

SMSC embedded into the Expressive Arts Curriculum

Drama

Spiritual development in Drama

Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work. At Key Stage 3 students explore empathy to connect with their character's journey whilst exploring historical figures. At Key Stage 4 students create scripted and devised Drama work based on a chosen stimulus. In past years students have explored and developed work based on historical events such as 9/11 (Extremely Loud & Incredibly Close) and social issues (exploring the plays of Mark Wheeler. Students are encouraged to interrogate their own beliefs and understand other perspectives by exploring these topics.

Moral development in Drama

Students are motivated to explore morality within Drama. At Key Stage 3 students develop their characterisation skills by researching into historical figures and the choices they are remembered for. Myths and legends are explored such as the Pied Piper, in which learning develops a contextual understanding of trust, integrity and an individual's moral compass. Extensive character development is used in all units of work by exploring character motivations, uncovering reasoning for certain behaviours and characteristics. This is further developed at Key Stage 4 where students' individual investigative study of characters from given circumstances and scripts, requires them to extend their understanding of the circumstances, rights and choices of others. This is particularly evident in our exploration of DNA by Dennis Kelly which is centred around the theme of morality.

Within lessons all students are assessed on their approach to rehearsal. They are expected to take responsibility for their own actions, by learning what is right and wrong through effective communication, cooperation and sensitivity.

Social development in Drama

Group work is central to all elements of Drama lessons at Montgomery Academy. Students are encouraged to develop skills through collaborative rehearsal, peer feedback and performance. Mutual respect is a minimum expectation between students across the department based on a shared desire for a comfortable, thriving learning environment.

Students will work with a variety of peers and groups are changed for each project and assessment regardless of class, race, religion, background, gender or sexuality.

Students will learn how to be respectful of the opinions of others and this will be modelled by the teacher. They are encouraged to communicate and cooperate effectively, to ensure progress is made each lesson by problem solving any obstacles to success.

Cultural development in Drama

Investment has been made to ensure students are exposed to cultural texts which celebrate the heritage of a variety of cultures. In each scheme of learning students watch one awarding-winning theatre production from Digital Theatre or The National Awards and reflect on this as an audience member. Furthermore, at least one assessment in each scheme is structured around a published play such as Blood Brothers, The Witches and The Terrible Fate of Humpty Dumpty.

The annual whole school production celebrates the exceptional talent at the school in Key Stage 3 & 4 and provides opportunities for students to demonstrate commitment to rehearsals with energy and enthusiasm; therefore being role-models for those younger than them. Strong relationships are also being built between the Academy and Blackpool & The Fylde College, The Grand Theatre and The Old Electric Theatre to highlight local cultural hubs to the young people of Montgomery.

Art

Participation in the arts and culture is an important factor in helping young people know who they are, and helps them to engage with and be curious of the world around them. Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon, and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point, and promotes social mobility.

At Montgomery we recognise that for our students to aspire and be successful in the wider areas of their lives and in the future, they need to be given rich and sustained opportunities to develop their cultural capital. With this in mind, we have designed our projects to encourage students to be more aware of the places and communities they come from, to learn about the rich cultural heritage of the UK as well as from other cultures, to take inspiration from both British artists and those from further afield, and to develop a strong sense of identity and emotional wellbeing through the creation of personal and meaningful artwork.

Media

- Gender representation in the media/ethics
- Manipulation of the mass media
- Bias in media (learning about fake news)
- Persuasive marketing and its rules
- Stereotyping in the media
- LGBTQ films/directors and artists

Media Studies contributes to students' understanding of spiritual, moral, ethical, social and cultural issues through discussion of representations of gender, youth, nation and ethnicity, e.g. the way in which gender is represented in film, television, radio and print media; stereotyping of gender in women's magazines, of young people in the press and of ethnic groups in film and television. Moral and ethical issues are often raised through the study of intrusion and privacy in television and radio news and newspapers' reporting of current issues and events. Almost all aspects of Media Studies focus on our place in society, culture and the larger world, leading to frequent discussions of key SMSC issues.

Pupils explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across National and International borders.

Critical thinking encourages the pupils to consider media concepts from the point of view of people outside of their own demographic, ethnicity, cultural background etc and walk in their shoes to anticipate a media campaigns response.

The power of imagery within media is explored when it is considered how many multinational campaigns are translated for use across the globe.

Whilst studying various aspects of Media students are asked to reflect on how different cultures are portrayed on within the media and why or who is portraying them in this way. Students are also challenged to think about how differing cultures can be offended by media products that have been miscommunicated or are translated ineffectively.

Music

Students collaborate routinely in group tasks 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.

Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. Students also focus on how music is used in a particular culture and how this genre is composed and performed. Students learn to appreciate various styles or genres of music and appreciate the performance of other students.

Where they are required to express their feelings students are encouraged to do this sensitively with an awareness of the needs of others. Students are also encouraged to explore music through the experience and emotion of listening to music. They are encouraged to be empathetic to the many different music styles and cultures studied and explored within the music curriculum.

The resources and musical examples encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. We encourage students to create their own music and to incorporate different musical influences in their own composition. We study world music by looking at Chinese culture and play and listen to a variety of instruments from around the world.