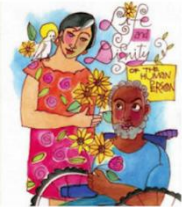





Catholic Social Teaching in Performing Arts

	KS3	KS4	KS5
<p>Life and Dignity of the Human Person</p> <p><i>All created in the image and likeness of God</i></p> 	<p>Music: Music often serves as a powerful expression of individual experiences and emotions. Compositions that highlight personal stories can affirm the dignity and value of every person, reminding us of our shared humanity.</p> <p>Dance & Drama: The Arts promotes freedom of expression and creative intent, drawing on experiences, emotions, social/cultural/historical influences and personal stories. These stimuli can show our humanity through expressive Dance, movement or speech and that everyone has a voice.</p>	<p>Music: Music often serves as a powerful expression of individual experiences and emotions. Compositions that highlight personal stories can affirm the dignity and value of every person, reminding us of our shared humanity.</p> <p>Dance & Drama: The Arts promotes freedom of expression and creative intent, drawing on experiences, emotions, social/cultural/historical influences and personal stories. These stimuli can show our humanity through expressive Dance, movement or speech and that everyone has a voice.</p>	<p>Music: Music often serves as a powerful expression of individual experiences and emotions. Compositions that highlight personal stories can affirm the dignity and value of every person, reminding us of our shared humanity.</p> <p>Dance & Drama: The Arts promotes freedom of expression and creative intent, drawing on experiences, emotions, social/cultural/historical influences and personal stories. These stimuli can show our humanity through expressive Dance, movement or speech and that everyone has a voice.</p>

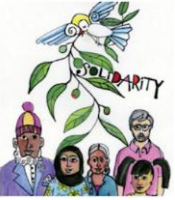


Catholic Social Teaching in Performing Arts

	KS3	KS4	KS5
<p>Call to family, community and participation</p> <p><i>Whatever is needed for each person to flourish</i></p> 	<p>Music: Many musical traditions emphasize community and collaboration, such as choral works or folk music. These forms promote togetherness and celebrate the importance of familial and social bonds, reflecting the CST principle of fostering community.</p> <p>Dance & Drama: Both Dance & Drama promote working with and supporting others, working as one team to create performances, participating as a whole in workshops and respecting each individual's idea and creativity – allowing the freedom to express and celebrate each individual.</p> <p>KS3 are encouraged to work with a range of students and staff throughout their journey, promoting respect, self awareness and the celebration of differences.</p> <p>Across the KS3, 4 & 5 curriculum students are encouraged to view and participate in a range of styles and techniques from different eras, cultures and disciplines within the Arts. By studying and researching this broad range, students can celebrate and reflect on their importance, impact and influence on the Art forms, Performers and Arts community of today. KS3 have a focus on African Dance, Musicals & Jazz dance as well as traditional pantomimes, classic texts and Public speaking.</p>	<p>Music: Many musical traditions emphasize community and collaboration, such as choral works or folk music. These forms promote togetherness and celebrate the importance of familial and social bonds, reflecting the CST principle of fostering community.</p> <p>Dance & Drama: Both Dance & Drama promote working with and supporting others, working as one team to create performances, participating as a whole in workshops and respecting each individual's idea and creativity – allowing the freedom to express and celebrate each individual.</p> <p>Across the KS3, 4 & 5 curriculum students are encouraged to view and participate in a range of styles and techniques from different eras, cultures and disciplines within the Arts. By studying and researching this broad range, students can celebrate and reflect on their importance, impact and influence on the Art forms, Performers and Arts community of today. KS3 have a focus on African Dance, Musicals & Jazz dance as well as traditional pantomimes, classic texts and Public speaking.</p>	<p>Music: Many musical traditions emphasize community and collaboration, such as choral works or folk music. These forms promote togetherness and celebrate the importance of familial and social bonds, reflecting the CST principle of fostering community.</p> <p>Dance & Drama Both Dance & Drama promote working with and supporting others, working as one team to create performances, participating as a whole in workshops and respecting each individual's idea and creativity – allowing the freedom to express and celebrate each individual.</p> <p>Across the KS3, 4 & 5 curriculum students are encouraged to view and participate in a range of styles and techniques from different eras, cultures and disciplines within the Arts. By studying and researching this broad range, students can celebrate and reflect on their importance, impact and influence on the Art forms, Performers and Arts community of today. KS3 have a focus on African Dance, Musicals & Jazz dance as well as traditional pantomimes, classic texts and Public speaking.</p>

