

SMSC in Music – Hartwell Primary School

Spiritual development

This aspect of the curriculum is encouraged through the experience and emotion of responding to music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings, we nurture the confidence to do this by creating a supportive environment.

Moral development

We encourage our pupils to engage in critical discussions of musical performances and presentations from other students and visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present their own work we ensure fair and objective assessment and evaluation of their work.

Social development

Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings students are encouraged to do this sensitively with an awareness of the needs of others. Through our programme of extra-curricular activities and clubs we ask students to give their own ideas when building musical repertoires. We also ask them to work together as a team to organise resources (e.g. setting up for music clubs and returning instruments to the music room).

Cultural development

The resources and musical examples used across both Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events. We encourage students to create their own music and to incorporate different musical influences in their own composition particularly at KS2.