



Performing Arts BTEC: Developing Cultural Capital, Diversity and Equality

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 a diverse society, their career and the world of work. In the Sixth Form, we aim to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful individuals who understand and support diversity and equality.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given diverse, rich, and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits, careers activities, and PSHE/RSE programme.

There are nine key realms to cultural capital in the Sixth Form at Samuel Whitbread Academy:

Cultural Capital
provides health,
well-being and
growth



Cultural Capital
lets us share our
histories, our memories,
the people, the places
and the things that
matter to us.



Cultural Capital
creates the curiosity and
confidence to make
connections between
the past, the present and
the future.



Cultural Capital
sparks generations of
innovators.



Cultural Capital
is to be found locally,
nationally, globally -
everywhere.



Cultural Capital
nurtures inclusive
communities.





Cultural Capital
enriches today and
inspires tomorrow.



Cultural Capital
is ours to discover,
ours to create,
ours to share.



Cultural Capital
belongs to me,
belongs to you,
belongs to us all.



These nine realms can be broken down further into the following sub-categories: **Personal development, Social development (including political and current affairs awareness), physical development, spiritual development, moral development, and cultural development.**

What is now outlined are the key areas of both academic and enrichment that take place within and outside of this course area to enhance and develop these diverse elements of cultural capital:

Personal Development:

Personal development consists of activities that develop a person's capabilities and potential, build human capital, facilitate employability, and enhance the quality of life and the realisation of dreams and aspirations.

Element of the curriculum and/or enrichment
<p>The specification content gives students the opportunity to develop an in-depth understanding of group dynamics, both through the group work they complete and through the key texts that are studied. They will learn about key themes and ideas from performing arts throughout history, and of the modern day, and look at how the political, social and cultural landscapes have impacted on the industry and its audiences over time. The course will aid students to become critical, reflective and independent learners and will give them an insight to working with the Arts.</p> <p>Intrapersonal skills: Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, adaptability in presenting and performing to different types of “audiences”. self-management and self-development – ability to work with others in a supportive and cooperative manner, ability to motivate others, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.</p>



Social Development:

The process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions.

Element of the curriculum and/or enrichment
<p>Performing Arts students are able to look at the world with an empathetic gaze, an understanding of why people behave in certain ways and how people's lives are shaped by their experiences, opinions and backgrounds.</p> <p>It provides students with a safe environment with which to explore other cultures, world issues and lives different to their own.</p> <p>The nature of the subject allows students to improve their communication skills in order to work effectively with others, during the course, students will also challenge their own perceptions and opinions of the world and practice the ability to appreciate others' views, whilst retaining their individuality.</p>

Physical Development:

These are the major motor or physical achievements a student enhances and develops. Physical development is a vital part of growing up as students learn to master control of their body

Element of the curriculum and/or enrichment
<p>The physical nature of Performing Arts is designed to help students become self-aware of physical movement, the physical movement of others and the tools with which to change physical movement in response to character experience, state and context. This also includes having an appreciation for anatomy and the workings of the body when being used in dance and music.</p> <p>Students will complete physical activities in response to particular practitioner styles, some of which require good fitness, strength and coordination levels.</p>



Spiritual Development:

The development of the personality towards a religious or spiritual desired better personality.

Element of the curriculum and/or enrichment

Our key practitioner works studied in the BTEC involve themes of spirituality, death, religion and re-birth.

Attending extra-curricular opportunities within this subject will allow students to experience theatre makers' interpretations of various spiritual ideas – many of our trips and productions focus on productions that include a struggle within and, sometimes, a resolution to this.

Moral Development:

The development of attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws.

Element of the curriculum and/or enrichment

Through the study of our key texts, students will experience the ability to explore the lives of various characters with a moral dilemma. They will complete an in-depth study of how, why and what shapes the characters' moral development which will also require them to be self-reflective on their own moral standing within their community.

Cultural Development:

Cultural Diversity is at the heart of the Sixth Form and students will learn about themselves and relationships with others from a variety of cultural backgrounds.

Element of the curriculum and/or enrichment

The works that we choose to study in BTEC, perform in as part of our Academy and Trust productions and expose students to in our extra-curricular programme are culturally diverse, challenging and thought provoking. They come from a wide range of playwrights, choreographers and composers with very varied backgrounds.

