

## Promoting SMSC and FBV through Music

Area	Opportunities
<p><u>Spirituality</u> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences</p>	<ul style="list-style-type: none"> <li>• Explore how different genres and pieces of music makes them feel</li> <li>• Use imagination and creativity to compose music</li> <li>• Sing and play with feeling, giving meaning to lyrics and musical phrases</li> <li>• Listen to songs and music with a spiritual theme or message</li> </ul>
<p><u>Moral</u> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views</p>	<ul style="list-style-type: none"> <li>• Listen to music that addresses moral issues</li> <li>• Form views on music with a moral message</li> <li>• Understand and follow rules and symbols in music</li> <li>• Follow the leadership of a conductor</li> </ul>
<p><u>Social</u> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict</p>	<ul style="list-style-type: none"> <li>• Participate in community events and performances</li> <li>• Learn how to play a musical instrument regardless of background</li> <li>• Work together to create group performances</li> <li>• Understand the importance of cooperation in group performances</li> <li>• Perform for different audiences in different settings</li> </ul>
<p><u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity</p>	<ul style="list-style-type: none"> <li>• Explore and perform music from a range of different historical periods</li> <li>• Listen to music from a range of cultures</li> <li>• Learn about music from a range of genres</li> <li>• Work with musicians from a variety of cultures and musical backgrounds</li> </ul>
<p><u>Democracy</u> A system where everyone plays a part</p>	<ul style="list-style-type: none"> <li>• Create music together, making decisions and choices collectively</li> <li>• Take turns and share equipment</li> <li>• Evaluate and make changes, taking everyone's opinion into account</li> </ul>
<p><u>Rule of Law</u> The principle that all people and institutions are subject to and accountable for their actions and behaviour</p>	<ul style="list-style-type: none"> <li>• Explore the rules and laws of copyright</li> <li>• Understand if and when digital music can be shared</li> </ul>
<p><u>Individual liberty</u> Being free to express views or ideas</p>	<ul style="list-style-type: none"> <li>• Express preferences about a song, piece of music or performance</li> <li>• Create music on a chosen theme or interest</li> <li>• Express themselves in a musical performance</li> <li>• Build on individual musical talents and interests</li> </ul>
<p><u>Tolerance and respect</u> The ability or willingness to respect and tolerate the opinions or behaviour of others</p>	<ul style="list-style-type: none"> <li>• Listen to others' views on music and performance</li> <li>• Respond to the work of others, taking into account the impact of their words</li> <li>• Explore and respect the social, cultural or religious ideas that have influenced the development of music</li> </ul>