

Galley Common Infant School

Music Curriculum – Personal Development, SMSC and

British Values Mapping

Kapow Primary



*Music*



*Kapow*  
Primary

Personal development,  
SMSC and  
British values mapping

## Introduction

Kapow Primary music curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

SMSC includes: spiritual, moral, social and cultural development.

British Values include: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of others with different faiths and beliefs.

The following document reflects how Kapow Primary supports promoting British Values and SMSC.

## KS1 – SMSC Mapping

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					
		<u>*Pulse and rhythm</u>	<u>Classical music, dynamics and tempo</u>	<u>*Musical vocabulary</u>	<u>*Timbre and rhythmic pattern</u>	<u>*Pitch and tempo</u>	<u>Vocal and body sounds</u>
Spiritual	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		✓	✓	✓	✓	✓

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Moral	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						

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 1 - Year 1						
		* <u>Pulse and rhythm</u>	<u>Classical music, dynamics and tempo</u>	* <u>Musical vocabulary</u>	* <u>Timbre and rhythmic pattern</u>	* <u>Pitch and tempo</u>	<u>Vocal and body sounds</u>	
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			✓	✓	✓	✓	✓	
Social	Democracy							
	The rule of law							
	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.	Individual liberty*	✓	✓	✓	✓	✓	✓
		*All units have a composition element which provides children with opportunities to make their own musical choices						
	Mutual respect*	✓	✓	✓	✓	✓	✓	
		*All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively						
Tolerance of those with different faiths and beliefs								





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		<u>*Pulse and rhythm</u>	<u>Classical music, dynamics and tempo</u>	<u>*Musical vocabulary</u>	<u>*Timbre and rhythmic pattern</u>	<u>*Pitch and tempo</u>	<u>Vocal and body sounds</u>
Cultural	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 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						

KS1 – Year 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2					
		<u>*West African call and response song</u>	<u>*Orchestral instruments</u>	<u>*Musical me</u>	<u>Dynamics, timbre, tempo and motifs</u>	<u>On this island, British songs and sounds</u>	<u>*Myths and legends</u>
Spiritual	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	✓	✓	✓	✓	✓	✓

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2					
		<u>* West African call and response song</u>	<u>* Orchestral instruments</u>	<u>* Musical me</u>	<u>Dynamics, timbre, tempo and motifs</u>	<u>On this island: British songs and sounds</u>	<u>* Myths and legends</u>
Moral	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						

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		<u>* West African call and response song</u>	<u>* Orchestral instruments</u>	<u>* Musical ms</u>	<u>Dynamics, timbre, tempo and motifs</u>	<u>On this island: British songs and sounds</u>	<u>* Myths and legends</u>	
Social	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.	Democracy						
		The rule of law						
		Individual liberty*	✓	✓	✓	✓	✓	✓
		*All units have a composition element which provides children with opportunities to make their own musical choices						
		Mutual respect*	✓	✓	✓	✓	✓	✓
*All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively								
Tolerance of those with different faiths and beliefs								

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Cultural	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 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						