



# CHORLTON HIGH SCHOOL: CURRICULUM

## 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

<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>



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<b>Year Group</b>	<b>7</b>					
<b>Rationale/ Narrative</b>	<p>Students will build knowledge of script work, performance skills, abstract techniques and performance evaluation. These skills are extended throughout their learning journey and will be paramount in the devising process and examination in Year 10/11. It begins with building a foundation of understand of drama skills and expectations of audience and performer. Group work skills are also built upon as the year goes on, with students being introduced to team work, feedback and directing skills.</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>	Darkwood Manor: <b>DEVISING</b> Tension and Atmosphere and performance skills	Ghost Boys: <b>SCRIPT</b> Debate, problem solving, bullying and identity	Other Cultures: <b>DEVISING</b> Exploring Different Culture	Make a Stand: <b>DEVISING</b> Exploring Unicef 'Rights of the Child'	Comedy: <b>DEVISING/SKILLS BASED</b> Mask and Mime Silent Movie	Crash Landing: <b>DEVISING</b> Fantasy Adventure
<b>SKILLS</b>	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.
<b>ASSESSMENTS</b>	Progress Check: Role in performance:	Progress Test: Ghost Boys inspired Performances including script and devised material.	Progress Check: Effective use of Abstract Techniques.	Progress Test Devised Performance.	Progress Check: Effective use of Mime.	Progress Test: Practical assessment of working in role and character development.



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