



# Spiritual, Moral, Social and Cultural Curriculum

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## Performing Arts

### **Spiritual development**

In Drama, students are encouraged to explore their own feelings and to find meaning to a wide variety of subject matter and stimulus materials. At Key Stage 3 students cover issues such as bullying, homelessness, teenage crime and focus on seeing the issues from a range of perspectives to develop their compassion and empathy for others. At Key Stage 4 students interrogate and create from stimulus materials such as Wilfred Owen, war propaganda and the play 'The Crucible' (dealing with the theme of persecution). Issues covered in the work from these stimulus force students to interrogate their own beliefs and understand other perspectives. For example; students with strong anti-war beliefs could be asked as part of a hot-seating activity to represent a politician campaigning for war. Students complete evaluative reflection logs of their work which demonstrates their willingness to reflect. Student feedback and lesson observations show students enjoyment of the use of imagination and creativity in their learning.

In Music, students regularly listen to a variety of recorded music and are encouraged to reflect on their own personal tastes and the tastes of others. Students will present their own interests in music and will learn about the musical interests of other students. Students learn about music and musical culture of Africa, Asia, South America and the Caribbean. Students are encouraged to learn and play instruments used in a range of different cultures. Students are encouraged to consider the cultural and spiritual significance of the different music that they study.

### **Moral development**

In Drama, as part of the curriculum students at both key stages are regularly given the opportunity and the motivation to investigate and offer reasons about moral and ethical issues. At Key Stage 3 students study texts such as 'Noughts and Crosses' which look at themes of race and peer pressure and justice. The curriculum is underpinned with a strong ethos of teamwork and why it is important that students make the right choices in life. This is further developed at Key Stage 4 where students' individual investigative study of characters from given circumstances and scripts require them to extend their understanding of the circumstances, rights and choices of others. Themes for performance have included 'misuse of drugs' and 'dealing with mental health'.

In Music, students evaluate their own performance and the performance of other students and are encouraged to give positive criticism to aid the progress of other students. The importance of peer evaluation and respect is emphasized throughout all lessons. Students are taught to respect and understand the musical ability and progress of all their peers.

## **Social development**

In Drama, students are encouraged to develop empathy through themed collaborative work which requires them to look at a variety of different lifestyles and circumstances from a range of viewpoints. Students are given opportunity to reflect on the perspective of others both through the work that they encounter and in the strong teamwork ethos of the department. Student groups are alternated regularly to ensure all students work with all other students within the classes regardless of race, religion, background, gender or sexuality.

Across both key stages students work collaboratively building their teamwork and cooperative skills and ability to problem solve with others. Students work in a variety of groupings and all students are respectful of others' opinions as part of the success criteria. There is a strong mutual respect between students across the department based on a shared desire for success within drama and beyond. Whole School productions contain students from all year groups working together.

In Music, students consistently work in group situations or paired work to rehearse, compose and perform. Student leaders are encouraged to develop and lead group work especially in performance. Students have ownership of their own performances and compositions which is respected by their peers. Students develop an understanding of the role of musicians within a band or ensemble through group work in lessons and extra-curricular activities (for example in the Whole School Concerts). Students also participate in numerous extra-curricular activities, which require a strong collaborative ethos. Students are used to working with different age groups and abilities in their performances.

## **Cultural development**

Across both key stages students interact with a number of poetic and artistic texts to act as stimulus for their work e.g. War poetry, work from Linton Kwesi Johnson and current playwrights from the National theatre connections series. Literary heritage is taught through the variety of texts studied e.g. Roald Dahl's 'Charlie and the Chocolate factory'.

There is a strong participation in school productions from pupils across all year groups. The School has performed for the last 10 years in the national 'Shakespeare in Schools festival'.

In Music, students develop an awareness of various cultures from listening to and performing music from Africa, Asia, South America and the Caribbean. Visiting musicians to the school give insights into musical cultures through performances and workshops. Students study, compose and perform using instruments from different cultures. The school has a strong history in 'African drumming' and 'Steel Pan' groups that regularly perform in school. All school performances represent the variety of cultures that exist within the school.