

SMSC STATEMENT FOR DRAMA

Spiritual Development

Students explore a range of feelings and emotions through imaginary characters and fictitious or authentic scenarios, developing empathy and understanding. The development of teamwork and leadership skills, whilst listening to the values and beliefs of others, develops respect and celebrates individuality. Students are encouraged to experience meditative practice through relaxation techniques for acting: controlling the breath, controlling the body, controlling the mind. At KS3 the issues of materialism and spirituality are explored through The Flood play text, alongside mutual respect and tolerance of different beliefs. At KS4 students use a range of stimulus based on War and Conflict as inspiration for their own devised work, for example the spiritual themes in Picasso's Guernica and Wilfred Owen's anti-war poetry, both provoking discussion of complex issues. At KS5 students explore existentialist and nihilistic views, juxtaposed with religious views, within the play 'Woyzeck', understanding how characters search for meaning and purpose in life. Drama helps students to explore mystical, unworldly and supernatural themes, encouraging higher level thinking.

Moral Development

Students in all year groups are encouraged to investigate and questions moral and ethical issues whenever they arise within lessons. More specifically, at KS3, through the study of Jekyll and Hyde, students explore the themes of transformation, duality of human nature, truth and deceit, and explore whether Dr Jekyll has the moral right to advance scientific experimentation if he risks the safety of other human beings. Also, students explore bias in news reporting and the falsification of facts in the Mystery of Charlotte Dymond and in a recent A Level devised play on Spiking. Links are made with social media 'fake news' and the moral implications of this for society, individuals, and freedom of speech. Links are also made to peer pressure and mental health, relating to an understanding of how given circumstances can affect personal choices. At KS4, the concept of social conscience is explored through social inequality and characters' moral values in An Inspector Calls; students are asked to question characters' actions and their own moral judgements.

Social Development

As part of the creative process, students are encouraged to develop a resilient mindset through positivity, respect, teamwork and leadership. Students develop confidence and self-esteem as a result of Drama's practical and collaborative nature, helping them to embrace their role in a society that is fully inclusive of race, religion, background, gender or sexuality. Robust evaluation enables pupils to understand how their own work, and that of professional theatre, can communicate social, historical and political contexts successfully, including a wide variety of themes and issues most relevant to our time and throughout history. For example, the KS3 Murder Mystery project explores themes of Victorian society: wealth, poverty, crime, gender issues, education. The study of Metamorphosis questions typical Berkovian themes of social inequality, violence, transformation, and responsibility within a broken society. At KS4, students explore the contrasting leadership styles of democracy and autocracy in Lord of the Flies, as the characters attempt to build a new society. At KS4 and KS5, students explore challenging and relevant social issues as an integral part of their devising theatre unit; recent work has included the Grenfell Tower tragedy, the plight of Syrian refugees, and mental health.

Cultural Development

Drama is a creative art form involving the exploration of imagined characters and situations and, throughout all years, students participate in collaborative rehearsal and performance work that provokes artistic imagination and creativity. Drama plays a significant role in pupils' aesthetic, linguistic, kinaesthetic and emotional learning and, like all the arts, helps students to make sense of different cultures and the world in which we live. Students develop transferrable life skills such as creative and analytical thinking, and problem solving, making the subject fundamentally important for cultural development. There is an emphasis on exploring culture through a fusion of 'total theatre' where explicit links with Art and Music are formed. Theatre design such as staging, set, lighting, sound, and costume also plays an important part in the communication of cultural learning within performance. Numerous theatre trips and professional workshops take place each year, and the KS3 Drama Club presents an annual Christmas play, all resulting in evaluations of different cultural contexts.