

## 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	<b>Introduction to Drama</b> Creating- Group Dynamics Performing- Use of Movement and Gesture		<b>Stock Characters - Murder Mysteries</b> Creating- Creative input Performing- Creating- Characterisation		<b>Performance Poetry</b> Responding- Evaluation of Others Work Performing- Use of Voice and Language	
Year 8	<b>Scripted Plays- Monologues- Dan Nolan</b> Performing- Characterisation Performing- Use of Voice and Language		<b>Physical Theatre- Wild Things</b> Creating- Drama Conventions Performing- Rapport with Others and Audience		<b>Devising -Social Media</b> Responding- Responds to stimulus Performing- Use of Movement and Gesture	
Year 9	<b>Scripted plays – Teachers</b> Performing- Characterisation Performing- Use of Voice and Language		<b>Devising -Social Media</b> Responding- Responds to stimulus Performing- Use of Movement and Gesture		<b>Scripted Plays –An Inspector Calls / Macbeth (GCSE English Link)</b> Performing- Use of Movement and Gesture Creating- Creative input	
Year 10	<b>Component 2</b> Developing Skills and Techniques in the Performing Arts	<b>Component 1</b> Exploring the Performing Arts Play 1	<b>Component 1</b> Exploring the Performing Arts Play 2	<b>Component 1</b> Exploring the Performing Arts Play 3	<b>Component 2</b> Developing Skills and Techniques in the Performing Arts	<b>Component 2</b> Developing Skills and Techniques in the Performing Arts

	Learning Aim A - Developing Skills and Techniques for Performance	<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>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>Learning Aim A – Examine professional practitioners performance work</p> <p>Learning Aim B- Explore the features of existing performance material interrelationships between constituent</p>	Learning Aim A - Developing Skills and Techniques for Performance	Learning Aim B- Apply skills and techniques in rehearsal
Year 11	<p><b>Component 3</b> Performing to A Brief</p> <p>Skills development and mock examination</p>	<p><b>Component 3</b> Performing to A Brief issued (Date TBC - Externally set by exam board)</p>	<p><b>Component 3</b> Performing to A Brief Development</p>	<p><b>Component 3</b> Performing to A Brief Examination</p>		
Year 13	<p><b>Unit 2</b> <b>Developing Skills and Techniques for Live Performance</b></p> <p>Learning Aim A Understand the Role and Skills of a Performer</p> <p>Learning Aim B Develop performance skills and techniques in selected styles</p> <p>Learning Aim C Apply performance skills and techniques in selected styles</p>	<p><b>Unit 1</b> <b>Investigating Practitioners Work</b> Examination</p> <p>AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners</p> <p>AO2 Apply knowledge and</p>	<p><b>LAMDA Grade 8- GOLD Medal (UCAS points available)</b></p> <p>LO1: perform the chosen scenes from memory, demonstrating an understanding of the material</p> <p>LO2: use vocal skills in response to the text</p> <p>LO3: create a physical response to the text</p> <p>LO4: know and understand the content and context of the chosen scenes</p>			



	<p>Learning Aim D Review and reflect on development of skills and techniques for live performance</p>	<p>understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire 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>LO5: know and understand the key principles and influences in the process of acting for one of the listed practitioners</p>	
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