****

**Careers, Employability and Enterprise Audit across the Curriculum**

**Curriculum area Drama Subject Leader \_\_\_J Wilson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date 01.05.20**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year group** | **How does your subject contribute to the Careers, Employability and Enterprise curriculum?** | **What are the activities used?** | Developing yourself through careers, employability and enterprise education | Learning about careers and the world of work | Developing your career management, employability and enterprise skills |
| **7** | * Display information about careers * Development of key skills required in theatre industry * Development of personal management/life skills * Use of real life concepts * Focus on key jobs in theatre | e.g. display boards in classrooms and performing arts blocks  e.g. Students are introduced to the key skills used by performers in a series of workshops  e.g. Group planning, creating and evaluation and performing is central to work in drama  e.g. students learn about design careers in theatre e.g. working as puppeteer, including looking at job adverts | 1,2,3, | 4,5,6 | 10,11,12,15 |
| **8** | * Display information about careers * Development of key skills required in theatre industry * Development of personal management/life skills * Focus on key jobs in theatre * Activities that use real life concepts for study * Financial capability * Experience the theatre industry in action | e.g. Display boards in classrooms and performing arts blocks  e.g. Students are introduced to more advanced skills used by performers in a series of workshops  e.g. Group planning, creating and evaluation and performing is central to work in drama  e.g. Students work to a real life brief and create working as a theatre company in various industry roles, including budgeting  e.g. Students experience a live theatre performance and meet have questions with the cast and crew. | 1,2,3, | 4,5,6 | 10,11,12,15 |
| **9** | * Display information about careers * Development of key skills required in theatre industry * Development of personal management/life skills * Focus on key jobs in theatre * Activities that use real life concepts for study | e.g. display boards in classrooms and performing arts blocks  e.g Students develop and improve their performance and creative skills  e.g. Group planning, creating and evaluation and performing is central to all work in drama  e.g. Students have a choice of industry linked roles s to explore in more detail e.g. performer, designer, journalist | 1,2,3, | 4,5,6 | 10,11,12,15 |
| **10** | * Develop knowledge of theatre roles and responsibilities * Display information about careers using drama * Key skills required in theatre industry * Development of personal management/life skills * Masterclasses * Experience the theatre industry in action | e.g. Looking in detail at jobs within theatre and what each entails, examining case studies and job adverts  e.g Display boards in classrooms and performing arts blocks  e.g. Students focus on a specialism, e.g. performing, sound design, lighting design  e.g. Group planning, creating and evaluation and performing is central to all work in drama  e.g. practitioners from theatre companies deliver workshops  e.g. Tour and talk at local theatre , Visits to see live performances | 1,2,3, | 4,5,6 | 10,11,12,15 |
| **11** | * Develop knowledge of theatre roles and responsibilities * Display information about careers using drama * Key skills required in theatre industry * Development of personal management/life skills * Masterclasses * Experience the theatre industry in action | e.g. Looking in detail at jobs within theatre and what each entails, examining case studies and job adverts  e.g. Display boards in classrooms and performing arts blocks  e.g. Students focus on a specialism, e.g. performing, sound design, lighting design  e.g. Group planning, creating and evaluation and performing is central to all work in drama  e.g. Practitioners e.g. from theatre companies deliver workshops  e.g. Visits to see live performances | 1,2,3, | 4,5,6,9 | 10,11,12,15,17 |
| **Post 16** | * Activities that use real life concepts for study * links to higher education * Masterclasses * Experience the theatre industry | e.g. Students work to a brief in the role of an industry specialist  e.g. Visits to higher education establishments  e.g. Practitioners e.g. from theatre companies deliver workshops and form universities  e.g. Visits to see live performances, after show talks | 1,2,3, | 4,5,6,9 | 10,11,12,15,17 |

****

**Careers, Employability and Enterprise Audit across the Curriculum**

The framework presents learning outcome statements for pupils and students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16 education.

**Three core elements of Careers, Employability and Enterprise:**

|  |  |  |
| --- | --- | --- |
| **Developing yourself through careers, employability and enterprise education** | **Learning about careers and the world of work** | **Developing your career management and employability skills** |
| 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner | 1. Exploring careers and career development 2. Investigating work and working life 3. Understanding business and industry 4. Investigating jobs and labour market information (LMI) 5. Valuing equality, diversity and inclusion 6. Learning about safe working practices and environments | 1. Making the most of careers information, advice and guidance 2. Preparing for employability 3. Showing initiative and enterprise 4. Developing personal financial capability 5. Identifying choices and opportunities 6. Planning and deciding 7. Handling applications and interviews 8. Managing changes and transitions |