



Music

As Curriculum Leader of Music please explain the role you play in promoting SMSC and British Values across your curriculum.

My role is to identify areas within SOL where SMSC can be exploited fully and to discover new and innovative ways to use SMSC within the music curriculum at both KS3 and KS4.

I facilitate various student voice activities throughout the year – allowing students to formulate their own opinions on topics etc. I also organise our music leaders who work very closely with the department, each other and show a variety of social skills via MCing the Winter and Summer Concerts.

Where possible, subject specialists will be asked to come and demonstrate to the pupils – specialist composers/performers.

I also take this role further by organising various transition events throughout the year – on my own and also with Sheffield Music Hub. We reach a variety of pupils from Ks1 and Ks2.

	Examples of developing students' SMSC awareness in your curriculum area.
Year 7	<ul style="list-style-type: none"> Pupils learn about Indian, Indonesian and early music. Religion and beliefs are taught as part of the topics and are important parts of the music of these cultures. Pupils are always mixed in music - we work as solo, pairs or groups often differentiated by the teacher. During early music and instruments of the orchestra we explore the signs of music and the origins of instruments many genres of music
Year 8	<ul style="list-style-type: none"> Pupils learn about the origins of blues music, dance music and popular music from the 1950's -1970's. Pupils are always mixed in groups/pairs we try hard to have a diverse mix of pupils working together. Pupils will learn about 1050's America as well as 'Beatle Mania' during the 1960's
Year 9	<ul style="list-style-type: none"> Pupils learn about Samba, African, Japanese music and we investigate their cultures and traditions pupils have access to authentic instruments from these cultures. A big emphasis on group and paired work in Y9 using Musical futures styles of teaching
Year 10	<ul style="list-style-type: none"> Power plus composition project: pupils compose their own piece for an ensemble and their piece is rehearsed and performed by professional group of musicians - usually ensemble 360. The piece is then recorded and is submitted for unit 4 GCSE. Amp awards
Year 11	<ul style="list-style-type: none"> Pupils have the opportunity to arrange their own concert – building on a variety of teamwork skills Pupils perform in a variety of different concerts with themes chosen by the department. Concerts are often in school but we try to maximise the opportunity to perform to the community - i.e. carol services, care homes for the elderly, Sheffield o2 Academy, Chapeltown liberty and the memorial gardens for Remembrance Services, to name a few.

Enrichment	<ul style="list-style-type: none"> • All pupils at Ecco have the opportunity to develop musical/social skills via extracurricular in the music department. All tastes catered for. • Pupils perform in a variety of different concerts with themes chose by the department. Concerts are often in school but we try to maximise the opportunity to perform in the community. (Carol Service, Care homes for the Elderly, Sheffield o2 Academy, Chapeltown Library and Remembrance Service) • All pupils have the opportunity to work with professional musicians.
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Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and value
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

Moral Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' cultural development is shown by their: