

<b><u>Key information about the subject and schemes of work</u></b>	<b><u>Spiritual</u></b>	<b><u>Moral</u></b>	<b><u>Social</u></b>	<b><u>Cultural</u></b>
<p>All Drama lessons try to focus on people: their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts or responses or consider other people's thoughts in relation to different situations. Much of the work in the department focuses on the personal development of students, looking at how they can develop as mature, young adults being confident within themselves. This can take the form of lessons or extracurricular activities within lessons, or can involve projects outside of the classroom including outside workshops, visits or external master-classes from visiting actors.</p>	<p><b><u>SP4</u></b> - All students are encouraged to explore, consider, analyse and create ideas of how to improve themselves both in and beyond lessons.</p> <p><b><u>SP6</u></b> - Within year 7 Drama lessons, students are given a variety of tasks to complete that focus on the students challenging themselves and developing their self-confidence skills.</p> <p><b><u>SP5</u></b> - Students are encouraged to prepare and use the props box within the Drama Studio to ensure they are all as creative as they can be.</p> <p><b><u>SP1</u></b> - The higher ability students are stretched to focus on how they can empathise and include as much emotion and creative thinking within</p>	<p><b><u>M3</u></b> - Students within their Drama lessons are encouraged to develop their own opinions and aim to be as creative as possible. By focusing on their own moral beliefs and those of others, these can be used to aid emotion and conflict within dramatic pieces that are created.</p> <p><b><u>M1</u></b> - Within year 7, students are given a task which allows them to imagine a haunted house situation and then focus on a set of rules that link to this place and morally which rules should and should not be broken.</p> <p><b><u>M4</u></b> - By using various scripts, plays and ideas as stimulus for discussion, students are able to think, reflect and discuss their own moral beliefs to a variety of topics such as War, rape and terrorism.</p>	<p><b><u>So2</u></b> - Within the Drama Studio and within all Drama lessons, students are encouraged to follow the ground rules set out so that everyone is safe and also appreciated. <b><u>So5</u></b> - By developing a level of respect and trust within all lessons students are able to perform and take part in all lessons well.</p> <p><b><u>So1</u></b> - These transferable skills are developed for life as an adult in society whereby listening to each other and giving critical feedback is required. <b><u>So5</u></b> - Students are equipped with the skills of knowing what Drama and the Theatre is about and what types of behaviour and etiquette are required when in these environments that are linked to watching people as an audience member.</p>	<p><b><u>C6</u></b> - The Drama department offer many students the opportunity to visit London as part of a cultural theatre experience within the capital city.</p> <p><b><u>C5</u></b> - Students can study language and the interaction of people within a variety of plays and this can help students to look at the culture of a play and why it was inspired and created.</p> <p><b><u>C4</u></b> - From looking at plays that take place in the 1950s Britain like Blood Brothers to studying about the Wild West in the 1800s in the USA. <b><u>C1</u></b> - Students are given a variety of chances to look at varying cultures and how these can feature in a dramatic piece of work.</p> <p><b><u>C3</u></b> - Within the Key Stage 4 course for Drama, students are given a vast amount of freedom to create their own</p>

	<p>each piece of work that they produce.</p> <p><b>SP5</b> - All year 7 and 8 students are assessed via the performance work that they create and then deliver by themselves. This then ensures that all students can reflect and responsibly work on their own work and then feel proud of their overall creation when they perform it to their audience and fellow peers.</p> <p><b>SP3</b> - Within the GCSE course, students are encouraged to think and reflect on a range of stimulus and sources to help their own creativeness. Students look at themes related to the Holocaust and the outcome of the story within Blood Brothers and these each help students think and then use these as an inspiration for their own work.</p>	<p><b>M5</b> - Within the GCSE Drama course, students focus on the Willy Russell play Blood Brothers and students are encouraged to discuss the major moral dilemmas that occur within this piece of work. <b>M2</b> - By reflecting on the two children and the mother's situation, students can discuss their own beliefs and those of others related to this play.</p> <p><b>M1</b> - Students are also encouraged to look at some mature topics at Key Stage 4 such as drink driving within the play called Too much punch for Judy. <b>M4</b> - Students look at the moral dilemmas and issues related to people and their victims that choose to drink and then drive.</p>	<p><b>So1</b> - Students can focus on a variety of ideas linked to society and the variety of people that can contribute to society from studying Drama. <b>So5</b> - By looking at stereotypes in the play called When I'm 64 and issues such as ageism can be focused on in relation to being a young or old person in society.</p> <p><b>So5</b> - By looking at the social context of Blood Brothers and the differences between class and status for the various characters within the plays, allows students to reflect on who they are and where their own families fit into British society.</p> <p><b>So4</b> - Whilst studying the themes whereby people have become victims, such as the holocaust and 9/11, students can look at the social impact of these events. <b>So5</b> - By developing a knowledge of the facts of these events and also</p>	<p>work in whatever cultural context that they choose. <b>C2</b> - Students can write and explore their own work and examples of work that have been created have included themes linked to school shootings, mental institutions and victims of criminal acts.</p> <p><b>C1</b> - Each of these themes have allowed students to reflect on specific cultural contexts that are required for their own specific settings for their own GCSE pieces of work.</p>
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