

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

DRAMA

PERSONAL DEVELOPMENT

The Drama department is committed to supporting the Personal Development agenda and that vast majority of the topics we explore contain activities to help young people work collaboratively and build mutual respect for one another. We create an atmosphere in which all students can express their views and opinions, knowing they will be listened to in a non-judgemental way but they may well be challenged to justify their view points. They are trained to peer assess in a way which is supportive, using language which is appropriate and encouraging.

The Department supports SMSC days by delivering workshops that allow students to explore healthy relationships through drama in a safe and supportive way. For example, as part of the School's support for the anti – bullying agenda, we have delivered workshops on what makes a true friend and how it feels to be the student who is isolated. We contribute fully to RSE by addressing issues such as the role of the media on relationships. We explore how the media can give false impressions of celebrity lifestyle and thus have a negative influence on young people.

EXTRA – CURRICULAR ACTIVITIES

The Drama department encourages our young people to continue to develop some of these skills during the after-school Drama clubs. Many of the students who attend are interested in performance and we work hard to ensure they have the opportunity to perfect their skills and participate in a production. We often collaborate with the Music and Art departments to encourage cross – curricular links. This also enables students to admire and respect the talents of musicians and artists and to work on a grander scale and across age groups.

Key Stage 3

	<u>Spiritual</u> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Students develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	<u>Moral</u> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge/skills necessary to make responsible moral decisions.	<u>Social</u> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	<u>Cultural</u> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.
Year 7	<p>Performance of a text (Charlie and the Chocolate Factory)-dealing with sense of identity, belonging, coming of age, and dealing with trouble shooting.</p> <p>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.</p> <p>Highlighting transferable skills that students can access from Drama –</p>	<p>Wind in the Willows– looking at the morality of The Weasels and their relationship with the other characters. Exploring relationships and moral decisions based on own context. Exploring being part of a community.</p> <p>Students are encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, cooperation and sensitivity</p>	<p>Charlotte Dymond -scheme exploring being part of a community and how to protect and to defend heritage.</p> <p>Students are encouraged to work outside of friendship groups and develop key skills of co-operation and collaboration.</p> <p>Students encouraged to share and shape each other's work by listening and respecting ideas and opinions.</p>	<p>Commedia Dell Arte/Japanese Theatre-Theatre from other cultures and traditions, explores own traditions in contrast to other cultures. Exploring the meaning of culture and the traditions embedded within cultures.</p>

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	Communication/Presentation and public speaking/Group and Leadership skills/Problem Solving/Time Management/Initiative/Creative Writing/ The ability to work to a deadline and get it right first time.			
Year 8	<p>Beowulf - students explore cultural tale and develop their own creative ability in responding to a stimulus.</p> <p>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.</p> <p>Highlighting transferable skills that students can access from Drama – Communication/Presentation and public speaking/Group and Leadership skills/Problem Solving/Time Management/Initiative/Creative Writing/ The ability to work to a deadline and get it right first time.</p>	<p>Pantomime- Exploring issues of stereotyping and assigning gender roles, using blind casting and working outside of friendship groups. Exploring relationships.</p> <p>Students are encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, cooperation and sensitivity</p>	<p>Roses of Eyam- Exploring social responsibilities.</p> <p>Students are encouraged to work outside of friendship groups and develop key skills of co-operation and collaboration.</p> <p>Students encouraged to share and shape each other's work by listening and respecting ideas and opinions.</p>	<p>Greek Theatre and History- Theatre from other cultures and traditions, explores own traditions in contrast to other cultures. Exploring the meaning of culture and the traditions embedded within cultures.</p>
Key Stage 4				
	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>
Year 9	<p>Documentary Drama- students develop their own creative ability through researching a chosen topic. Students to work co-operatively and respectfully. Students work to be committed to working co-operatively and appreciating that Drama is one of the only subjects where your input</p>	<p>Blood Brothers- Exploring the morality of Micky, Sammy and others and their relationship with the other characters within the play. Exploring relationship development and moral decisions based on own context.</p>	<p>The Zutons- Dealing with sense of identity, belonging, coming of age, drug and alcohol use, peer relationships and dealing with trouble shooting. Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama</p>	<p>Anne Frank- Exploring dilemmas and working through overcoming them. Exploring relationships and being part of a community.</p> <p>Contextual factors are a significant AO at GCSE Theatre. Differences</p>

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	can have a positive/negative influence on others.		work based on a wide variety of subject matters and stimuli. Students are encouraged to work outside of friendship groups and develop key skills of co-operation and collaboration. Students encouraged to share and shape each other's work by listening and respecting ideas and opinions.	between modern and historical context explored.
Year 10	Developing Theatre- students develop their own creative ability in responding to a stimulus.	Exploring component 2 stimuli and component 3 texts – looking at issues of gender inequality / crime / social responsibility / social media etc.	Exploring component 2 stimuli and component 3 texts – looking at issues of gender inequality / crime / social responsibility / social media etc. Developing Theatre- students develop their own creative ability in responding to a stimulus. Students to work co-operatively and respectfully on devised work (Mock Component 1) and scripted work. To organise and stick to rehearsals. To be committed to working co-operatively and appreciating that Drama is one of the only subjects where your input can have a positive/negative influence on others.	Contextual factors are a significant AO at GCSE Theatre. Differences between modern and historical context explored.
Year 11	Developing Theatre- students develop their own creative ability in responding to a stimulus.	Exploring component 2 stimuli and component 3 texts – looking at issues of gender inequality / crime / social responsibility / social media etc.	Exploring component 2 stimuli and component 3 texts – looking at issues of gender inequality / crime / social responsibility / social media etc. Developing Theatre- students develop their own creative ability in responding to a stimulus. Students to work co-operatively and respectfully on devised work (GCSE Component 1) and scripted work. To organise and stick to rehearsals. To be committed to working co-operatively and appreciating that	Contextual factors are a significant AO at GCSE Theatre. Differences between modern and historical context explored.

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