



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

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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SKILLS	Understanding Drama: knowledge and understanding.	Understanding Drama knowledge and understanding.	Devising drama, interpreting script.	Devising drama, interpreting script.	Devising drama, interpreting script.	Devising Drama
	Characteristics of performance and dramatic works.	Analysis and evaluation				
	Social, Cultural and historical context.	Developing ideas to communicate meaning.				
	Range of Acting Skills Demonstrated.	How meaning is interpreted and communicated.	Component 3: Range of Acting Skills Demonstrated.	How meaning is interpreted and communicated.	How meaning is interpreted and communicated.	Collaborating with others.
	Deployment of skills and efficiency.	Range of Acting Skills Demonstrated.	Deployment of skills and efficiency.	Range of Acting Skills Demonstrated.	Range of Acting Skills Demonstrated.	Rehearsing, refining and amending work.
	Personal Interpretation of play.	Deployment of skills and efficiency.	Personal Interpretation of play.	Deployment of skills and efficiency.	Deployment of skills and efficiency.	Analysing and evaluating process.
	Personal Interpretation of Role and context.	Personal Interpretation of play.	Personal Interpretation of Role and context.	Personal Interpretation of play.	Personal Interpretation of play.	Devised performance
	Artistic Intentions.	Personal Interpretation of Role and context.	Artistic Intentions.	Personal Interpretation of Role and context.	Personal Interpretation of Role and context.	The Creation and communication of meaning.
	Artistic Intentions.		Artistic Intentions.	Artistic Intentions.	Realising Artistic Intentions in devised drama.	
					Use of theatrical skills, range of theatrical skills demonstrated.	



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						Contribution to the effectiveness of the piece, inventive ideas, realization of individual artistic intention.
ASSESSMENTS	<p>Marking Point 1: Research Blood Brothers and Liverpool in 1970's</p> <p>Marking Point 2: : Assessment of rehearsed scene.</p>	<p>Marking Point 1: Performance of 'Blood Brothers'.</p> <p>Marking Point 2: Progress Test on Blood Brothers</p>	<p>Marking Point 1: Research about given play's themes and issues.</p> <p>Marking Point 2: mock performance of devised piece so far.</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>