

## 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 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 are regularly given the opportunity and the motivation to investigate and offer reasons about moral and ethical issues. At Key Stage 4 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, 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 and to show commitment to in- class and whole-school productions, by attending all rehearsals with energy and enthusiasm.

### Cultural development in Drama

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 throughout, with the rich cultural history of theatre explored. In the BTEC study of work 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.