



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Music Year: 7

| Strand | Explanation of provision | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------|---|--|---|---|---|---|---|
| Spiritual | <ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, and respect for, different people’s faiths, feelings and values • 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 | <i>Use of the voice for different purposes</i> | <i>Creating a rhythm & evaluate its effectiveness</i> | <i>Learning about themselves and what they can and cannot do.</i> | <i>Early church music</i> | <i>Understanding the culture & spirituality of the far East</i> | <i>Creating a melody and evaluating its effectiveness</i> |
| Moral | <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 | <i>Ain’t gonna let nobody – protest</i> | <i>Understanding the viewpoints of others in South African mines,</i> | <i>Understanding historical viewpoints about music</i> | <i>Understanding historical viewpoints about music</i> | <i>Understanding the viewpoints of communities in rural Indonesia</i> | <i>Understanding historical viewpoints about music</i> |
| Social | <ul style="list-style-type: none"> • 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain | <i>Singing in harmony Vocal concert</i> | <i>Group work developing respect, tolerance & cooperation</i> | <i>Understanding that some music is created for certain social groups</i> | <i>Group work developing respect, tolerance & cooperation</i> | <i>Understanding that music is created by all and is not elitist</i> | <i>Group work developing respect, tolerance & cooperation</i> |



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|-----------------|--|---|---|---|---|---|---|
| Cultural | <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • 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 • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic • groups in the local, national and global communities | <p><i>Appreciation of Music from a variety of cultures & traditions & the connections with our context</i></p> <p><i>Encouraged to participate in extra-curricular activities and practical activities in class</i></p> | <p><i>Rhythms used in different cultures & traditions</i></p> <p><i>Celebrating the culture of West and South Africa, the Caribbean and South America</i></p> | <p><i>The devices that shaped the Western Classical tradition</i></p> | <p><i>The music that shaped the Western Classical tradition</i></p> | <p><i>Understanding how the music of the far East has influenced music of the west.</i></p> <p><i>Celebrating the culture of Indonesian islands</i></p> | <p><i>The devices that shaped the Western Classical tradition</i></p> |



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|------------------|---|--|--|---|---|---|---|
| Spiritual | <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values 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 | <i>Use of the voice for different purposes.</i> <i>Learning about themselves and what they can and cannot do.</i> <i>Thinking beyond the 4 chords to their own</i> | <i>The beliefs of the oppressed</i> <i>Song writing</i> <i>Self evaluate performance</i> | <i>Rastafarianism</i> <i>Self evaluate performance</i> | <i>Learning about themselves and what they can and cannot do.</i> | <i>Pagan spirituality</i> <i>Self evaluate performance</i> | <i>Creating an accompaniment and evaluating its effectiveness</i> |
| Moral | <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 | <i>Listening to others in a group.</i> <i>Creative property</i> | <i>Listening to others in a group.</i> <i>Slavery</i> | <i>Ethical issues around associated drug use & use of Caribbean dialect</i> | <i>Understanding historical viewpoints about music</i> | <i>Listening to others in a group.</i> <i>Industrial revolution saw folk tradition die out</i> | <i>Understanding historical viewpoints about music</i> |
| Social | <ul style="list-style-type: none"> 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain | <i>Group work</i> <i>How bands work</i> | <i>Group work developing respect, tolerance & cooperation</i> | <i>Group work developing respect, tolerance & cooperation</i> | <i>Understanding that some music is created for certain social groups</i> | <i>Group work developing respect, tolerance & cooperation</i> | <i>Understanding that some music is created for certain social groups</i> |



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| Spiritual | <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values 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 | <i>Use of the voice for different purposes. Learning about themselves and what they can and cannot do. Thinking beyond the 4 chords to their own</i> | <i>The beliefs of the oppressed Song writing Self evaluate performance</i> | <i>Rastafarianism Self evaluate performance</i> | <i>Learning about themselves and what they can and cannot do.</i> | <i>Pagan spirituality Self evaluate performance</i> | <i>Creating an accompaniment and evaluating its effectiveness</i> |
| Moral | <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 | <i>Listening to others in a group. Creative property</i> | <i>Listening to others in a group. Slavery</i> | <i>Ethical issues around associated drug use & use of Caribbean dialect</i> | <i>Understanding historical viewpoints about music</i> | <i>Listening to others in a group. Industrial revolution saw folk tradition die out</i> | <i>Understanding historical viewpoints about music</i> |
| Social | <ul style="list-style-type: none"> 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain | <i>Group work How bands work</i> | <i>Group work developing respect, tolerance & cooperation</i> | <i>Group work developing respect, tolerance & cooperation</i> | <i>Understanding that some music is created for certain social groups</i> | <i>Group work developing respect, tolerance & cooperation</i> | <i>Understanding that some music is created for certain social groups</i> |



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| Cultural | <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • 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 • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic • groups in the local, national and global communities | <i>The shaping of modern Britain through its pop culture</i> | <i>Understanding our part in the slave trade and the contribution made by the African-American community to the development of popular music</i> | <i>Appreciation of the use of harmony & rhythm in different cultures & traditions</i> | <i>The music that shaped the Western Classical tradition</i> | <i>Understanding Britain’s cultural heritage on land and sea</i> | <i>The music that shaped the Western Classical tradition</i> |