

Drama	Gatsby Benchmark 4 - Linking Curriculum Learning to Careers	September 2021 – July 2022
	Gatsby Benchmark 5 - Encounters with employers and employees	
	Gatsby Benchmark 6 - Experiences of workplaces	

At Sheringham High School, Careers and Enterprise Education is part of and included in a student’s standard lessons, linking curriculum to real world career paths.

Teachers are informed of, and involved with, the planning of the careers programme through INSET sessions.

Departments include links to careers in Schemes of Work and make reference to transferable skills throughout lessons by using the Building Learning Power principles which are: Resilience, Resourcefulness, Reciprocity and Reflectiveness.

Students are given many opportunities to develop a range of skills such as effective communication; working independently; working as part of a team; leadership skills; data collection and analysis; problem solving as well as many others.

Departments also provide a wide variety of extra - curricular activities to support the development of these transferable skills and to afford students the opportunity to meet with employers and employees and to experience different workplaces.

	AUTUMN	SPRING	SUMMER
Year 7			
ACTIVITY	<p>Japanese Theatre-Historical drama-performance and theory- Study of theatre’s cultural history and roots (Japan).</p> <p>Charlie and the Chocolate Factory- Modern drama – performance – gaining confidence in performance/public speaking.</p>	<p>Commedia Dell A’rte-Historical drama-performance and theory- Study of theatre’s cultural history and roots (Italy).</p> <p>Beowulf- Stimulus based drama. Group work highlighting need for cooperation and communicative skills.</p>	<p>Case of Charlotte Dymond- Exploring police reports and putting together evidence to solve a case as a precursor to court style performance.</p> <p>Wind in the Willows- Reading Text and making predictions. Writing scripts. Performance/presentation skills.</p>
OUTCOME	<p>Understanding of cultural theatre history, and world traditions.</p> <p>Performance – gaining confidence in performance/public speaking.</p>	<p>Understanding of cultural theatre history, and world traditions. Understanding creation and development of comedy genre.</p> <p>Performance – gaining confidence in performance/public speaking.</p> <p>Working cooperatively with unfamiliar groups.</p>	<p>Case notes which feed into writing speeches for presentation of argument.</p> <p>Performance – gaining confidence in performance/public speaking.</p> <p>Organisational and leadership qualities.</p>
Year 8			
ACTIVITY	<p>Roses of Eyam- Historical drama-performance and theory- Study of documentary theatre focusing on UK history. Reading Text and making predictions. Writing scripts. Performance/presentation skills.</p> <p>A Christmas Carol- Reading text and looking at multimedia theatre, as a precursor to creative writing. Performance – gaining confidence in performance/public speaking</p>	<p>Homelessness-Exploring current issues in the UK (and worldwide). Understanding others situations and exploring ways to ease the situation. Writing scenes / letters / speeches. Exploring journalistic writing style, to share information.</p>	<p>Silent Comedy- Historical drama-performance and theory- Study of theatre practitioner Charlie Chaplin and the development of mime and comedy genre.</p> <p>Greek Theatre- Historical drama-performance and theory- Study of theatre’s cultural history and roots (Ancient Greece).</p>
OUTCOME	<p>Understanding of cultural theatre history, and world history.</p>	<p>Understanding current world climate and issues. Exploring different writing styles.</p>	<p>Understanding of cultural theatre history, and world traditions. Understanding creation and</p>

	Performance – gaining confidence in performance/public speaking. Organisational and leadership qualities.	Performance – gaining confidence in performance/public speaking.	development of comedy genre (specifically mime). Performance – gaining confidence in performance/public speaking.
Year 9			
ACTIVITY	The Zutons- Stimulus based drama. Using music for influence. Creating/devising drama about frank and current issues (Domestic violence/school refusing/alcohol and drug misuse/peer issues/family relationships and dynamics). Anne Frank- Documentary Theatre. Research and presentation skills in monologues and elements of stagecraft and directorial interpretation.	Blood Brothers- Documentary Theatre- Independent research skills and ICT use. Choosing one historical event and using theatre to create metaxis within an audience and verbatim script writing.	Shakespeare- Live Screening RSC plays – can ask actors questions. Theatre trips – working with actors.
OUTCOME	Performance – gaining confidence in performance/public speaking. Creating thought provoking theatre that address modern issues among teens and families. SMSC.	Performance – gaining confidence in performance/public speaking. Creating thought provoking theatre. Improving research skills. Understanding multiple role within theatre- including technical aspects.	Performance – gaining confidence in performance/public speaking.
Year 10			
ACTIVITY	Live Performance Live production, RSC and NT plays – can ask actors questions. Theatre trips – working with actors.	Genre and Practitioner research Live production, RSC and NT plays – can ask actors questions. Theatre trips – working with actors.	Documentary Theatre (Devising) stimulus examples focused on gender, crime, and repercussions of actions, world history/events and current affairs.

			<p>Live productions RSC and NT plays – can ask actors questions. Theatre trips – working with actors.</p>
OUTCOME	<p>Live performance promoting confidence and engaging with a wide variety of audiences.</p> <p>Working cooperatively with unfamiliar groups.</p> <p>Organisational and leadership qualities.</p>	<p>Wider understanding of theatre history (cultural education).</p> <p>Organisational and leadership qualities.</p> <p>Improving research skills.</p>	<p>Wider understanding of theatre conventions. Ability to have empathy for events and perform and discuss with sensitivity.</p> <p>Understanding multiple role within theatre- including technical aspects.</p> <p>Organisational and leadership qualities.</p> <p>Improving research skills.</p> <p>Working cooperatively with unfamiliar groups.</p>

Year 11

ACTIVITY	Component One-Devising	Component Two-Performance of Text	Component Three-Understanding Theatre
	<p>Live Screening RSC and NT plays – can ask actors questions. Theatre trips – working with actors.</p>	<p>Live Screening RSC and NT plays – can ask actors questions. Theatre trips – working with actors.</p>	<p>Live Screening RSC and NT plays – can ask actors questions. Theatre trips – working with actors.</p>
OUTCOME	<p>Evident in exam- Comp 1 (40%- 20 performance and 20 written controlled assessment)</p> <p>Understanding multiple role within theatre- including technical aspects.</p> <p>Working cooperatively with unfamiliar groups.</p>	<p>Evident in exam- Comp 2 (20%)</p> <p>Understanding multiple role within theatre- including technical aspects.</p> <p>Working cooperatively with unfamiliar groups.</p>	<p>Evident in assessed answers Comp 3 (40%)</p> <p>Understanding multiple role within theatre- including technical aspects.</p>

VISITS Gatsby Benchmarks 5 and 6.

While on your visit please provide an opportunity for some students to ask employees questions such as:.

- Why did you choose to work here?
- Did you always want to do the job you do now?
- What skills are important in your job role?
- Do you have any qualifications specific to your job?
- Have you had other jobs before this one?
- Could you tell us what a typical day at work would be like for you?
- If we wanted a career similar to yours what advice would you give us?

Any other careers information?