

Singleton Church of England Primary School

Mapping SMSC through **CARE** in the Curriculum – Music

Children benefit from spiritual learning in music by exploring the music of different genres and artists, and discussing the meaning behind pieces being played. Children reflect on pieces, discussing whether they enjoy them or not, understanding and accepting the validity and importance of all types of music. Children build on their moral skills by listening to music and exploring the instruments and structures that make up a song. They can apply this to their learning by using this in their compositions. With this, they can appreciate the work of artists and songs, many of which enable them to participate in cultural activities. Children have opportunities in music lessons, singing worship, and enrichment music activities (Musical Theatre) to build on their social skills as well as their confidence. SMSC through CARE allows our children to deepen their understanding and love of music.

C – Choices – Moral A – Aspiration – Cultural R – Reflection – Spiritual E – Engagement – Social

C – Choices – Moral

- Assembly songs chosen will give children direction and message about how to treat each other, issues in the world, and an appreciation for others.
- Analysing composer's work –by learning about the stories that are inspired by the work of composers the children learn moral lessons - e.g. Benjamin Britten
- By exploring how music can convey human emotions such as sadness, e.g. 'Friday Afternoons' by Benjamin Britten
- By appreciating the self-discipline required to learn a musical instrument
- Musical Theatre planning allows through the medium of a musical to explore moral messages – for example, 'Matilda' – looking at the power of good, Wicked – exploring friendships and kindness.

A – Aspiration – Cultural

- Music from different cultures – Throughout the music units' children gain extensive exposure to music from different cultures.
- Music from different times –Throughout the music units' children gain extensive exposure to music from different times.
- Aspirational figures from the history of music –Throughout the music units' children gain extensive exposure to a wide variety of musicians and composers eg: Mendelssohn
- By allowing all pupils 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., listening with concentration and understanding to a range of high-quality live and recorded music e.g. from South Africa
- By appreciating musical expression from different times and places. By listening and responding to music which forms our musical heritage, e.g. Here come the Vikings
- By appreciating the connections between music, art, and literature, and how these form 'movements' such as expressionism.

R – Reflection – Spiritual

- Worship songs chosen will give children direction and messages 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 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 joint experience which can be uplifting.
- Imagination - children are provided with many opportunities to use their imagination to create pieces of music.

E – Engagement – Social

- 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. own responses to the music.
- 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.

<ul style="list-style-type: none"> • Express themselves - children 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 sounds. For, each year group has a composition element in their planning. 	<ul style="list-style-type: none"> • Confidence – Music as a subject is a great way for children to improve their confidence, • School productions – 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 a band/group didn't cooperate • 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 • Musical Theatre – Fantastic Friday – building up to a mini-performance
<p>British Values</p> <ul style="list-style-type: none"> • 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 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. 	