**SCHOOL VISION**

We believe that all young people should be as independent as they can be, irrespective of starting point.  We will develop the essential skills of communication, employability skills as well as emotional wellbeing.  We want our pupils to be global citizens and contribute and be part of their community (local/national & international).  We want our pupils to be happy, confident, healthy, safe and have their voices heard.  We aim to prepare our pupils for life beyond Hill Top School.

**INTENT**

At Hill Top we believe that using Drama as a vehicle for emotional well-being and social skills, through the SaM curriculum, can bring people together, improve health and wellbeing, improve confidence and resilience. Drama provides a safe space for practicing emotional literacy which is both a fun, creative outlet and a gateway to life-long self-care and emotional connection! Students at Hill Top therefore undertake a programme of Drama through the SaM curriculum to access all of these benefits, as well as a way of nurturing a lifelong affection and relationship with Drama, which will then be a source of inspiration, consolation and connection to others, beyond school. We intend to give pupils a way and means to connect to the world and others and express and receive feelings, emotions and opinions and administer life-long self-care.

Through the SaM curriculum, we aim to give pupils opportunities to experience a variety of expressive forms, including those from different genres, cultures and periods of time and communicate their likes and dislikes. They will be given opportunities to develop their skills through safe-space drama workshops, public performances and exploration of a variety of stage work and technical roles as well as devising, exploring and creating performances in ensemble.

**IMPLEMENTATION**

The drama curriculum is delivered through the foundation of emotional literacy, which branches into 2 strands: Me and We.

Me explores the students’ knowledge, relationship with and management of self.

We explores the students’ understanding of, relationships to and management of interactions with others.

|  |  |
| --- | --- |
| Emotional Literacy | |
| ME | WE |
| Self-Awareness | Empathy |
| Confidence | Connection |
| Self-regulation | Problem-Solving |
| H.O.P.E.  *(Honouring the Optimistic Potential and Engaging)* | Healthy Leadership |

All students will encounter a variety of live performances and social experiences in Drama, that will seek to develop their confidence, self-awareness and emotional engagement. They will be encouraged to give views and feelings on the pieces as well as offer their own opinions on improvements that could be made.

Students will take part in sessions where they will learn a variety of dramatic forms and practice the skills to create those forms, including mime, physical theatre, monologue, puppetry, ensemble and improvisation.

The formal curriculum pathway will introduce students to Brechtian theatre, Physical theatre groups and Stanislavski. Pupils on the semi-formal and informal pathway will have opportunities to explore a range of genres from comedy to musical theatre.

Students will be encouraged to express themselves through script-writing and improvised monologues, as well as having access to group scripted ensemble, devising and performance opportunities, as appropriate.

For pupils on the informal and semi-formal curriculum pathway, drama is an integral part of daily lessons. A lot of the pupils on this pathway need emotions to be modelled and mirrored, to help them respond and react to learning, so drama can be used throughout lessons, from the start of the day, where they greet one another and express their feelings or share ‘news’ to using drama to explore stories, histories and a variety of art forms, which will not only enhance their understanding but also help establish connections between students and facilitate empathy, otherness and self-expression.

**IMPACT**

The drama curriculum is designed to allow pupils to gain, generalise and retain their knowledge and also skills, of the different forms and expressions of drama. Teacher assessments allow for pupils’ next step of learning to be identified to develop these skills. It is also measured through pupils’ voice, interactions and ability to share and regulate self, as well as taking into consideration the engagement in performances, whether on stage or backstage. Evidence is collected through videos, photos, live performance feedback and written teacher assessment.