

Nottingham Girls' Academy Provision for SMSC and British Values

<u>Faculty:</u> <u>Performing</u> <u>Arts</u>	British Values	Social	Moral	Spiritual	Cultural
Year 7	Students encouraged to perform at various opportunities throughout the year - individual liberty.	Group work throughout each scheme of work, verbal peer assessment done most weeks. They take part in a range of activities requiring social skills. A unit of work - friendship and bullying is delivered during the first term to support transition from Primary schools and develop social skills.	A scheme of work on friendship and bullying is delivered in term 1. Students gain an understanding of what bullying is, as well as understanding the choices we make and the consequences.	Friendship and bullying allows students to have a voice when discussing their feelings and issues in a safe environment.	Music and dance are taught from around the world and from varying cultures. Students research and are given information about its history and culture, and then develop performance from this.
Year 8	Shakespeare is also studied in Year 8 giving students an insight to British culture. Students encouraged to perform at various opportunities throughout the year - individual liberty.	Group work throughout each scheme of work, verbal peer assessment done most weeks. They take part in a range of activities requiring social skills.		Song writing allows students to develop a sense of identity. Peer and teacher assessment encourages them to grow and improve, giving them confidence, self-worth, meaning and purpose.	60's dance and the Blues are taught; students develop and understand of that era and how things have changed. Music and dance are taught from around the world and from varying cultures. Students research and are given information about its history and culture, and then develop performance from this.

<p>Year 9</p>	<p>Students encouraged to perform at various opportunities throughout the year - individual liberty.</p>	<p>Each scheme of work focuses on group work and developing their skills together. They take part in a range of activities requiring social skills. Devising and delivering Drama allows students to develop leadership skills and express their ideas to each other.</p>	<p>A scheme of work on addiction is delivered in term 2. Students gain and understanding of what an addiction is, as well as understanding the choices we make and the consequences. A scheme of work on racism is delivered. Students understand what racism is, as well as understanding the choices we make and the consequences.</p>	<p>Song writing allows students to develop a sense of identity. Peer and teacher assessment encourages them to grow and improve, giving them confidence, self-worth, meaning and purpose.</p>	<p>Music and dance from around the world are used to widen their horizons as well as developing their skills. In dance during term 3 students are encouraged to bring in their own music form whatever their background and choreograph movement to it. The racism scheme of work allows understand different races/cultures/backgrounds.</p>
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Year 10	<p>They develop a sense of belonging and an increasing willingness to participate. They also study a unit of work on 'Outsiders', looking at peoples perceptions of others - linking to tolerance and individual liberty. Students look the play 'Not in my Name' (PREVENT strategy) which looks at a fictional terror attack from various perspectives, this instils tolerance, rule of law and individual liberty. Students encouraged to perform at various opportunities throughout the year - individual liberty.</p>	<p>Where possible students work with different peers each lesson. Peer assessment is done regularly to assist students in making and receiving constructive criticism.</p>	<p>Throughout the unit students develop high expectations and a positive attitude and are assessed on this. They also study a unit of work on 'Outsiders', looking at peoples perceptions of others - linking to tolerance and individual liberty.</p>	<p>Students are expected to keep a weekly log, detailing their strengths, weaknesses, setting targets and reflecting on progress made. Creating solos in unit 2 allows students to develop a sense of identity. Peer and teacher assessment encourages them to grow and improve, giving them confidence, self-worth, meaning and purpose.</p>	<p>At the end of year 10, students begin working on solos. Depending on the brief given by the exam board, students are encouraged to use stimuli from their own backgrounds as well as experimenting with others.</p>

<p style="text-align: center;">Year 11</p>	<p>Students encouraged to perform at various opportunities throughout the year - individual liberty.</p>	<p>Where possible students work with different peers each lesson. Peer assessment is done regularly to assist students in making and receiving constructive criticism.</p> <p>The final unit of both BTEC courses is one where the class must work as a whole to create a final production piece, with only guidance from staff.</p>	<p>The brief for the final BTEC production is often about choice and consequence.</p>	<p>Creating solos in unit 2 allows students to develop a sense of identity. Peer and teacher assessment encourages them to grow and improve, giving them confidence, self-worth, meaning and purpose.</p>	<p>In the final BTEC unit students are encouraged to use dance, drama and music from all different cultures to celebrate the diversity of the students and the school.</p>
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Year 12 and 13		<p>Where possible students work with different peers each lesson. Peer assessment is done regularly to assist students in making and receiving constructive criticism.</p>	<p>Throughout the course students develop high expectations and a positive attitude, this forms part of their assessments.</p>	<p>Throughout each unit pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.</p>	<p>Throughout the course students are encouraged to use dance, drama and music from all different cultures to celebrate the diversity of the students and the school.</p>