

Spiritual, Moral, Social & Cultural Development (SMSC) in

PERFORMING ARTS

SPIRITUAL

This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing own pieces. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

MORAL

We encourage our pupils to engage in critical discussions of performances and presentations from other students and also other professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present their own work we ensure fair and objective assessment and evaluation of their work from both their peers & teachers.

SOCIAL

Students collaborate routinely in group tasks (of various sizes/abilities) where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings students are encouraged to do this sensitively with an awareness of the needs and abilities of others. Through our wide programme of extra-curricular activities we ask for students ideas for repertoire and expect them to be able to organise themselves during rehearsals and performances.

CULTURAL

The resources and schemes of work used across both Key Stages for our students encourage a respect and deep appreciation for cultures around the world, and how these contribute to the development of current popular styles/genres. This also underpins the selection of performance pieces for key events, whether they are informal or formal occasions. We also encourage students to create their own pieces, and to incorporate different influences where possible. Specifically in Music, we use a wide variety of instruments from around the world, including Indonesian Gamelan, African Drumming and Latin American Samba to enrich the wider cultural experiences of our students, as well as looking in depth at instruments specific to our own culture. In Performing Arts, pupils study pieces from a range of cultures such as 1980s Liverpool, Post war Musical Theatre & traditional folklore fairy tales.

Other specific examples of Spiritual, Moral Social and Cultural Development in Performing Arts include:

ALL Pupils have the opportunity to listen to and participate in performances within school (liturgies, carol service, end of unit performances, annual prize giving, whole school productions) and also as part of the wider community (trips to watch local and national productions).