**Cultural Capital Opportunities**

**Subject: Drama**

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|  | Spiritual  | Moral  | Social  | Cultural  | Personal Development  | Physical Development  |
| Year 7  | Extra-curricular performances of ‘Journey to the Stable’ and ‘The Easter Story’ for the feeder primary schools.Engaging with and interpreting the birth of Jesus into a fun and educational promenade performance in the church where pupils from the feeder primary schools move around the church to watch ‘mini’ performances that make up the story of Jesus’ birth. | KS3 Drama ClubWorking collaboratively in pairs and groups to create and shape improvisations based on a range of themes such as: Bullying, Friendships, Divorce, Change etc. | KS3 Drama Club – Developing friendship groups to shape and create short Drama pieces. The Tempest (through English) to explore the relationships between parents and their children. | KS3 Drama Club Exploring cultural texts and ideas such as: Our Day Out to create improvisations about trips to castles, museums and holidays in the UK and abroad.  | Extra-curricular performances of ‘Journey to the Stable’ and ‘The Easter Story’ for the feeder primary schools.Working in small groups to create a performance of the Christmas Story and Jesus’ birth, followed by theatre in education workshops with Years 4 and 5 from the feeder primary schools at Eccleston St Marys Church.Pantomime – watching a Christmas pantomime in the school hall to develop confidence, encourage engagement on the stage with the actors and to create a fun and safe environment for young people to experience theatre on stage. | Extra-curricular performances of ‘Journey to the Stable’ and ‘The Easter Story’ for the feeder primary schools.Understanding and being able to use physical and vocal skills to develop characters for the piece. To develop the pupils’ engagement with the bible readings and the relationships between the Christian story of Jesus’ birth and their own engagement with the concepts of faith, spirituality and Christian beliefs. |
| Year 8  | Extra-curricular performances of ‘Journey to the Stable’ and ‘The Easter Story’ for the feeder primary schools. | The Tale of Humpty Dumpty through English lessons.Allows students to explore the  |  | Our Day Out | Extra-curricular performances of ‘Journey to the Stable’ and ‘The Easter Story’ for the feeder primary schools. | Extra-curricular performances of ‘Journey to the Stable’ and ‘The Easter Story’ for the feeder primary schools.English Speaking Union National Competition.Performing one monologue from a Shakespeare play of their choice. Competing through rounds to get to the final competition at Windermere school to win a place at the July performance in London at The Globe theatre working with the Royal Shakespeare Company. |
| Year 9  | Students have the opportunity to explore their own feelings about the people, culture, place and situations. Students focus on developing devised practical pieces exploring hidden disabilities to create understanding and empathy for people less fortunate than themselves. We read extracts from ‘A Curious Incident of the Dog in the Night-time’ to explore autism and its impact on a young man.  | Students support one another using the language of evaluation, to build confidence in their physical and vocal skills. Through the consistent use of flash marking and structured written and oral feedback regularly, to develop and shape improvisation pieces of practical work. | Inequality, social responsibility. Crime and punishment. Key themes – conflict, love, relationships, nature vs man, power and place.Blood Brothers.Watching The Railway Children National Theatre production to explore post second-world war society, refugees, family and loss by watching and reviewing a live theatre production of the play. | Empowerment of self. Poverty, wealth, education and class system. Social responsibility, justice, setting and context.Blood BrothersStudy of puppetry for GCSE Technical Drama Component Study Royal De Luxe puppets, Shirt and Plate, Rod and Japanese Noh, Punch and Judy Theatre concepts to develop social and cultural understanding of puppets and the origin of puppetry.Students design their own puppets for Blood Brothers as part of their study of this aspect of the GCSE course. | Engagement with professional actors through workshops and Q and A sessions after live theatre productions by Manacto for Romeo and Juliet, A Christmas Carol and Macbeth theatre productions in school and at local theatres. | English Speaking Union National Competition.Performing one monologue from a Shakespeare play of their choice. Competing through rounds to get to the final competition at Windermere school to win a place at the July performance in London at The Globe theatre working with the Royal Shakespeare Company. |
| Year 10  |  Moral vs immoral.Devised thematic performances exploring social issues such as; body dysmorphia, anorexia, peer pressure, verbatim and decision making. |  | Social responsibility, power, place and patriarchy. |  | Appearance and reality. Confidence, self-esteem, presentation skills.CareersIdentifying the roles and responsibilities within the theatre and using improvisation to apply for and interview for the roles of director, understudy, producer, main actor etc. | Develop physical theatre skills using recognised practitioners such as Brecht, DV8, Frantic Assembly, Paper Birds, PunchDunk Theatre Company to shape and craft ambitious physical pieces for the performance components of the GCSE exams. |
| Year 11 | As Above | Exploring themes through devised performances to engage with the physical and emotional issues of society | Developing understanding of the social, cultural and moral background context for a range of scripted plays to perform for the AQA examiner. | As above | As above | Increased building upon skills started in Year 9 and 10 to shape physically challenging pieces of performance. |