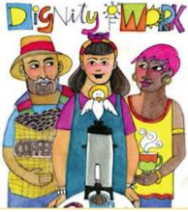


Catholic Social Teaching in Performing Arts

	KS3	KS4	KS5
<p>Solidarity</p> <p><i>Not just doing things for other people but acting with them to build a more just world together</i></p> 	<p>Music: Music often unites people across different backgrounds and cultures, promoting a sense of solidarity. Collaborative musical projects, in lessons and House competitions, and the Woodville Halls concert exemplify how music can bring people together for a common cause, reflecting the CST principle of standing together with others.</p> <p>Dance & Drama: Like many Art forms, Dance & Drama connect people from all cultures, backgrounds, abilities, ages and genders encouraging a sense of support, encouragement and solidarity. Within our school in lessons and extra-curricular clubs, projects - unite student for a common cause such as charity performances, flash mobs, community workshops or projects and performances.</p> <p>Our Ks3 students are involved in a yearly Charity flash mob, The Big Dance to raise money for a Charity who work closely with the school in memory of a member of staff.</p>	<p>Music: Music often unites people across different backgrounds and cultures, promoting a sense of solidarity. Collaborative musical projects, in lessons and House competitions, and the Woodville Halls concert exemplify how music can bring people together for a common cause, reflecting the CST principle of standing together with others.</p> <p>Dance & Drama: Like many Art forms, Dance & Drama connect people from all cultures, backgrounds, abilities, ages and genders encouraging a sense of support, encouragement and solidarity. Within schools, extra-curricular clubs, the wider community and the professional industry, there are many projects that unite people for a common cause such as charity performances, flash mobs, community workshops or projects and performances. Our Ks4 students are offered a range of courses that work closely with the local community, inclusive of age, ability and culture, offering workshops and performances for all.</p>	<p>Music: Music often unites people across different backgrounds and cultures, promoting a sense of solidarity. Collaborative musical projects, in lessons and House competitions, and the Woodville Halls concert exemplify how music can bring people together for a common cause, reflecting the CST principle of standing together with others.</p> <p>Dance & Drama: Like many Art forms, Dance & Drama connect people from all cultures, backgrounds, abilities, ages and genders encouraging a sense of support, encouragement and solidarity. Within schools, extra-curricular clubs, the wider community and the professional industry, there are many projects that unite people for a common cause such as charity performances, flash mobs, community workshops or projects and performances. Our KS5 students undertake specific units which encourage community projects and performances.</p>




Catholic Social Teaching in Performing Arts

	KS3	KS4	KS5
<p>The dignity of work and the rights of workers</p> <p><i>As far as possible, decisions should not be taken at the highest levels but by the people who are most affected</i></p> 	<p>Music: Many musical genres celebrate the dignity of labour and the struggles of workers. Songs that speak to the challenges of working life emphasize the importance of fair treatment and the value of every contribution.</p> <p><u>Highlighting human talent:</u> Music demonstrates the development and sharing of God-given talents, encouraging individuals to recognize and cultivate their own gifts and contribute them to the community through their work and other activities.</p> <p>Dance & Drama: Across the KS3 curriculum our schemes of work showcase a range of themes and stimuli, touching on subjects such as the origins of African dance and specific styles which were formed during times of slavery and labour struggles. Our musical and media units showcase the struggles seen by workforces and those around the world.</p>	<p>Music: Many musical genres celebrate the dignity of labour and the struggles of workers. Songs that speak to the challenges of working life emphasize the importance of fair treatment and the value of every contribution.</p> <p>Dance & Drama: Some of the prescribed works lend themselves to the idea of equality, respect and/or fair treatment within the choreography or text. These themes are highlighted and celebrated within the performances, showcasing this to younger audiences raises awareness of these issues.</p>	<p>Music: Many musical genres celebrate the dignity of labour and the struggles of workers. Songs that speak to the challenges of working life emphasize the importance of fair treatment and the value of every contribution.</p> <p>Dance & Drama: Some of the prescribed works lend themselves to the idea of equality, respect and/or fair treatment within the choreography or text. These themes are highlighted and celebrated within the performances, showcasing this to younger audiences raises awareness of these issues.</p>

