

SMSC in the Performing Arts

Through Performing Arts, both Music and Drama, focus on people: their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts or responses or consider other people's thoughts in relation to different situations. For example, through the GCSE Drama course, unit 1 focuses on exploration of a theme. This involves students exploring the theme of prejudice and how different people, including themselves, feel within a variety of situations. E.g. slavery, persecution, bullying, etc. Much of the work in the department focuses on the personal development of students, looking at how they can develop as mature, young adults being confident within themselves. This can take the form of lessons or extra-curricular activities within lessons, or can involve projects outside of the classroom including outside workshops, visits or external master-classes. We encourage young people to explore, consider, analyse and create ideas of how to improve themselves both in and beyond lessons.

Spiritual Development in Performing Arts

Spiritual education is at the height of importance within the Performing Arts department. The premise of both Music and Drama is to inspire students to achieve their best in a creative way; to develop confidence; and to develop their understanding of themselves. All of the schemes of work are designed to develop one or all of the above aspects in order to develop student's spiritual development.

Moral Development in Performing Arts

Moral development in the Performing Arts department involved developing an understanding of what is universally right or wrong. We cover this from a number of angles and perspectives covering slavery, prejudice, and other moral dilemmas.

Social Development in Performing Arts

Social education in the Performing Arts department is a key focus, looking at how to develop the students into mature, confident, young adults.

Cultural Development in Performing Arts

Cultural education in the Performing Arts department involves looking at other communities, social groups, civilizations and how they act, behave in different situations, or in relation to music, the cultural nuances in musical styles (i.e. instrumentation, rhythmic variation, etc.).

SMSC in the Performing Arts

Examples of SMSC in Performing Arts

Year 9 Music – ‘War & Peace’ – a compositional music unit which reflects on events during WWII including the treatment of the Jewish religion during the Holocaust.

Year 9 Drama – Precious – this short play explores the moral issue of teen pregnancy and the decisions its characters have to make.

Year 10/11 Music – Change – Students consider their own personal culture and how the views of others may differ from their own. They compose music reflecting how ‘change’ can affect their own outlook.

Year 10/11 Drama – Too Much Punch For Judy – explores cultural values and attitudes towards alcohol which arise in the play. It also focuses on the effects of drunk driving and the choices that are made under the influence of alcohol; how choices and actions have severe consequences.

Year 10/11 Drama – Blue Remembered Hills – explores dramatically the culture of young children during WWII which arise during the play.

Year 10/11 Drama - Bouncers - Through exploration of this play, students reflect on their own lives and how they relate to alcohol when they aren't in school. They consider what older brothers / sisters and family members' behaviour might be like when on a 'night out' and how 'youth culture' plays a part in this.

Year 10/11 Music – Family Affair – students compose their own music piece which explores moral issues such as abortion, adoption, loneliness, abusive relationships, split families etc...

Year 12 Drama – Metamorphosis – students research the cultural background of Steven Berkoff, how this influenced his writing of the play and how the play can still relate to a modern audience. Students practically explore moral themes such as greed, isolation, rejection and the right and wrongs of human conflicts.

Year 12 Drama – A Doll's House – students practically explore the cultural values and expectations of women living in the late 19th Century. Issues in the play require students to consider the choices a mother makes when her marriage breaks up and the difference in moral code from the original performance context (1897) to today.

Year 12/13 Music – Music set pieces– students explore the cultural context of set musical pieces for analysis. E.g. how British popular music has developed due to the moral and cultural factors of the 20th Century.

Year 13 Drama – Shakespeare – explores the original performance conditions and cultural influences on drama during the Elizabethan era.

SMSC in the Performing Arts
