



Mapping SMSC through our Music Curriculum.



	Moral	Social	Cultural	British Values
Assembly songs chosen will give children direction and message about how to treat each other, issues in the world and an appreciation for others. Responses to music children are exposed to music from all cultures and times in history and encouraged to explore their own responses to the music. How does the music make them feel and why? Collective worship - singing gives children the opportunity to take part in a large join experience which can be uplifting. Imagination - children are provided with many opportunities to use their imagination to create pieces of music. Express themselves - children	Assembly songs chosen will give children direction and message about how to treat each other, issues in the word and an appreciation for others. Analysing composers work –by learning about the stories that inspired the work of composers the children learn moral lesson - e.g. Peter and the Wolf Saint-Saens. By exploring how music can convey human emotions such as sadness, joy, anger... e.g., The Planets Suite and The Carnival of the Animals By appreciating the self-discipline required to learn a musical instrument	Performing together children are given many opportunities to perform together to create musical compositions and performances. They will need to employ skills of teamwork, tolerance, turn taking and leadership. Evaluation - there are many opportunities for children to consider the effectiveness of the work that they have created and learn how to give constructive feedback to improve their own, and others', performance. Concentration - there are many opportunities for children to develop their listening skills over sustained periods of time. Confidence – Music as a subject is a great way for children to improve their confidence, an example of this would be: The conductor game – children have the opportunity to 'control' the	Music from different cultures – Over the course of the music units' children gain extensive exposure to music from different cultures. Music from different times –Over the course of the music units' children gain extensive exposure to music from different times. Aspirational figures from the n history of music –Over the course of the music units' children gain extensive exposure to a wide variety of musicians and composers EG: Bach, Tchaikovsky, Sam Cooke, Elvis, Berry Gordy etc. By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing, e.g., whole school singing, wind, violin, drums and guitar lessons are available to the children. By encouraging pupils to listen and respond to traditions from around the world. E.g., listen with concentration and understanding to a range of high-quality live and recorded music e.g., Tudor music,	Assembly songs/ collective worship – we sing the National Anthem at times during the school year. Responses to music – through listening to music from British composers we have discussed the heritage and culture of our country. Individual Liberty Students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Lessons provide opportunities for pupils to express themselves freely in composition and performing tasks. Democracy students have the opportunity to express their opinions and these are respected by others. Mutual Respect Individuals are encouraged to make sensible and informed choices in lessons and to



Mapping SMSC through our Music Curriculum.



use music to express their feelings and emotions and see this as a different way of communicating with others. By allowing pupils to show their delight and curiosity in creating their own sounds. E.g., each year group has a composition element in their planning.		rest of the class and create a musical sound picture. School productions – Year 3 and Year 6 rehearse and perform a production every year. By exploring how an orchestra works together e.g. performing together and following instructions that combine the musical elements, singing as part of a large group By discussing what would happen if musicians in band/group didn't co-operate By appreciating how music is used in different ways in different settings e.g., for pleasure, for worship, to help people relax. By singing and performing together as a whole school	Greek music and Ancient Egyptian music. By appreciating musical expression from different times and place. By listening and responding to music which forms our musical heritage, e.g., Vivaldi's Four Seasons, Prokofiev's Peter and the Wolf, Saint-Saëns' Carnival of the Animals... By appreciating the connections between music, art and literature, and how these form 'movements' such as expressionism.	take ownership and leadership for this. They are encouraged to respect everyone's abilities and performances during lessons. Tolerance In music, our pupils listen to and learn about the music of other faiths and cultures and how music is used in different cultures and faiths. Children are taught to understand and respect other cultures and beliefs. Opportunities are given in our music lessons for children to show how music can bring people together and enable them to share experiences.
--	--	--	---	---