



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Drama Year: 12

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 workshopping 5 Theatrical practitioners using imagination and creativity to apply theory to practice.</i>	<i>Exploration of context, beliefs of Norway in late 1800's to compare and reflect on present day British audience. Use imagination and creativity to explore text.</i>	<i>Sense of enjoyment a fascination of live theatre and the ability to reflect on their own experience and audience response.</i>	<i>Using creativity to realise for the stage. Use imagination and creativity in staging work.</i>	<i>Consider the feelings and experiences of all characters exploring values, beliefs and experience to audience.</i>	<i>Willingness to reflect on own experiences as an actor, director and designer as well as audience member to apply to work.</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>To appreciate viewpoints of theatrical practitioners on role of theatre on society/ audience.</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. Explore British values and liberty for modern audience to compare to Ibsen's Text.</i>	<i>Exploration of character social structure, beliefs, faiths and impact on community on stage and influence on audience.</i>	<i>Working in devised groups to achieve aims and socialise with students from contrasting backgrounds. Promoting an understanding of the views and experiences of people from differing faiths, classes and beliefs– which develops their understanding.</i>	<i>Working in devised groups to achieve aims and socialise with students from contrasting backgrounds. Promoting an understanding of the views and experiences of people from differing faiths, classes and beliefs– which develops their understanding.</i>	<i>Reflect and evaluate on own social skills and contribution to work produced.</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 through history, Europe and modern day.</i></p>	<p><i>Students’ ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</i></p> <p><i>Gain knowledge of European 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>Willingness to participate and experiment in group work to achieve artistic goals.</i></p> <p><i>Exploring a range of cultural diversity within characterisations and consideration of audience effect and response.</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 society, political decisions making and influence on population through characters’ lives.</i></p>	<p><i>Promoting interest in exploring shared experience from different perspectives/ experiences/ perspectives in a potential artistic outcome.</i></p>



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Subject: Drama Year: 13

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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>Exploring many playtext for selection of 'Making Theatre' they will explore a range of characters and setting to gain knowledge of peoples faiths, beliefs and experiences and imagine their own potential to convey these characters.</i>	<i>In their study of 'Our Country's Good' set text they will reflect on own beliefs along with characters/ playwright intentions. They will be creative in their interpretation and realising of text into practice.</i>	<i>Through exploration of range of play texts 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. Willingness to evaluate their own development as an actor in their REFLECTIVE REPORT.</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>	
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 will focus on how their actions and behaviours influence their group members and audience.</i>	<i>Play allows opportunity to view moral and ethical issues of convicts/prisoners as well as colonialization. Assess theatre as a socialising tool.</i>	<i>Understanding the consequences of behaviours and actions of characters on others and audience.</i>	<i>Understanding the consequences of vocal and physical interaction and staging choices on others. Exploring characters' morals, ethical issues and viewpoints.</i>	<i>Deepening the interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of characters on these issues</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>Students will work to cooperate with one another positively. selecting working groups. Work will cover many issues both social, political and economic factors.</i>	<i>Rich consideration of fundamental British values, law, Criminal justice system, liberty both in late 1700's and present day. Reform V Punishment debate.</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 views/experiences of people from differing faiths, classes and beliefs to develop their understanding of characters and play text to convey to an audience.</i>	<i>Exploring fundamental values, respect and faiths in a range of play texts and live theatre as well as explore playwrights aims/ productions to influence audience reaction and response.</i>	



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