



## Glen Hills Primary School S.M.S.C. Curriculum Map – Music with Route to Resilience links

Year Group	<b>Spiritual *</b> The spiritual development of pupils is shown by their: <ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>• knowledge of, and respect for, different people's faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning willingness to reflect on their experiences.</li> </ul>	<b>Moral</b> The moral development of pupils is shown by their: <ul style="list-style-type: none"> <li>• 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</li> <li>• understanding of the consequences of their behaviour and actions</li> <li>• 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.</li> </ul>	<b>Social</b> The social development of pupils is shown by their: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>	<b>Cultural **</b> The cultural development of pupils is shown by their: <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>
EYFS	Commenting on and giving feedback about each other's performances. <b>Self-esteem/Empathy</b> Making different sounds and voices. <b>Good humour</b> Listening to different types of music and considering the feelings they invoke. <b>Listening</b>	Being able to give and receive positive feedback. <b>Self-esteem/Empathy</b> Knowing how to use musical technology respectfully. <b>Respect/Co-operation</b>	Working together to create a piece of music. <b>Co-operation/Respect/Listening</b> Taking turns singing songs together. <b>Co-operation/Respect/Listening</b> Being respectful when listening to different music. <b>Respect/Listening</b>	Listening to a wide range of different types of music. <b>Listening</b> Performing music together. <b>Respect/Co-operation</b>
Year 1	Commenting on and giving feedback about each other's performances. <b>Self-esteem/Empathy/Respect</b>	Recognising how to give appropriate feedback to their peers. <b>Self-esteem/Empathy/Respect</b> Following instructions to	Taking turns performing call and response songs. <b>Co-operation/Respect/Listening</b> Joining in singing songs when asked	Composing short pieces of music. <b>Good humour/Self-management/Focus</b> Singing a nursery rhyme. <b>Listening</b>

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	Listening to contemporary folk music and talking about it. <b>Listening/Focus/Respect</b>	compose their pieces of music. <b>Listening/Focus</b>	to. <b>Co-operation/Respect/Listening</b>	
Year 2	Creating short pieces of music in small groups. <b>Co-operation/Listening/Perseverance/Focus/Self-management</b> Watching clips of films and recognising the impact the music on the soundtrack has on the audience. <b>Listening/Curiosity</b>	Suggesting improvements for another's composition. <b>Respect/empathy/Self-esteem/Friendship/Honesty</b> Starting to think about how music has rules and instructions and how these are represented. <b>Curiosity/Focus/Good thinking</b>	Being a respectful audience. <b>Listening/Respect/Focus</b> Working together to sing short songs. <b>Focus/Self-management/Perseverance/Co-operation</b> Taking turns to share ideas when working in partners. <b>Co-operation/Friendship/Respect/Listening</b> Respecting music that is different to the music that they usually listen to. <b>Respect</b>	Singing well-known nursery rhymes. <b>Good humour/On Fire/Bravery</b> Understanding the significance of 'River Dance' and its origins. <b>Respect</b>
Year 3	Experiencing working in small teams to sing in several parts. <b>Co-operation/Listening/Perseverance/Focus/Self-management</b>	Knowing how to behave when singing in 2 parts. <b>Respect/Co-operation/Self-management</b> Understanding the difference between using music as inspiration and copying. <b>Honesty/Respect</b>	Working in small teams, taking turns to share ideas and perform pieces of music. <b>Co-operation/Listening/Perseverance/Focus/Self-management</b> Respecting each other's choices of music. <b>Respect</b>	Understanding that a person's 'favourite piece of music' may be caused by their cultural experiences. <b>Respect/Empathy/Self-esteem</b> Listening to different types of music to be used as inspiration for compositions. <b>Listening</b> Beginning to explore culturally significant music. <b>Respect</b> Listening to recent popular music and a wide range of music genres. <b>Listening/Focus</b>
Year 4	Enjoying listening and being exposed to a wide variety of music. <b>Listening/Focus/Self-management</b>	Referring back to success criteria and being able to identify successes from a lesson. <b>Honesty/Reasoning</b> Taking turns to listen to each other and to share ideas when composing a whole class piece of music. <b>Co-operation/</b>	Identifying differences and similarities between diverse pieces of music and considering the social backgrounds from which they came. <b>Good thinking/Reasoning</b> Respecting each other as they take turns to be the leader (conductor). <b>Respect/Empathy/Self-</b>	Listening to very different but equally culturally significant pieces of music. <b>Listening/Focus</b> Learning to perform a range of culturally significant pieces of music. <b>Optimism/Self-esteem</b> Recognising the cultural importance of music linked to television programmes. <b>Good thinking</b> Listening to varied types of music for inspiration.

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		<b>Listening/Respect</b>	<b>management</b> Working as a team to compose a class piece of music. <b>Co-operation/Listening/Perseverance/Focus/Self-management</b> Respecting each other's choices for favourite pieces of music. <b>Respect/Self-esteem</b>	<b>Listening/Focus</b>
Year 5	Working as a team, developing a sense of enjoyment from working with others to create music. <b>Co-operation/Listening/Perseverance/Focus/Self-management</b>	Recognising that musical notation is the equivalent of a set of rules for musicians which need to be followed. <b>Good thinking</b> Taking other people into consideration when making judgements about a performance. <b>Empathy/Self-esteem</b>	Recognising the purpose/causes/reasons behind music/lyrics written by a range of artists. <b>Good thinking/Empathy/</b> Working in teams to sing in 3 parts. <b>Co-operation/Listening/Perseverance/Focus/Self-management</b>	Listening to music by significant Black musicians and understanding the meaning behind the lyrics. <b>Empathy/Respect/Listening</b> Listening to Blues musicians and understanding the history behind Blues music. <b>Listening/Good thinking</b> Listening to and learning about Djembe performances/stories from Africa. <b>Listening/Respect</b>
Year 6	Listening to a range of music by well-known and less well-known musicians. <b>Listening/Focus</b> Continuing to be exposed to a greater range of music types and styles. <b>Listening/Self-management/Respect</b>	Understanding the rules of being a performer or an audience member and how different but equally important they are. <b>Listening/Focus/Respect</b> Discussions about music styles. <b>Honesty/Respect/Self-esteem/ Listening</b> Discussing - and offering viewpoints about - which parts are the most important. <b>Listening/Reasoning/Good</b>	Working as a class to play musical games. <b>Co-operation/Listening/Perseverance/Focus/Self-management</b> Being a respectful member of a team to produce music together. <b>Respect/Co-operation</b> Listening to, and understanding, different points of view about different types of music. <b>Listening/Respect/Empathy</b> Understanding that in pieces of music with multiple parts everyone's	Understand the differences and similarities between music that is important to a range of people. <b>Good thinking/Respect</b> Singing sea shanties and understanding their origins. <b>Co-operation/Listening/Perseverance/Focus/Self-management/Good thinking</b> Understanding the impact music had in supporting home front efforts during WWII. <b>Empathy/Reasoning</b>

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		<b>thinking</b>	part is important. <b>Respect/Co-operation</b> Respecting - and understanding - that people may interpret a graphic score in different ways. <b>Respect</b>	
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\* There will be a sense of spiritual development for children through their participation in music lessons and through making music during these lessons.

\*\* Although the 'Cultural' column does not appear to contain as many points, it must be noted that music lessons in themselves are a cultural experience.

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