

SMSC in Drama

Spiritual development in Drama

Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. At Key Stage 3 students cover a variety of topics, one of which is 'Issue based drama'. During the course of this unit students are encouraged to explore a range of issues such as bullying, knife crime and moral dilemmas in order to develop their compassion and empathy for others. At Key Stage 4 students interrogate and create Drama work based on a variety of stimuli of their choosing. In past years students have explored and developed work based on Stereotypes, war, the London Riots, eating disorders, racism, bullying and so forth. Issues covered in the work from these stimuli encourage students to interrogate their own beliefs and understand other perspectives. For example, students with strong anti-war beliefs could be asked as part of a hot-seating activity to represent a politician campaigning for war. Students regularly reflect on their work in progress, opening this up to class discussion and debate, which demonstrates their willingness to improve and progress.

Moral development in Drama

As part of the curriculum students at both key stages are regularly given the opportunity and the motivation to investigate and offer reasons about moral and ethical issues. At Key Stage 3 students study 'Issue based drama' and further develop this to include a 'Theatre in Education' unit, for which they will research and take ownership of their devised performances in order to educate the audience and encourage active debate. These performances are aimed at educating a younger audience regarding potential moral dilemmas and the choices we make and dangerous situations and how they can be avoided. Students also undergo extensive character development throughout all units of work e.g. 'Physical Theatre' and 'Macbeth'. They will explore character motivations, uncovering reasoning for certain behaviours and characteristics. This is further developed at Key Stage 4 where students' individual investigative study of characters from given circumstances and scripts, requires them to extend their understanding of the circumstances, rights and choices of others. Throughout both key stages students will further be encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, cooperation and sensitivity.

Social development in Drama

Students are encouraged to develop empathy through themed collaborative work which requires them to look at a variety of different lifestyles and circumstances from a range of viewpoints. There is a strong mutual respect between students across the department based on a shared desire for success within drama and beyond. Student groups are alternated regularly to ensure all students work with all other students within the classes, regardless of race, religion, background, gender or sexuality. Students will learn how to be respectful of the opinions of others, in addition to learning the skills required to successfully lead a group in a supportive and sensitive manner. Problem-solving is a huge element of Drama and students will be encouraged to communicate and cooperate effectively, to ensure progress is made each lesson. Students pursuing Drama at Key Stage 4 are expected to contribute to the annual whole-school productions, with this being open to all pupils at Key Stage 3. Students are expected to show commitment to in-class and whole-school productions, by attending all rehearsals with energy and enthusiasm.

Cultural development in Drama

Across both key stages' students interact with a number of poetic and artistic texts to act as stimuli for their work - 'Blood Brothers' being one of the most popular. Literary heritage is shared in Key Stage 3, with the rich cultural history of theatre explored. In year 7 we introduce pupils to drama with a history of theatre, including links that cover the Restoration period in England and the introduction of the first women on the stage. The evolution of theatre styles is introduced as a springboard for future units of learning. Pantomime is the first style to be explored in Autumn two, linking into England's culture and a brief history of theatre at the time, we allude to the links with Commedia Dell'Arte (Italian form of mask work) which is picked up in its own individual unit in Year 8, Spring one. We also look into stereotypical characterisation, and theatre traditions such as the roe of the Dame, the Breeches part and the Baddie. We study audience response and the idea of interaction in order to adhere to inbuilt traditions and expectations that still exist today. The storytelling unit in Spring one for Year 7, allows us to make literary links to authors such as Hans Christian Andersen and The Brothers Grimm, exploring the history of tales and cultural influences at the time. In Summer one the unit of mime takes us down the explorative route of silent movies and the cinematic influences of the time. Year 8 Autumn one tackles the idea of Symbolism, with exposure to Kafka (Prague) and his play 'Metamorphosis' linked to the British playwright Berkoff. Shakespeare is introduced in Spring two, at which point the Globe theatre, Elizabethan and Jacobean audiences and influences are explored. The landscape of British theatre at the time is a focal point, with the constraints of all male casts. In Year 9, filtering into the BTEC study of work and in KS4, theatre practitioners are introduced, their cultural heritage is explored in order to track the influences to their theatrical beliefs and methods, as well as the cultural context at the time and how reactionary their theatre styles were towards this. The key focus for pupils is Stanislavski, Artaud, Grotowski, Brecht and Berkoff. As well as this the key texts of 'The Crucible' by Arthur Miller, 'Lovesong' by Abi Morgan and 'Blood Brother's' by Willy Russell are studied in full. Artistic heritage is also shared through theatre trips offered in KS4, or full-scale digital productions explored in class.