

Music	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	By allowing pupils to show their delight and curiosity in creating their own sounds. E.g., each year group has a composition element in their planning By making links between their learning in literacy (or other curriculum area) with music being played as background e.g., painting/drawing to a piece of music, using music to create drama pieces or creative writing. By considering how music makes one feel and can 'move us' deeply and responding in dance, art and writing.	By exploring how music can convey human emotions such as sadness, joy, anger... e.g., The Planets Suite and The Carnival of the Animals By appreciating the self-discipline required to learn a musical instrument e.g. learning to play hand bells in KS1, the recorder in years 3 and 4 and the clarinet in year 5	By exploring how an orchestra works together e.g. performing together and following instructions that combine the musical elements, singing as part of a large group By discussing what would happen if musicians in a band/group didn't co-operate By appreciating how music is used in different ways in different settings e.g., for pleasure, for worship, to help people relax By singing and performing together as a whole school	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing, e.g., whole school singing, hand bells, recorder, clarinet, violin and guitar lessons are available to the children By encouraging pupils to listen and respond to traditions from around the world. E.g., listen with concentration and understanding to a range of high-quality live and recorded music e.g., Tudor music, Greek music and Ancient Egyptian music. By appreciating musical expression from different times and place. By listening and responding to music which forms our musical heritage, e.g., Vivaldi's Four Seasons, Prokofiev's Peter and the Wolf, Saint-Saëns' Carnival of the Animals... By appreciating the connections between music, art and literature, and how these form 'movements' such as expressionism.

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