

Curriculum Intent Statement for Drama

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Drama we aspire to build self-confidence and critical thinking by equipping students with a range of dramatic and analytical skills. Students in Drama develop understanding of and empathy for the issues of the wider world as well as an appreciation for the performing arts. The curriculum also provides opportunity for students to develop as performers, through workshops, in-house training and performance opportunities. Students are fully supported to pursue a career in the Performing arts.

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	Introduction to Drama Creating- Group Dynamics	Performance Poetry Responding- Evaluation of Others Work Performing- Use of Voice and Language	Stock Characters - Murder Mysteries Creating- Creative input Performing- Creating- Characterisation		Devising - Revolting Rhymes; Cinderella Performing- Rapport with Others and Audience Responding- Responds to stimulus	
Year 8	Scripted Plays- Monologues- Dan Nolan Performing- Characterisation Performing- Use of Voice and Language		Devising -Social Media Responding- Responds to stimulus Performing- Use of Movement and Gesture		Physical Theatre- Wild Things Creating- Drama Conventions Performing- Rapport with Others and Audience	
Year 9	Scripted plays – Teachers Performing- Characterisation Performing- Use of Voice and Language		Devising – Level 2 BTEC Taster Creating- Drama Conventions Responding- Evaluation of Own work		Scripted Plays –Macbeth Performing- Use of Movement and Gesture Creating- Creative input	

Year 10	<p>Component 2 Developing Skills and Techniques in the Performing Arts</p> <p>Learning Aim A - Developing Skills and Techniques for Performance</p>	<p>Component 1 Exploring the Performing Arts Play 1</p> <p>Learning Aim A – Examine professional practitioners performance work</p> <p>Learning Aim B- Explore the interrelationships between constituent features of existing performance material</p>	<p>Component 1 Exploring the Performing Arts Play 2</p> <p>Learning Aim A – Examine professional practitioners performance work</p> <p>Learning Aim B- Explore the interrelationships between constituent features of existing performance material</p>	<p>Component 1 Exploring the Performing Arts Play 3</p> <p>Learning Aim A – Examine professional practitioners performance work</p> <p>Learning Aim B- Explore the features of existing performance material interrelationships between constituent</p>	<p>Component 2 Developing Skills and Techniques in the Performing Arts</p> <p>Learning Aim A - Developing Skills and Techniques for Performance</p>	<p>Component 2 Developing Skills and Techniques in the Performing Arts</p> <p>Learning Aim B- Apply skills and techniques in rehearsal</p>
Year 11	<p>Component 3 Performing to A Brief</p> <p>Skills development and mock examination</p>	<p>Component 3 Performing to A Brief</p> <p>Skills development and mock examination</p>	<p>Component 3 Performing to A Brief issued (Date TBC - Externally set by exam board)</p>	<p>Component 3 Performing to A Brief Development</p>	<p>Component 3 Performing to A Brief Examination</p>	
Year 12&13	<p>Unit 20 Developing the Voice for Performance</p> <p>Learning Aim A Explore the</p>	<p>Unit 1 Investigating Practitioners Work Pre-release issued</p>	<p>Unit 1 Investigating Practitioners Work Examination AO1 Demonstrate knowledge and understanding of</p>	<p>Unit 3 Group Performance Workshop</p> <p>AO1 Understand how to interpret and respond to stimulus</p>	<p>3 Group Performance Workshop</p> <p>AO4 Apply performance skills to communicate creative intentions</p>	<p>Unit 2 Developing Skills and Techniques for Live Performance</p>

	<p>principles of voice production</p> <p>Learning Aim B Develop vocal techniques for a performance</p>	<p>Unit 20 Developing the Voice for Performance</p> <p>Learning Aim C Apply vocal techniques to a performance</p> <p>Learning Aim D Review personal development and own performance</p>	<p>contextual factors that influence work of performing arts practitioners</p> <p>AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners</p> <p>AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire</p> <p>AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements</p>	<p>for a group performance</p> <p>AO2 Develop and realise creative ideas for a group performance in response to stimulus</p> <p>AO3 Apply personal management and collaborative skills to a group performance workshop process</p>	<p>during performance workshop</p> <p>AO5 Review and reflect on the effectiveness of the working process and the workshop performance</p>	<p>Learning Aim A Understand the Role and Skills of a Performer</p>
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			<p>3 Group Performance Workshop</p> <p>AO1 Understand how to interpret and respond to stimulus for a group performance</p> <p>AO2 Develop and realise creative ideas for a group performance in response to stimulus</p> <p>AO3 Apply personal management and collaborative skills to a group performance workshop process</p>			
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