

SMSC in Creative Arts Faculty (Art, Music, Drama)

Spiritual education in The North Liverpool Academy Creative Arts Faculty is encouraged through the experience and emotion of response to the creative process. Through a sensual approach to feeling, seeing and hearing pupils respond creatively themselves. We aim to nurture feelings, enhance moods and enable pupils to reflect on the beauty and wonder of artistic expression in art, music and drama.

Moral education in The North Liverpool Academy Creative Arts Faculty, involves pupils expressing their own response to moral dilemmas and emotions. They can appreciate the work of practitioners in expressing unfairness, injustice and in celebrating the victory of good over evil. Encouraging critical discussion in response to challenging art, drama and music will be an integral process in learning and development.

Social education in The North Liverpool Academy Creative Arts Faculty provides an individual and collective experience that contributes to a pupils' social development. Through group collaboration pupils develop social skills as they realise the necessity of pooling ideas, then selecting and developing them with a large degree of co-operation and mutual agreement. Similarly, a performer requires the ability to accept their appropriate place in the group, whether it is the solo or a supportive role. They should also be aware that they have a responsibility to the rest of the group and must not let them down. All creative and performing arts provide the opportunity to explore and express ideas and feelings. Throughout this process, students will develop their ability to identify, listen to, understand and respect the views and values of others in discussion.

Cultural education in The North Liverpool Academy Creative Arts Faculty involves students developing an aesthetic appreciation of the arts drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils have an opportunity to explore aspects of their own culture and begin to recognise, and appreciate, differences in music, drama and art from different times and places. They can also begin to make connections between different cultures.

Examples of Spiritual, Moral, Social and Cultural Education in The North Liverpool Academy Creative Arts Faculty:

Art:

- Pupils are provided with opportunities to work in groups and in pairs to experience a variety of roles from table monitor, to lead learner.
- Pupils are provided with opportunities for boys and girls to experience working co-operatively in partnership.
- Pupils are provided with opportunities to be involved in a decision-making process of class time which involves democratic participation.

- Pupils are exposed to traditional cultural artefacts such as Mayan tablets, African Masks, Japanese woodblocks etc. and their use of imagination and creativity in their response to these.
- Pupils are exposed to a mixture of cultural and British practitioners celebrated through SOW, both contemporary and historic.
- Pupils are exposed to knowledge of public creative institutions and creative industries in England through lesson tasks (Illustrator focus) and notice boards (100's most influential Britain's in the art world, careers noticeboard)
- Pupils are encouraged to talk about difficult events which may be political when developing ideas or create an informed personal response, e.g. 9/11, Hillsborough and Centenary of WW2 (construction of the spitfire).
- Pupils are provided with the opportunities to embrace different educational visits e.g. art trips
 1. Webinar with practicing artists
 2. Artist in Residence – Shaun Robinson
 3. Tate Liverpool – Andy Warhol Exhibition 6/02/15
- Pupils are encouraged to develop their self-knowledge, self-esteem and self-confidence through PBL celebration Exhibits, gem nominations and self/peer/group assessment.
- Pupils are encouraged to develop their listening and responding appropriately to the views of others in class discussions.
- Pupils are encouraged to develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Pupils are encouraged to develop accepting responsibility for their behaviour as Table Monitors and Lead leaders.
- Pupils are encouraged to discuss their beliefs, feelings, values and responses to personal experiences through SOW topics eg, Conflict, Liverpool and Justice.
- Pupils are encouraged to develop and express an emotional response to artists work, informing the development of personal items/themes in own work.
- Pupils are encouraged to develop a sense of awe and wonder of the beauty in each other, giving pupils the chance to reflect on nature, their environment and surroundings.
- Pupils are encouraged to develop their ability to reflect on and appreciate works of artistic merit.

- Pupils are encouraged to develop their ability to ask and explore 'ultimate questions'.
- Pupils are encouraged to grow an ability to cope with times of suffering which human life naturally presents: anxiety, stress, unhappiness, illness, divorce and death.
- Pupils are encouraged to develop an awareness of, and pride in, their own unique gifts, talents and effort.
- Pupils are encouraged to develop an appreciation of the importance of honesty, truthfulness and the development of personal integrity.
- Pupils are encouraged to grow a disposition towards generosity, rather than selfishness, by helping those less fortunate or weaker than ourselves and sharing of materials, resources and equipment.

Music:

- To encourage a personal response and accomplishment in a range of cultural fields which might include, music; technology (including information technology)
- Pupils participant in Orchestra/ Chamber Choir and Wider options.
- Pupils exposed to traditional artefacts eg Shenai/ Fife/ Mbira and Cajon etc.
- Pupils learning and speaking about political events , e.g. Blues and the slave trade, Reggae and protest songs and Brit Pop.
- Pupils learning and speaking about the awe and wonder of Gospel.
- Pupils exposed to different culture , e.g. Caribbean, African Indian and Oriental music
- Pupils exposed to British Values through English Folk music.
- Pupils speaking about difficult events which may be political when developing ideas or making an informed personal response, e.g. Conflict and Centenary of WW2.
- Pupils being given the opportunity to meet people from different cultures and countries through peri.
- Pupils participating in a variety of different educational visits e.g.
 1. Live community performances (L1)
 2. Community social projects (Sunny Fields Retirement Home)
 3. Running community music assemble activities
- Pupils listening and responding appropriately to the views of others.
- Pupils learning an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties and ensuring equal opportunities through ensemble.

- Pupils developing their self-knowledge, self-esteem and self-confidence through performances.
- Respect for the learning environment and learning routines.