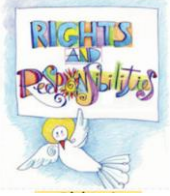


Catholic Social Teaching in Performing Arts

	KS3	KS4	KS5
<p>Care for God's creation</p> <p><i>We are called to care for creation as stewards, not just as consumers</i></p> 	<p>Music: Environmental themes in music can raise awareness about ecological issues. Compositions that focus on nature or climate change encourage listeners to appreciate and protect the environment, aligning with the CST's call for stewardship of creation.</p> <p>Dance & Drama: The use of environmental themes across the Arts can raise awareness about ecological issues. Choreographies and devised works that focus on nature or climate change encourage audiences to appreciate and protect the environment, aligning with the CST's call for stewardship of creation.</p>	<p>Music: Environmental themes in music can raise awareness about ecological issues. Compositions that focus on nature or climate change encourage listeners to appreciate and protect the environment, aligning with the CST's call for stewardship of creation.</p> <p>Dance & Drama: The use of environmental themes across the Arts can raise awareness about ecological issues. Choreographies and devised works that focus on nature or climate change encourage audiences to appreciate and protect the environment, aligning with the CST's call for stewardship of creation.</p>	<p>Music: Environmental themes in music can raise awareness about ecological issues. Compositions that focus on nature or climate change encourage listeners to appreciate and protect the environment, aligning with the CST's call for stewardship of creation.</p> <p>Dance & Drama: The use of environmental themes across the Arts can raise awareness about ecological issues. Choreographies and devised works that focus on nature or climate change encourage audiences to appreciate and protect the environment, aligning with the CST's call for stewardship of creation.</p>

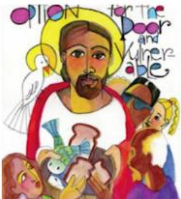


Catholic Social Teaching in Performing Arts

	KS3	KS4	KS5
<p>Rights and responsibilities</p> <p>When one person has a right, others have a responsibility to uphold that right</p> 	<p>Music: Lyrics and compositions that address social justice issues often underscore the rights of individuals and communities. Music can be a vehicle for raising awareness about rights, inspiring listeners to take responsibility for advocating for themselves and others.</p> <p>Dance & Drama: Across the curriculum many lesson topics have a focus on rights, responsibilities and personal hardships, encouraging an awareness of the social, political and historical meanings/themes, inspiring viewers to engage and participate in discussion and physical exploration with respect and maturity.</p>	<p>Music: Lyrics and compositions that address social justice issues often underscore the rights of individuals and communities. Music can be a vehicle for raising awareness about rights, inspiring listeners to take responsibility for advocating for themselves and others.</p> <p>Dance & Drama: Across the curriculum many lesson topics have a focus on rights, responsibilities and personal hardships, encouraging an awareness of the social, political and historical meanings/themes, inspiring viewers to engage and participate in discussion and physical exploration with respect and maturity.</p>	<p>Music: Lyrics and compositions that address social justice issues often underscore the rights of individuals and communities. Music can be a vehicle for raising awareness about rights, inspiring listeners to take responsibility for advocating for themselves and others.</p> <p>Dance & Drama: Across the curriculum many lesson topics have a focus on rights, responsibilities and personal hardships, encouraging an awareness of the social, political and historical meanings/themes, inspiring viewers to engage and participate in discussion and physical exploration with respect and maturity.</p>



Catholic Social Teaching in Performing Arts

	KS3	KS4	KS5
<p>Option for the poor and the vulnerable</p> <p><i>To choose to consider the needs of the poorest and most vulnerable people first</i></p> 	<p>Music: Music can amplify the voices of marginalized groups. Songs that tell stories of struggle and resilience can shine a light on the challenges faced by the poor, urging listeners to consider the plight of the vulnerable and take action.</p> <p>Dance & Drama: Providing the Arts within schools allows for them to be accessible to all from a young age; showcasing opportunities, careers, professional works and further education pathways available to anyone with an interest, regardless of background. The professional works studied throughout the journey from KS3 to KS5 showcase a range of choreographers/directors from different backgrounds and cultures, highlighting different issues socially, politically and historically.</p>	<p>Music: Music can amplify the voices of marginalized groups. Songs that tell stories of struggle and resilience can shine a light on the challenges faced by the poor, urging listeners to consider the plight of the vulnerable and take action.</p> <p>Dance & Drama: Providing the Arts within schools allows for them to be accessible to all from a young age; showcasing opportunities, careers, professional works and further education pathways available to anyone with an interest, regardless of background. The professional works studied throughout the journey from KS3 to KS5 showcase a range of choreographers/directors from different backgrounds and cultures, highlighting different issues socially, politically and historically.</p>	<p>Music: Music can amplify the voices of marginalized groups. Songs that tell stories of struggle and resilience can shine a light on the challenges faced by the poor, urging listeners to consider the plight of the vulnerable and take action.</p> <p>Dance & Drama: Providing the Arts within schools allows for them to be accessible to all from a young age; showcasing opportunities, careers, professional works and further education pathways available to anyone with an interest, regardless of background. The professional works studied throughout the journey from KS3 to KS5 showcase a range of choreographers/directors from different backgrounds and cultures, highlighting different issues socially, politically and historically.</p>