



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 9

SUBJECT	Drama
INTENT	<p>“Art is not a mirror held up to reality but a hammer with which to shape it.” — Bertolt Brecht</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>



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Year Group	9					
Rationale/ Narrative	<p>Through the exploration of strong themes students will further develop their understanding of local, National and Global responsibility. Students build up a foundation of understanding the demands of the course through the exploration and performance of the set text 'Blood Brothers'. A strong group identity is formed throughout the rehearsal process and further developed during the Script for Devising and Theatre in Education SOWs.</p> <p>Character development and acting skills will be developed in order to shape understanding of the technical demands of the course.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Study of Blood Brothers by Willie Russell</p> <p>Introduction to skills and set text</p> <p>Blood Brothers</p> <p>Rehearse small group scripted scenes for performance</p> <p>Understanding Drama Texts in Practice</p> <p>Understanding of character development, period and genre</p>	<p>Study Blood Brothers by Willie Russell</p> <p>Rehearse scripted play for performance</p> <p>Understanding Drama Texts in Practice.</p> <p>Preparation for written paper.</p>	<p>Script as a springboard for devising.</p> <p>Research and Development Phase</p> <p>Use a scripted play as a stimulus for performance.</p> <p>Theatre appreciation lessons where we look at scripts written by either non Western playwrights or BAME, female, LGBTQ writers.</p> <p>Understanding how to work with script and devising theatre.</p>	<p>Script as a springboard for devising.</p> <p>Development Phase</p> <p>Devise own scenes based on themes and issues present in the text.</p> <p>Understanding how to explore research practically.</p> <p>Understanding how to apply new knowledge into</p>	<p>Script as a springboard for devising.</p> <p>Refining and Reflecting Phase</p> <p>Create and develop ideas to communicate meaning in a theatrical performance.</p> <p>Understanding how to refine work ready for performance and the importance of rehearsals.</p> <p>Understanding the importance of reflection post performance.</p>	<p>Theatre in Education</p> <p>Create and develop ideas to communicate meaning in a theatrical performance.</p> <p>Exploring the concept of TIE and what this means.</p> <p>Developing a performance from research.</p> <p>Consideration of audience demographic and how this impacts performance.</p>



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			<p>Understanding the work and methodologies of famous theatre practitioners.</p> <p>Social, Cultural and historical context.</p> <p>How meaning is interpreted and communicated.</p> <p>Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p> <p>Creation of original material.</p> <p>Personal Interpretation of Role and context.</p> <p>Developing artistic Intentions/a message for their piece.</p>	<p>generating creative performance.</p> <p>Social, Cultural and historical context.</p> <p>How meaning is interpreted and communicated.</p> <p>Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p> <p>Creation of original material.</p> <p>Personal Interpretation of Role and context.</p> <p>Developing artistic Intentions/a message for their piece.</p>	<p>How meaning is interpreted and communicated.</p> <p>Social, Cultural and historical context.</p> <p>How meaning is interpreted and communicated.</p> <p>Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p> <p>Creation of original material.</p> <p>Personal Interpretation of Role and context.</p> <p>Developing artistic Intentions/a message for their piece.</p>	
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SKILLS	<p>Understanding Drama: knowledge and understanding.</p> <p>Characteristics of performance and dramatic works.</p> <p>Social, Cultural and historical context.</p> <p>Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p> <p>Personal Interpretation of Role and context.</p> <p>Artistic Intentions.</p>	<p>Understanding Drama knowledge and understanding.</p> <p>Characteristics of performance and dramatic works.</p> <p>Social, Cultural and historical context.</p> <p>How meaning is interpreted and communicated.</p> <p>Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p> <p>Personal Interpretation of Role and context.</p> <p>Personal Interpretation of Role and context.</p> <p>Artistic Intentions.</p>	<p>Devising drama, interpreting script.</p> <p>Characteristics of performance and dramatic works.</p> <p>Social, Cultural and historical context.</p> <p>Component 3: Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p> <p>Personal Interpretation of Role and context.</p> <p>Artistic Intentions.</p>	<p>Devising drama, interpreting script.</p> <p>Characteristics of performance and dramatic works.</p> <p>Social, Cultural and historical context.</p> <p>How meaning is interpreted and communicated.</p> <p>Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p> <p>Personal Interpretation of Role and context.</p> <p>Artistic Intentions.</p>	<p>Devising drama, interpreting script.</p> <p>Characteristics of performance and dramatic works.</p> <p>Social, Cultural and historical context.</p> <p>How meaning is interpreted and communicated.</p> <p>Range of Acting Skills Demonstrated.</p> <p>Deployment of skills and efficiency.</p> <p>Personal Interpretation of play.</p> <p>Personal Interpretation of Role and context.</p> <p>Artistic Intentions.</p>	<p>Devising Drama</p> <p>Analysis and evaluation</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>Devised performance</p> <p>The Creation and communication of meaning.</p> <p>Realising Artistic Intentions in devised drama.</p> <p>Use of theatrical skills, range of theatrical skills demonstrated.</p>
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ASSESSMENTS	<p>Marking Point 1: Research Blood Brothers and Liverpool in 1970's</p> <p>Marking Point 2: : Assessment of 'rehearsed read through' focused on vocal skills</p>	<p>Marking Point 1: Performance of 'Blood Brothers'.</p> <p>Marking Point 2: Progress Test on Blood Brothers</p>	<p>Marking Point 1: Practitioner research</p> <p>Marking Point 2: Independent research of themes</p>	<p>Marking Point 1: Learning lines for progress test.</p> <p>Marking Point 2: Progress test performance</p>	<p>Marking Point 1: Thematic Research</p> <p>Marking Point 2: Learning lines assessed through rehearsed assessment</p>	<p>Marking Point 1: Development of script.</p> <p>Marking Point 2: Progress Test performance</p>