

<b><u>Key information about the subject and schemes of work</u></b>	<b><u>Spiritual</u></b>	<b><u>Moral</u></b>	<b><u>Social</u></b>	<b><u>Cultural</u></b>
<p>Music focuses on people and their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts or responses or consider other people's thoughts in relation to different situations.</p>	<p><b><u>SP5</u></b> - Spiritual education is at the height of importance within the Music department. The premise of Music is to inspire students to achieve their best in a creative way; to develop confidence; and to develop their understanding of themselves.</p> <p><b><u>SP3</u></b> - All of the schemes of work are designed to develop one or all of the above aspects in order to develop student's spiritual development.</p> <p><b><u>SP5</u></b> - Within the Music lessons that all students will study, they are all given the opportunity to be creative and perform their own work.</p> <p><b><u>SP6</u></b> - By focusing on an inspirational theme to start the students off</p>	<p><b><u>M1</u></b> - Moral development involves developing an understanding of what is universally right or wrong within creating or performing a piece of music.</p> <p>Students are inspired to create their own musical compositions by listening to film music scores. <b><u>M5</u></b> - Whilst completing personal composition tasks, students are guided into what are and are not acceptable lyrics that will not cause offence.</p> <p><b><u>M4</u></b> - Whenever students are given the freedom to create any personally inspired piece of music, students are always focusing on not upsetting or offending anyone by the style of music or content of lyrics created.</p> <p><b><u>M1</u></b> - Within the GCSE Music course, students focus on the topic of slavery in the USA and why this had an</p>	<p><b><u>So2</u></b> - Social education in the Music department is a key focus, looking at how to develop the students into mature, confident, young adults. <b><u>So5</u></b> - Every piece of music that is studied, looks at the social impact or time era of when it was created and how influential it is or has been.</p> <p>All students in KS3 are given the opportunity to compose and create a piece of music that focuses on a theme from society. <b><u>So4</u></b> - By creating their own lyrics that focus on issues they encounter in society, students can focus on what matters to them.</p> <p><b><u>So4</u></b> - Within the GCSE Music course, student look at what inspired each composer in a social context to create their pieces of music.</p>	<p><b><u>C5</u></b> - Cultural development from the Music department involves looking at other communities, social groups, civilizations and how they behave in different situations, or in relation to music and the cultural nuances in musical styles (i.e. instrumentation, rhythmic variation, etc.).</p> <p><b><u>C3</u></b> - Students study a variety of world music that shows a variety of different styles from places such as Africa and Asia.</p> <p><b><u>C5</u></b> - By focusing on African music, students can compare the different cultural practices of creating music via instruments made by hand and those created by other means.</p> <p><b><u>C5</u></b> - Students study a variety of different genres of music from a variety of different</p>

	<p>when thinking about how to create and compose their own work, students can experience a wealth of feelings when listening to inspirational pieces.</p> <p><b>SP1</b> - When looking at a topic that focuses on Film Music, students can look at a variety of sources to make them feel ‘wow’ and then use these as a source of motivation and inspiration.</p> <p><b>SP4</b> - The students in Key Stage 3 get an opportunity to create their own pop songs and by going through the process of creating, performing and then recording their own work.</p> <p><b>SP5</b> - The students feel an overwhelming sense of pride and satisfaction once the creative experience is completed.</p>	<p>influence over the Blues style of music. <b>M5</b> - Whilst studying this style of music, the students look at the moral issues that are raised by the topic of slaves and slave owners.</p>	<p><b>So5</b> - By focusing on specific eras and themes which features in the musical pieces that are studied such as world music and the blues, also allows the students to develop their knowledge of society and social issues.</p> <p><b>So5</b> - Specific examples of music that features a variety of social differences that are studied within the GCSE Music course include:</p> <ul style="list-style-type: none"> <li>• Handel</li> <li>• Mozart</li> <li>• Chopan</li> <li>• Show music – West Side Story</li> <li>• Pop music – Jeff Buckley, Moby</li> <li>• Indian Music – Rag Desh</li> <li>• African Music – Koko Yiri.</li> </ul>	<p>cultures such as African, Indian, Brazilian Samba and Indonesian Buddhist chants.</p> <p><b>C1/C2</b> - Whilst studying the subject of Music, students develop an understanding of culturally what makes a song a success. When beginning to create their own work they are inspired by a variety of famous pieces of music that have culturally been seen as successful and these reasons must be used as ways to inspire their own work.</p>
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