

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Music	Explore emotions through music. Reflect on different kinds of music. Explore creativity in composing. Use imagination in group work, song writing and composing. Explore collective thinking in group music making. Seek to understand how music reflects the beliefs of others. Compose music which explores own beliefs.	Encourage respect for others. Encourage respect for all styles and genres of music. Encourage respect for different instruments. Encourage respect for the music resources. Explore moral issues through a range of listening, performance or composition.	Encourage paired/class/group collaboration on musical projects. Create a sense of community. Celebrate successes, both in and out of school. Interact with the community through events or visits.	Respect diversity in music. Respect the musical heritage of different cultures. Learn to play the music of other cultures. Gain an understanding of British Musical Heritage (classical, folk and popular and current).

Examples of Spiritual, Moral Social and Cultural Development in Music include:

Children have the opportunity to listen to, and participate in, performance for the school and wider community including events to raise awareness and money for charity, visits to residential homes and other community events in Mablethorpe.

An appreciation of how different cultures have contributed to popular musical genres today is encouraged and nurtured in our children.

Children's cultural experiences are broadened and strengthened through extra-curricular groups.

Children are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others.

Children take part in activities and performances which require social skills, the ability to work collaboratively as part of a pair or group, and as part of their whole class in larger ensembles. Eg, class or key stage performances.