



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Drama Year: 10

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Student gain fascination and enjoyment in learning dramatic language and terms.</i>	<i>Working together to explore experience of British beliefs and faiths from 1960's'- 1980's in Blood Brothers by Willy Russell.</i>	<i>Sense of enjoyment a fascination of live theatre and the ability to reflect on their own experience. In Live Production Review.</i>	<i>Using creativity to realise for the stage. Use imagination and creativity in staging work. In Blood Brothers into production.</i>	<i>Consider the feelings and experiences of all characters exploring values, beliefs and experience to audience.</i>	<i>Using their imagination and creativity to reflect on new knowledge to produce work with enjoyment and creativity in their concepts.</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Students wrestle with the rights and wrongs of behaviours and actions on the stage</i>	<i>Appreciation of a range of behaviours, experience and reaction of characters from period..</i>	<i>Understanding the consequences of behaviours and actions of live performer to influence live audience and own response.</i>	<i>Understanding the consequences of vocal and physical interaction on others.</i>	<i>Development of understanding on the consequences of actions on others.</i>	<i>Understanding the consequences of their ideas on the behaviour and action of potential audience.</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Build group work into tasks create positive socialisation in groups. Students will begin to cooperate with one another positively.</i>	<i>To work with a partners and groups and problem solve to communicate and negotiate choices in a cooperative manner.</i>	<i>Exploration of character social structure, beliefs, faiths and impact on community on stage and influence on audience.</i>	<i>Promoting an understanding of the views and experiences of people from differing faiths, classes and beliefs- which develops their understanding.</i>	<i>Exploring fundamental British values, respect and faiths in a range of play texts and live theatre as well as explore playwrights aims to influence audience reaction and response.</i>	<i>Build understanding of many social topics, communities, laws, faiths and beliefs to select stimuli.</i>



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Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<p><i>Gain Cultural knowledge of drama and theatre in artistic industry.</i></p>	<p><i>Students' ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities from 1960's – 1980's.</i></p> <p><i>Gain knowledge of Britain's 1960's – 1980's democratic parliamentary system and its central role in shaping our history and values.</i></p>	<p><i>Exploration of mindset, action and realisation cultural influences that shape own experience and reaction. Widen students culture knowledge and experience of Theatre as a cultural activity and British heritage.</i></p>	<p><i>Exploring position in society structure and how it impacts power and inequality in communities.</i></p> <p><i>Exploration of comparison of socio- economic classes for national opportunity and life choices.</i></p>	<p><i>Knowledge of leadership and values in developing decisions and impact on society through character exploration.</i></p> <p><i>Applying knowledge of British society, political decisions making and influence on population through characters' lives.</i></p>	<p><i>Promoting interest in exploring shared experience from different perspectives in a potential artistic outcome.</i></p>



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Moral	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Sense of enjoyment and fascination in learning about themselves, others and the world around them through realising their practical work.</i>	<i>Sense of enjoyment and fascination in learning about themselves, others and the world around them through realising their practical work. They will reveal willingness to reflect on work and experiences.</i>	<i>Through exploration of range of play texts students will gain knowledge of, and respect for, different people's faiths, feelings and values. In exploring new playtext for performance.</i>	<i>Using creativity to realise for the stage. Use imagination and creativity in staging work. In staging playtext for performance.</i>	<i>Willingness to reflect on experiences throughout course and refine understanding a depth of knowledge of different characters in all aspects of work.</i>	
Social	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Sense of enjoyment and fascination in learning about themselves, others and the world around them through realising their practical work.</i>	<i>Sense of enjoyment and fascination in learning about themselves, others and the world around them. They will reveal willingness to reflect on work and experiences.</i>	<i>Through exploration of playtexts students will gain knowledge of, and respect for, different people's faiths, feelings and values.</i>	<i>Using creativity to realise for the stage. Use imagination and creativity in staging work. In staging playtext for performance.</i>	<i>Willingness to reflect on experiences throughout course and refine understanding a depth of knowledge of different characters in all aspects of work.</i>	



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