



# Spiritual, Moral, Social and Cultural delivery in Performing Arts

Aims of Spiritual Development	Spiritual Development in Performing Arts
<p>Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; be reflective.</p>	<p>The performing arts curriculum revolves around imaginative responses to a range of stimuli and employing creativity to shape student's own work.</p> <p><b>Drama</b> Students learn about themselves and explore their own experiences in drama alongside building characters based on the world around them. Reflections on own development and that of others is verbalised regularly and opinions/beliefs related to topics are discussed. Topic themes often relate to human experience, relationships and social issues.</p> <p><b>Music</b> Students learn to play and compose in a range of musical styles and class discussion around origins of music within different societies and cultures is often key to their understanding. Reflection on this and the influences seen during musical developments increases understanding of the surrounding world.</p>

## Examples of good practice:

- ❖ Year 8 Music – Blues project and origins of the Blues
- ❖ Year 8 music – African drumming –links to sacred elements, religion and beliefs
- ❖ Year 9 Drama - Symbolism and ritual within society
- ❖ Year 7/8 Drama – building a character based on personal experiences
- ❖ Year 9 Dance – origins of dance from different cultures – religious links



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Aims of Moral Development	Moral Development in Performing Arts
<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p>The drama curriculum addresses moral dilemmas pupils might face and uses them as a stimulus for creative work. Schemes look at characters who face difficult decisions and explore different outcomes based on this. Consequences of a character's actions are discussed and often questioning (Hot seating) is used to uncover the reasons behind the decisions and how people learn from their mistakes. Students often take on roles of adults, parents and other authority figures to address right and wrong and enforce rules and law. Verbatim plays - based on transcripts of real life case studies.</p> <p>In music, moral issues related to different cultures and styles are explored.</p> <p>Dance also addresses issue based topics and explores them through movement and physical expression.</p>

## Examples of good practice:

- ❖ Year 7 Drama – 'Bullying' topic - consequences and resolution of conflict
- ❖ - 'Lucy's story' - consequences of stealing
- ❖ Year 8 Drama – 'Blood Brothers' script explores difficult moral decisions
- ❖ - 'Out of their Heads' – drug involvement and consequences
- ❖ Year 10 BTEC project – 'Human Rights' theme
- ❖ Year 8 music – Blues – racism issues
- ❖ Year 10 drama – 'Hard to Swallow' – play about eating disorders
- ❖ Year 10 dance – 'Swansong' – a dance piece based on a prisoner of conscience



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Aims of Social Development	Social Development in Performing Arts
<p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the <b>'British values'</b> of democracy, the rule of law, liberty, respect and tolerance.</p>	<p>Performing Arts is primarily taught through participation in practical group work. A range of social skills are specifically taught and discussed as a code of practice for students. These include cooperation, tolerance, negotiation, discussion and mutual agreement, leadership skills, appreciating and supporting others.</p> <p>Performance work is watched respectfully by peers and applause used to show appreciation. Freedom of expression and individuality is encouraged.</p> <p>Many schemes of learning in drama address conflict and conflict resolution within a range of situations.</p> <p>The music curriculum teaches music from across the decades, looking at diverse developments and viewpoints.</p> <p><b>Extra opportunities</b> - Some students help out at events and work with primary children who visit for Arts days.</p> <p>Theatre- in Education work is also taken out into the community- mainly to primary schools where it can teach values and tolerance.</p> <p>Music performances take place at the Priory and St Johns Church, Burlington</p>

## Examples of good practice:

- ❖ All years – Drama – conflict and resolution is at the centre of all work
- ❖ All years - focus is on group work and social skills to manage this
- ❖ All years – performance aspects develop the need for mutual respect
- ❖ Participation is encouraged and rewarded – especially contribution to group work – everyone matters



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Aims of Cultural Development	Cultural Development in Performing Arts
<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>Appreciating music, dance and drama from different cultures features regularly in schemes of learning throughout the key stages.</p> <p><b>Music</b></p> <ul style="list-style-type: none"><li>• History of music</li><li>• African drumming</li><li>• Blues music</li><li>• Pop music through the decades</li></ul> <p><b>Drama</b></p> <ul style="list-style-type: none"><li>• Issue based topics discussing outsiders and their treatment</li><li>• Theatre styles with cultural origins</li><li>• Fairy tales retold</li></ul> <p><b>Dance</b></p> <ul style="list-style-type: none"><li>• Dance from around the world</li><li>• Origins of jazz dance</li><li>• Dance fusions in current contemporary dance – linking different cultural influences</li></ul> <p>A range of theatre trips allow cultural enrichment. Use of video clips from a range of sources celebrates diversity in performing arts.</p>

Examples of good practice:

- ❖ Year 8 music- Origins of Blues music
- ❖ Year 12/13 dance – Origins of American jazz dance
- ❖ Year 13 music – Social aspects of music development in 60s, 70s and 80s
- ❖ Year 9 dance – African and Asian influences on contemporary dance in Britain e.g. Akram Khan, Shobana Jeyasingh, Alvin Ailey
- ❖ Year 9 Drama – Fairy tales adapted for cultural diversity and the modern world