present with others helping to prepare pupils for life in the community andwork</li> </ul>
<p><b>Knowledge:</b></p>	<p>Develop understanding of aspects the following Knowledge:</p> <ul style="list-style-type: none"> <li>● Describe and develop knowledge of Heroes, Villains and Victims</li> <li>● Recognise some characters and be able to describe some aspects of their</li> </ul>	<p>Develop a competent understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> <li>● Describe and improve knowledge of Heroes, Villains and Victims</li> <li>● Recognise a range of characters and be able to describe aspects of their personality/looks</li> <li>● Develop interest and</li> </ul>	<p>Develop a confident understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> <li>● Describe and explore knowledge of Heroes, Villains and Victims</li> <li>● Share knowledge of characters, and be able to describe aspects of their personality or what they look like using detailed descriptions</li> </ul>

	<p>personality/looks.</p> <ul style="list-style-type: none"> <li>● Become more aware of some Historical or Cultural influences in Film.</li> <li>● Accumulate basic knowledge which helps build confidence to share with others</li> </ul>	<p>knowledge of Historical or Cultural influences in Film with increased independence</p> <ul style="list-style-type: none"> <li>● Making some Independent discoveries or links which help inform opinions and decision making for performing or presenting.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore interest and knowledge of Historical or Cultural influences in Film independently</li> <li>● Independently making discoveries which inform opinions and decision making for performing or presenting.</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 based on SuperHeroes or villains from Literature or Film</li> <li>● Develop creative drawing transfer or printmaking skills through character line drawing - without support</li> <li>● Develop confidence trying on a costume, props or gadget</li> <li>● Develop communication skills through debating ideas and or</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>● Develop computer/ICT research skills based on SuperHeroes or villains from Literature or Film.</li> <li>● Improve creative drawing transfer or printmaking skills through character line drawing - with occasional support</li> <li>● Improve performance skills trying on a costume, props or gadgets with little prompting</li> <li>● Develop communication skills through debating ideas</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 based on SuperHeroes or villains from Literature or Film.</li> <li>● Improve creative drawing transfer or printmaking skills through character line drawing-independently</li> <li>● Explore performance skills trying on and acting in a costume, props or gadgets independently</li> <li>● Develop communication skills through debating ideas and or presenting independently</li> </ul>

	presenting with support	and or presenting with some guidance	
<b>Language and/or communication skills:</b>	<p>To start to use subject related language with some accuracy:</p> <p>Hero</p> <p>Beast</p> <p>Print</p> <p>Discuss</p> <p>Research</p> <p>Costume</p>	<p>To use subject related language with increased regularity and accuracy:</p> <p>Villain</p> <p>Misunderstood</p> <p>Polyblock</p> <p>Present</p> <p>Issues</p> <p>Accessories</p>	<p>To explore subject related language with confidence and fluency:</p> <p>Victim</p> <p>Grotesque</p> <p>Polystyrene</p> <p>Debate</p> <p>Awareness</p> <p>Gadget</p>
<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 7 Art and Drama SoW 'Tell me a Wild Story'. Developing knowledge of characters and stage performance</p>
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	<p>Year 8 Art and Drama SoW 'Puppets, Props and Stunts' Developing knowledge of puppet character design and moods.</p>
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	<p>Year 11.1 Drama 'writing and Analysing Performance'- links to Good and Evil character roles in Film and script writing for Performance.</p>
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## 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:

Actor Biographies: <https://www.biography.com/actors/chadwick-boseman>

## Implementation

### History of Art, Drama and Literature:

Pupils are introduced to a range of inspirations for their presentation

- Comic/Cartoon /ipad/ICT research
- Reading summary -Frankenstein's Beast Mary Shelley
- Black Panther Movie and Chadwick Boseman
- Issues and Job roles related to Arts and Drama Industry

**Learning Through research and Group work**

- Pupils explore the concept of victims, Villains and superheroes **characters, colour and actions**
- Develop costume/gadget knowledge and design skills
- learn to be selective and refine design and making skills
- Develop debating skills around black representation in film, character misunderstanding, making better informed life choices
- Pupils are supported through differentiated expectations of outcomes for: tasks set, scaffolded checklists, worksheets and extended through high expectations of their ability to achieve specific skills, understand and apply knowledge.
- Assessment forms part of the ongoing: teach, review, marking and planning cycle, pupils are assessed on their ability to meet the qualification criteria and keyword recall.
- Pupils are assessed on their ability to review and assess their own work and target achievement + their ability to work together making/presenting their work

## Core Outcomes:

### Out Come: 5 main outcomes

1. Develop Superhero & character research skills
2. Develop Superhero technical drawing Knowledge and skills
3. Learn to Transfer images- Trace or Printmaking
4. Assessment: Review - ability to target set and assess own work
5. Practical Assessment challenge-group/teamwork making+ debating/ performance or presentation skills related Art & Drama in industry i.e. under black representation, issues around Working for a Design Company

## 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.

