**Spiritual, Moral, Social and Cultural Development Statements of evidence**

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| **The Arts** |
| **Spiritually*** **Developing a sense of awe and wonder at the world through music, art and drama**
* **Helping to develop an appreciation of the Arts and all they represent**
* **Responding emotionally/healing way to the Arts – therapeutic art**

**Morally*** **Discussing and exploring moral issues represented through the arts**
* **RRS – everyone should have the opportunity to learn and explore (Article 28)**
* **Looking after resources and artefacts – preserving and appreciating works of art for the future**
* **Exploring and participating in the Arts within the community – aesthetic development**

**Socially*** **Responding to the Arts and representing their ideas and feelings within a social context - group, class etc**
* **Promote equal opportunities and collaborative art**
* **Understand the role of the Arts within the local and school community**
* **Thinking independently and making cross curricular links**
* **Use of peer assessment**
* **To investigate a range of arts and artists and to understand the context/influence of their work**
* **To visit and support the arts locally – museum, concerts, theatres etc**

**Culturally*** **To be exposed to a wide range and variety of cultures, beliefs and religions through the arts**
* **To celebrate international arts festivals and artists**
* **To create dance, theatre, design, music, sculpture. photography and art that celebrates religions and cultures**
* **To celebrate and learn about Britain’s contribution to the Arts**
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| **See also: Local arts events ie Dance Time, Children’s Parade, Artist in Residence, professional and peripatetic music (SAM)** |