



## Spiritual - Music



- ✓ Pupils develop musical appreciation and respect for all genres and styles of music and explore how it can move us beyond the familiar to something deeper and more profound (e.g. learning about the influence of music within faith traditions).
- ✓ Exploring different genres of music and how this might give expression to a person's spirit, emotions, feelings etc. through creativity, imagination, inspiration etc.
- ✓ Explore how music can affect the way we feel as we listen to it and its powerful nature. E.g. How it is used in film / TV to set the mood, tone, scene etc.
- ✓ School performances, choir, swing band, visits to other venues as a way of celebrating pupils gifts and talents and building self-esteem, confidence and worth.
- ✓ Collaborative group/ team work e.g. recognising how each instrument plays its part individually and as a whole.
- ✓ Reflecting on the above and applying it to their individual role as a part of creation (as a unique individual and as a part of something bigger).
- ✓ Having the opportunity to compose music as an expression of spirit, emotions or as a response to stimuli e.g. pupils have the opportunity to use music in RE to compose and play a piece of music or choose a piece of music that communicates their beliefs and understanding of God.



## Moral



- ✓ Evaluate the impact certain styles of music and lyrics can have on people - both positive and negative.
- ✓ Consider the power of music in influencing beliefs and values and putting across strong moral and ethical messages.
- ✓ Identify the impact (positive and negative) that certain styles music and lyrics can have on the audience.
- ✓ Moral issues explored through the music industry
- ✓ Pupils reflect on what they can learn personally from the stories, poetry, emotions etc conveyed through music.



## Social



- ✓ Exploring social issues/ current affairs through music over the decades/ centuries
- ✓ Lyrics that allow pupils to explore social relationships (friends, family, love, loss).
- ✓ Evaluate the influence that music can have on the public.
- ✓ Explore how music can unite and strengthen bonds between people/communities within society - nationally and locally
- ✓ Explore the musical heritage of their country (Irish, Polish, English, Scottish)
- ✓ Consider the power music can have to communicate with other groups within society or other countries in a positive and binding way.
- ✓ How people are brought together through music as part of a shared identity (e.g concerts, live bands).



## Cultural



- ✓ Reflect on multi-cultural society that we live in and explore how this is evident in music and lyrics from different cultural backgrounds.
- ✓ Consider the different uses of language and music and its meaning for different cultures.
- ✓ Building on from the above pupils could consider the impact and influence that this may have on them/others.
- ✓ Explore the rich symbolism that music provides within and across cultures.
- ✓ Explore how music is used in ritual (within worship amongst faith communities) and analyse the similarities and differences that may exist.
- ✓ Explore how music can be classed as 'belonging' to a particular era, time or culture and how music changes over time in the same way that cultures evolve and change over time.
- ✓ Finding out about and listening to musical instruments used within different cultures e.g. Aboriginal didgeridoo.