



## 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 8

<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

<b>Year Group</b>	<b>8</b>					
<b>Rationale/ Narrative</b>	<p>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. Through the exploration of strong themes students will further develop their understanding of local, national and global responsibility.</p> <p>Character development and acting skills will be developed in order to shape understanding of the technical demands of the course.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	Social Media and Control	Stones	Human Rights – Holocaust	Africa and Identity	Script Work - Our Day Out & Noughts and Crosses	Shakespeare and status
<b>SKILLS</b>	Sustaining a character. Exploring social media pressure and how it can control young people’s lives. Looking at juxtaposition in performance to create pathos.	Develop skills in naturalistic, emotive performances based on action and consequence. Show ability to participate in group discussions. To show consequence through use of dramatic techniques such as Angel/Devil. Cueing. Monologue.	Study of Human Rights and the Holocaust using script extracts and character exploration. Focus on emotional literacy and maturity when dealing with sensitive issues, soundscape to build tension and atmosphere.	Explore culture of Africa and Black History through storytelling, scriptwriting and real life testimony used to create monologue and physical theatre.	Exploring stereotypes, cultural representations of class, race and status. Script into performance. Learning lines. Accent and character. Creating subtext and character depth. Creating caricature and naturalistic characters.	Status on stage through characters in conflict situations in Shakespeare text. Using Shakespearean language to create tension and atmosphere. To use correct vocal and physical skills and staging to create a character of high or low status.
<b>ASSESSMENTS</b>	Progress Test: Effective use of abstract techniques to communicate meaning.	Progress Check: Role in performance: practical assessment of working in role to communicate intention and interpretation.	Progress Check: Effective use of abstract techniques to communicate meaning and sensitive response to themes.	Progress Test: Performance piece based on the themes explored in lesson and various stimuli including self-written monologue.	Progress Check: Role in performance: practical assessment of working in role to communicate intention and interpretation.	Progress Test: Macbeth Effective use of abstract techniques to communicate meaning.