

# SMSC in Performing Arts

## Spiritual

Performing Arts allows students to develop a sense of spirituality through the experience and emotion generated in the creative process. Students are encouraged to explore their spirituality through the creation of original pieces of music and drama, experiencing a sense of personal achievement when playing an instrument and studying subject matter that requires them to look within to empathize with other people.

## Moral

Performing Arts subjects require students to express their own responses to moral dilemmas and emotions. They can appreciate the work of practitioners in expressing unfairness, injustice and in celebrating the victory of good over evil. Encouraging critical discussion in response to challenging drama and music will be an integral process in learning and development.

## Social

Music and drama are collaborative and social subjects. The concepts of groups working together to create a piece of musical or dramatic art are integral to learning within the Performing Arts department. During group activities students have to share, improve and discard ideas through co-operation and sensitivity to the feelings and opinions of others. Students are encouraged to perform to audiences in lessons which deepens their ability to interact with others in a range of ways. Extra-curricular activities such as the school production, choirs, concert bands, rock groups and drama clubs, provide a raft of opportunities for students to meet together to make music or create a piece of drama with like-minded individuals as well as providing opportunities for them to meet new people.

## Cultural

The curriculum in the Performing Arts department is broad and comprehensive allowing students to explore music from the British Isles and around the world. Examples include western classical music; a diverse range of 20th Century music, including rock and pop, film music, jazz, minimalism; world music, including African drumming, Indian music and Latin American styles. In drama, students study texts and dramatic art forms from around the world. They can also begin to make connections between different cultures and their own.

Performing Arts and the inclusion of British Values:

- Music and Drama classroom expectations require a system of respecting others feelings and opinions. Furthermore, specific topics in drama, explore the issues of right and wrong.
- The study of music and drama enables students to develop their self-knowledge, self-esteem and self-confidence through exploration of character and different perspectives, creating roles, expressing themselves through music and delivering these to a respectful audience.
- Within drama, students study perceptions of society towards our elderly citizens, the role of law enforcement and morals within a number of our units of work. Opinions are explored and challenged in these units and teachers make boundaries clear in order to explore views and guide students on acceptable behaviours in the classroom and in society.
- Students study music from a range of different cultures, religions and countries. During their studies we explore how they are similar to our own and the characteristics that make them special, interesting and unique.
- Performing Arts subjects depend upon the ability to collaborate, tolerate, contribute and respect each other. These values are fundamental and reiterated throughout lessons. Skills are exercised regularly through group work, whole class work and as individuals when, for example, students may be working on creating a piece of music or drama when ideas must be shared, decisions made and compromises sought.
- Extra-curricular activities also encompass the concepts of democracy, free choice, working with rules and guidelines and the exploration of other cultures, religions and beliefs. Examples include encouraging students to use school resources independently, taking responsibility for any equipment used; staging of school productions; student led concert, Christmas events, Drama Clubs and extra-curricular events. These activities contribute to the development of citizenship through behaviours or experience of other cultures and beliefs.