# BRITISH VALUES –Drama and Performing Arts Year 9, 10, 11, 12 and 13.

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| ***Tolerance*** | ***Democracy*** | ***Mutual respect*** | ***Individual liberty*** | ***Rule of law*** | ***Democracy*** | ***Rule of law*** | ***Democracy*** |
| *Students are reflective about their own beliefs and perspectives on life, and the* ***extent to which they are the same as/different to others’ faiths, feelings and values;*** | *Students show an interest in investigating and* ***offering reasoned views about moral and ethical issues;*** *and appreciate the view point of others;* | *Students have a sense of enjoyment and* ***fascination in learning about the world around them*** *and participate actively in artistic; sporting or cultural events;* | *Students gain* ***Individual liberty*** *through the* *Development of their self-knowledge, self-esteem and self-confidence*; | *Students* ***recognise the difference between right and wrong;*** *understand that* ***actions have consequences****; and apply this in their own live by* ***respecting the rule of law;*** | *Students cooperate well;* ***celebrate diversity and resolve conflicts*** *effectively;* | *Students accept* ***responsibility for their behaviour****, show initiative and understand how they can* ***contribute positively to the lives of those living and working in the locality of the school and to society more widely.*** | *Students* ***engage positively in a democracy; and understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.*** |
| **Example of Practice** | **Example of Practice** | **Example of Practice** | **Example of Practice** | **Example of Practice** | **Example of Practice** | **Example of Practice** | **Example of Practice** |
| **In Year 9, 10, 11, 12 and 13:** Students are consistently encouraged to reflect on their values and beliefs and are supported to develop confidence to express their concerns when they judge something to be morally weak or unsubstantiated. This is done through collaborative speaking and listening opportunities or through the analysis of text or stimulus. For example KS4 work together to create a performance based on DV in British society and compare how DV affects different cultures and societies. | **In Year 9, 10, 11, 12 and 13:** All drama stems from issues that affect us emotionally, mentally and physically. As Actors they will have to spend several lessons formulating and sharing views and challenging each other before a common objective is agreed upon and shaped to influence an audience. Politics, sexuality, gender, war, social networks, family values, responsible citizenship. | **In Year 9, 10, 11, 12 and 13:** Fascination for drama comes through a developing awareness of the society and world around each individual and how they respond to ever increasing circles of awareness. We work with other professionals from performing, education or social care industries to widen and extend our knowledge so that we are constantly reflecting. For example, The Grand Theatre Shakespeare project, Splendid TIE Company, LCC equality and diversity, Lancashire women’s refuge. | **In Year 9, 10, 11, 12 and 13**: Performing for a live audience takes courage and the ability to challenge yourself when out of your comfort zone. In Drama we teach resilience and a skillset that cross fertilises with other areas of the curriculum. For example critical and creative thinking, team approaches to problem solving, independent research and feedback and refinement approaches to learning. | **In Year 9, 10, 11, 12 and 13: In** drama the majority of any narrative is created from the consequences of wrong action and from that ensues the consequences. We learn about arrogance, hubris, choices and the tragedy that follows when laws are not respected. Shakespeare and Greek tragedy are perfect examples of this and most drama uses this convention to politically influence the audience. | **In Year 9, 10, 11, 12 and 13:** We champion diversity at all points. It’s important that learning takes place in an environment where people feel confident about themselves and relaxed enough to share views that form part of our stimulus. Conflict is normal and students learn to resolve, consider and move on. | **In Year 9, 10, 11, 12 and 13:** Students are strongly encouraged and supported to contribute to the wider community using the skills that they learned through drama. For example they have recently collaborated in an inclusion project with a specialist school in Kirkham to create live performance and peer teaches with children with different abilities. Students are widely involved in amateur theatres in the local community and are also ambassadors for youth theatres locally. This requires commitment and a positive work ethos. | **In Year 9, 10, 11, 12 and 13:** In drama we often use an historical context on which to base a modern conflict, issue or dilemma and Vice-versa. The consequences of loss are often reflected through the historical context of war and conflict or disease and famine. More recently we have produced Brecht’s Mother courage to highlight the decisions that people make during warfare, we are currently transposing The Good Person of Szechuan to the Calais Jungle to highlight the migration of Refugees. Last term the students researched all political party policies on immigration to create a piece called, ‘Syria’ where they were expressing the views of both the extreme political right and left. They showed how media influences our opinions and how the British press create ‘untruths.’ |