

## THE ARTS: Drama

The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3, and 4, and **Learning Outcomes** (at the bottom of the page). Additional guidance appears in plain text. *All examples are in italics.* All of the illustrations offered aim to relate this strand to Life and Work contexts.

Developing pupils' Knowledge, Understanding and Skills	<b>(Objective 1)</b> Developing pupils as Individuals	<b>(Objective 2)</b> Developing pupils as Contributors to Society	<b>(Objective 3)</b> Developing pupils as Contributors to the Economy and Environment
<p>Young people should have opportunities, through the contexts opposite, to use dramatic skills appropriate to audience, context, purpose and task. They should have opportunities to:</p> <ul style="list-style-type: none"> <li>• engage with a range of stimuli to develop critical and creative thinking skills;</li> <li>• adopt a role;</li> <li>• take part in improvisation;</li> <li>• devise scripts and use drama forms and strategies effectively to explore and present ideas;</li> <li>• employ sign, symbol, metaphor and image;</li> <li>• engage in movement and/or dance;</li> <li>• experience live and recorded drama, and respond to a variety of texts;</li> <li>• begin to develop an appreciation of theatre styles, genres and</li> </ul>	<p>Young people should have opportunities to:</p> <p><b>Express themselves emotionally and imaginatively through drama and improvisation</b>, for example, <i>use a video camera to compile and record personal experience of family, school or community life; script, improvise or act out issues that impact on 11-14 year olds etc.</i> (Key Element: <b>Personal Understanding</b>)</p> <p><b>Explore and respond to the views and feelings of others</b>, for example, <i>act out scenarios involving multiple viewpoints, differences of opinion, sensitive issues etc.</i> (Key Element: <b>Mutual Understanding</b>)</p> <p><b>Explore issues related to Personal Health</b> Explore health-related issues, for example, <i>improvise a scene where peer pressure or risk taking behaviour is central to the narrative etc.</i> (Key Element: <b>Personal Health</b>)</p> <p><b>Explore issues related to Moral Character</b> Demonstrate the ability and willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive,</p>	<p>Young people should have opportunities to:</p> <p><b>Explore how drama is used to educate about and resolve issues of social concern</b>, for example, <i>compose an anti-racist rap for a football club; use appropriate strategies to challenge stereotypical views about diverse local/global groups etc.</i> (Key Element: <b>Citizenship</b>)</p> <p><b>Explore how drama reflects and gives insight into a range of cultures</b>, for example, <i>investigate drama/dance traditions from different countries; represent cultural similarities/differences through performance etc.</i> (Key Element: <b>Cultural Understanding</b>)</p> <p><b>Explore the effects of media and ICT</b>, for example, <i>use projected images in a docudrama on war; use a digital camera to analyse voice and movement in performance etc.</i> (Key Element: <b>Media Awareness</b>)</p>	<p>Young people should have opportunities to:</p> <p><b>Investigate how skills developed through drama such as empathy, confidence, communication skills are vital to life/work situations and a range of careers</b>, for example, <i>jobs within the creative industries, or involving design, education, management of people and resources, media and technology, performing arts, healthcare, therapy, writing, politics, law, etc.</i> (Key Element: <b>Employability</b>)</p> <p><b>Explore issues related to Economic Awareness</b> Plan the processes involved in producing a play or stage musical, for example, <i>find out how to access funding, how to advertise and market the show etc.</i> (Key Element: <b>Economic Awareness</b>)</p> <p><b>Explore issues related to</b></p>

<p><b>vocabulary;</b></p> <ul style="list-style-type: none"> <li><b>explore characterisation through use of masks, costume, props, puppets and electronic media;</b></li> <li><b>evaluate their own and others' work.</b></li> </ul>	<p>informed and balanced responses and take responsibility for choices and actions etc. (Key Element: <b>Moral Character</b>)</p> <p><b>Explore ways in which uplifting/spiritual experiences can be conveyed through gesture, expression, movement, dance, etc, for example, <i>expressing hope, celebrating success etc.</i></b> (Key Element: <b>Spiritual Awareness</b>)</p>	<p><b>Explore issues related to Ethical Awareness</b> Explore ethical issues through the medium of drama, by improvising a scene involving decision making that requires weighing up and making difficult choices, for example, <i>allocating limited resources; campaigning on a controversial issue; balancing different rights etc.</i> (Key Element: <b>Ethical Awareness</b>)</p>	<p><b>Education for Sustainable Development</b> Explore how drama can provide opportunities for pupils to develop respect for their environment and that of others, for example, <i>create a scene/performance that highlights the impact of a topical, environmental issue etc.</i> (Key Elements: <b>Education for Sustainable Development</b>)</p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Drama.</p> <p>Young people should be able to:</p>	<ul style="list-style-type: none"> <li><b>research and manage information effectively to investigate issues</b>, using Mathematics and ICT where appropriate;</li> <li><b>show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions</b>, using Mathematics and ICT where appropriate;</li> <li><b>demonstrate creativity and initiative when developing ideas and following them through;</b></li> <li><b>work effectively with others;</b></li> <li><b>demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance.</b></li> </ul> <ul style="list-style-type: none"> <li><b>communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</b></li> </ul>		

**NB:** Teachers may develop activities that combine many of the statutory requirements provided that, **across the Key Stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Elements**) are met.