



## 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 10

<b>SUBJECT</b>	<b>Drama</b>
<b>INTENT</b>	<p><b>“Art is not a mirror held up to reality but a hammer with which to shape it.”</b>  <b>— Bertolt Brecht</b></p> <p>In an ever changing world, drama and theatre offer the stability and creative opportunity to explore and discover in a safe and supportive environment. Studying current and historical events inspires us to develop our Local, National and Global responsibility, prompting emotional intelligence, resilience, empathy and a strong social conscience. Our students work as a drama family, they care for and support each other as they are challenged with provocative themes and questions. The centre of our ethos is that exploration through drama and theatre educates, promotes and empowers change, an ethos that is ever more important in fractious times. Drama helps develop creative, invested and passionate young people who recognise how theatre can be used to create positive change.</p> <p>Drama students at Chorlton High School have the privilege of working with a strong and passionate team of very experienced teachers. They will explore style and genre as well as developing their own acting skills through many practical performances while studying the AQA syllabus. Reviewing live theatre performances in order to develop analytical and evaluative understanding helps students expand their own opinions and can even challenge prejudice. Students become skilled at breaking down theatre to create meaning and subtext which then empowers their own practical performances.</p>



# CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	<b>10</b>					
Rationale/ Narrative	Students develop a passion for social and political issues while creating their own piece of political theatre. Students explore themes from challenging stimulus in order to promote a consideration on how, as a society, we can make change. Students will write a devising log that supports the development of the process. A 40% piece of coursework that inspires and excites.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Introduction to devising skills and practitioners. Intro to Epic Theatre</p> <p>Drama and theatre terminology and how to use it appropriately.</p> <p>Roles and responsibilities of theatre makers in contemporary professional practice.</p> <p>Theatre Skills Terminology (Acting Skills).</p>	<p>Devising Drama 1: Epic Theatre</p> <p>Create and develop ideas to communicate meaning in a theatrical performance.</p>	<p>Devising Drama 2</p> <p>Create and develop ideas to communicate meaning in a theatrical performance. Devised performances are rehearsed and refined</p>	<p>Devising Drama 2</p> <p>Create and develop ideas to communicate meaning in a theatrical performance.</p>	<p>Devising Drama 3</p> <p>Analyse and Evaluate Performances and completion of Log Books.</p> <p>Create and develop ideas to communicate meaning in a theatrical performance.</p> <p>Understanding Drama: Live Performance Review</p>	<p>Texts in Practice: Intro to Texts</p> <p>Understanding Drama Section A – Multiple choice</p> <p>Understanding Drama: Section B- Blood Brothers</p> <p>Understanding Drama: Section C- Live Theatre Production Review</p>
SKILLS	<p><b>Component 1</b></p> <p>Understanding Drama (roles, responsibilities and terminology).</p>	<p><b>Component 2: Section 1</b></p> <p>Devising Drama</p> <p><b>Response to Stimulus</b> (Log Book Section 1)</p>	<p><b>Component 2: Section 2</b></p> <p>Devising Drama</p> <p><b>Development and collaboration</b> (Log Book Section 2)</p>	<p><b>Component 2: Section 2</b></p> <p>Devising Drama</p> <p><b>Development and collaboration</b> (Log Book Section 2)</p>	<p><b>Component 2: Section 3</b></p> <p>Devising Drama</p> <p><b>Development and collaboration</b> (Log Book Section 3)</p>	<p><b>Written Exam: Component 1:</b> Drama knowledge and understanding</p>



# CHORLTON HIGH SCHOOL: CURRICULUM

	<p><b>Component 2</b> Devising Drama workshops.</p>	<p>Carrying out research.</p> <p>Developing ideas.</p> <p>Collaborating with others.</p> <p>Rehearsing, refining and amending work.</p> <p>Analysing and evaluating process.</p>	<p>Developing ideas to communicate meaning.</p> <p>Collaborating with others.</p> <p>Rehearsing, refining and amending work.</p> <p>Analysing and evaluating process.</p>	<p>Developing ideas to communicate meaning.</p> <p>Collaborating with others.</p> <p>Rehearsing, refining and amending work.</p> <p>Analysing and evaluating process.</p>	<p>Developing ideas to communicate meaning.</p> <p>Collaborating with others.</p> <p>Rehearsing, refining and amending work.</p> <p>Analysing and evaluating process.</p> <p><b>Component 2: Devised performance</b> The Creation and communication of meaning. Realising Artistic Intentions in devised drama. Use of theatrical skills. Range of theatrical skills demonstrated.</p> <p><b>Component 1</b> Understanding Drama Live Performance Plot and Characters Specific features or hallmarks of style/genre. Context of play.</p>	<p>Characteristics of performance texts and works</p> <p>Social, cultural and historical context</p> <p>How meaning is interpreted and communicated.</p> <p>Drama and theatre terminology and how to use it appropriately.</p> <p>The roles and responsibilities of theatre makers in contemporary professional practice.</p>



# CHORLTON HIGH SCHOOL: CURRICULUM

<b>ASSESSMENTS</b>	<b>Marking Point 1:</b> <b>Research:</b> Roles and responsibilities of theatre makers	<b>Marking Point 1:</b> <b>Devised</b> Log part 1	<b>Marking Point 1:</b> Devised research into themes and issues	<b>Marking Point 1:</b> Devised Log part two	<b>Marking Point 1:</b> Practical Assessment	<b>Marking Point 1:</b> Live Theatre response
	<b>Marking Point 2</b> <b>Research:</b> Drama and theatre terminology.	<b>Marking Point 2:</b> Part one practical Assessment	<b>Marking Point 2:</b> Devised log 2	<b>Marking Point 2:</b> Character development on How the character is being performed. Learn scripted lines	<b>Marking Point 2:</b> Devising log 3	