

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	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) 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"> • engage with a range of stimuli to develop critical and creative thinking skills; • adopt a role; • take part in improvisation; • devise scripts and use drama forms and strategies effectively to explore and present ideas; • employ sign, symbol, metaphor and image; • engage in movement and/or dance; • experience live and recorded drama, and respond to a variety of texts; • begin to develop an appreciation of theatre styles, genres and 	<p>Young people should have opportunities to:</p> <p>Express themselves emotionally and imaginatively through drama and improvisation, 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: Personal Understanding)</p> <p>Explore and respond to the views and feelings of others, for example, <i>act out scenarios involving multiple viewpoints, differences of opinion, sensitive issues etc.</i> (Key Element: Mutual Understanding)</p> <p>Explore issues related to Personal Health 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: Personal Health)</p> <p>Explore issues related to Moral Character 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>Explore how drama is used to educate about and resolve issues of social concern, 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: Citizenship)</p> <p>Explore how drama reflects and gives insight into a range of cultures, for example, <i>investigate drama/dance traditions from different countries; represent cultural similarities/differences through performance etc.</i> (Key Element: Cultural Understanding)</p> <p>Explore the effects of media and ICT, 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: Media Awareness)</p>	<p>Young people should have opportunities to:</p> <p>Investigate how skills developed through drama such as empathy, confidence, communication skills are vital to life/work situations and a range of careers, 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: Employability)</p> <p>Explore issues related to Economic Awareness 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: Economic Awareness)</p> <p>Explore issues related to</p>

<p>vocabulary;</p> <ul style="list-style-type: none"> explore characterisation through use of masks, costume, props, puppets and electronic media; evaluate their own and others' work. 	<p>informed and balanced responses and take responsibility for choices and actions etc. (Key Element: Moral Character)</p> <p>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> (Key Element: Spiritual Awareness)</p>	<p>Explore issues related to Ethical Awareness 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: Ethical Awareness)</p>	<p>Education for Sustainable Development 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: Education for Sustainable Development)</p>
<p>Learning Outcomes</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"> research and manage information effectively to investigate issues, using Mathematics and ICT where appropriate; show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; demonstrate creativity and initiative when developing ideas and following them through; work effectively with others; demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance. communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose. 		

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.