**CHS Curriculum Intent**

**SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.**

**CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability**

**HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.**

**CHS Curriculum Area Framework for Learning – Year 7**

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| **SUBJECT** | **Drama** |

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| **Year Group** | **7** | | | | | |
| **Rationale/**  **Narrative** | **Students will build knowledge of theatrical abstract techniques, these skills are extended throughout their learning journey and will be paramount in the devising process and examination in Year 10.**  **Character development and acting skills will be developed in order to shape understanding of the technical demands of the course.** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KNOWLEDGE** | Darkwood Manor:  Tension and Atmosphere and performance skills | Sparkleshark:  Debate, problem solving, bullying and identity | Other Cultures:  Exploring British Culture | Make a Stand:  Exploring Unicef ‘Rights of the Child’ | Comedy:  Mask and Mime  Silent Movie | Crash Landing:  Fantasy Adventure |
| **SKILLS** | Creating and sustaining a character.  Intro to teacher in role.  Physical Theatre.  Working in Role.  Creating Dramatic Tension.  Prepared and spontaneous improvisation. | Debating, creating character.  Exploring Identity.  Working in Role.  Teacher in Role.  Defining Space.  Prepared and spontaneous improvisation.  Script reading and interpretation. | Identity.  Ensemble work for whole class performance.  Learning Lines. Prepared Improvisation. | Ensemble work for whole class performance.  Learning Lines.  Narration.  Monologue. | Physical Comedy.  Rules of Mask.  Mime.  Farce/Slapstick. | Exploring fantasy.  Sustaining character.  Sustained improvisation.  Working in Role.  Teacher in Role. |
| **ASSESSMENTS** | Progress Check: Role in performance: practical assessment of working in role and character development. | Progress Test: Sparkleshark Performances | Progress Check: Effective use of Abstract Techniques. | Progress Test  Devised Performance. | Progress Check: Effective use of Mime. | Progress Test: Working in Role. |