

Westover Primary and Pre-School: SMSC & British Values

Curriculum Subject: Music

	Spiritual	Moral	Social	Cultural
	<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Use of imagination and creativity in their learning Willingness to reflect on their experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</p> <p>Understanding of the consequences of their actions.</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.</p> <p>Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities</p>
	<ul style="list-style-type: none"> The chance to reflect on events, opinions, composers, music, songs, instruments through music sessions and assemblies. The chance for children of all abilities to partake in collaborative activities and encourage reflection in a positive, non-judgemental way. Teachers encourage children to make contributions and take part in performances and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance. 	<ul style="list-style-type: none"> Considering different viewpoints about various pieces of music and the impact they have on individuals. We encourage children to consider and respect the viewpoints of others with regards to personal preferences. Opportunities to learn about historical attitudes to different types of music, for example samba/carnival, Holi, Blues, Songs of WW2, etc. 	<ul style="list-style-type: none"> The structure of techniques in music give pupils the skills and setting to participate and co-operate. This helps increase participation as music lessons are generally practical. Music lessons which encourage action and help pupils develop and form relationships give pupils the skills to work in different social contexts. Children of all abilities have access to the music curriculum, and it is often an area where the less able achieve. This inclusive approach models active participation. 	<ul style="list-style-type: none"> Music or events from the news (eg, Last Post, Olympic Ceremony, current pop music, adverts, religious occasions) encourage pupils to consider a range of cultural influences. Rocksteady program in which children can sign up to partake in band rehearsals and end of term concerts. Music lessons which build a sense of self-worth through developing self-awareness, discussing skills, strengths and goals, help to also develop empathy and awareness of others, particularly relating to performing. Music and resources chosen are carefully selected so as to understand, accept, respect and

	<ul style="list-style-type: none"> • Use of imagination and creativity through composing and improvisation. • Working as part of a team, listening to others and reflecting upon their own experiences. • Enhance their sense of enjoyment through playing as part of group and feeling part of a team (assemblies, event/holiday performances and class performances). 		<ul style="list-style-type: none"> • Music is used as a way to celebrate achievements eg; celebration assemblies, Year 6 leavers, WW1 Remembrance Day, etc. 	celebrate diversity and cultural differences.
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	Democracy	The rule of law	Individual liberty	Respect	Tolerance of different faiths
	<p>Having a say in decisions.</p> <p>Having a choice.</p> <p>Everybody having equal rights</p> <p>Elections</p>	<p>All people in England are expected to follow the laws of England.</p> <p>Following rules</p>	<p>Freedom of speech.</p> <p>The right to say what you think.</p> <p>Making choices</p>	<p>Treating others with respect.</p> <p>Valuing others' thoughts and opinions.</p> <p>Treat others as we would like to be treated</p>	<p>Learning about different faiths and religions and understanding that not everyone will believe the same thing.</p>
	<ul style="list-style-type: none"> • Pieces of group work such as composition and performances allow children to ensure and explore the value of all contributions in a group. • Participation by all, as in a democratic system, is encouraged and enabled through initiatives such as 	<ul style="list-style-type: none"> • Freedom of expression is promoted as children have the opportunity to compose and perform creative work. • Respect is encouraged and developed through positive and considered reflection. • Working in a group context, either as a whole class or as part 	<ul style="list-style-type: none"> • Children are encouraged to make their own choices of what instruments would best fit their composed piece of music. • Freedom of speech is encouraged through forming opinions about different genres and pieces of music. • Through Rocksteady, children are given the freedom to choose 	<ul style="list-style-type: none"> • Teachers encourage children to show respect when listening to music composed by peers. • Pupils are also taught that different pupils may have different opinions about pieces of music. • Mutual respect is promoted during performances and discussions to support the idea of treating 	<ul style="list-style-type: none"> • Awareness and appreciation of other cultures through learning about musicians and different genres. This is reinforced with a set programme of weekly music for assemblies which offers all KS1 and KS2 pupils a broad coverage of music from around the world. • When composing and listening, pupils are

	<p>whole school/key-stage singing.</p> <ul style="list-style-type: none"> • Turn taking, sharing and the safe use of equipment. • In singing assemblies, teachers encourage pupils to be forthcoming with music suggestions to help them decide democratically. 	<p>of a composition group or ensemble requires sets of clear rules and fairness/respect which are always communicated clearly by teachers.</p>	<p>their band name and performance song.</p> <ul style="list-style-type: none"> • In singing assemblies, teachers encourage pupils to be forthcoming with music suggestions to help them express their individuality. 	<p>others how we would like to be treated: listening and tracking.</p>	<p>taught how to respond to the work of others, considering the impact of their words.</p> <ul style="list-style-type: none"> • Performances are high profile – concerts and assemblies offer pupils the chance to experience performances, helping them to develop a sense of empathy which ties in with promoting tolerance. • Pupils are also taught that different pupils may have different opinions about pieces of music.
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