

Diversity Audit Tool

Subject MUSIC	Subject leader SARAH GRADY	Academic year 2023-2024
Indicators of Good Practice	Evidence	
A range of live and recorded music from different cultures is used.	<ul style="list-style-type: none"> • In KS1, children listen and appraise and learn to sing and play a range of musical genres that cover a wide range of cultures. • In KS2, children will listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects. • In Year 3, children are taught traditional African songs, using their voice as their instrument. • In Year 4, children learn to play a 5 note samba, giving them the opportunity to appreciate Brazilian culture. They also learn to sing gospel music which allows them to explore Black American Protestant Music. • In Year 5, the children have begun learning about Opera which is traditionally rooted in 17th Century Italian Lifestyle. • In Year 6, children learn to play Mambo music from BBC 10 pieces which allows them to explore the Latin American culture and a variety of Musical Theatre songs which will range across cultures.; e.g. Zimbabwean in Lion King. 	
Pupils become familiar with music and instruments from a variety of cultures.	Across both year groups, children are given the opportunity to listen and appraise music from varying cultures (as stated above.) Within this, they are challenged to identify different instruments being played and learn about their sound. They will consider the effect that using such an instrument can have on the piece by the end of KS2.	
Pupils explore the different roles that music can play in different societies.	<ul style="list-style-type: none"> • In KS1, the children take part of their Music lessons focussing on Christmas songs and performance songs. Within this, they can appreciate why we sing such songs at that time of year, what similarities there are in lyrics and musical features that can be noticed (eg, use of sleigh bells). • Through the focus on learning to play or sing songs that cover the above stated cultures, children will converse with teachers about when people would sing these songs and why by analysing lyrics and rhythm. 	
Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues through music.	<ul style="list-style-type: none"> • Children are given the opportunity to compose and improve their own pieces of music. • Children are exposed to the social and contemporary issues that are linked to their focus genre and pieces from different time periods. • Through the Music curriculum, children explore the different decades of Music and Musicians and how social issues can be reflected in the Music of the time. 	
Musical traditions significant to pupils, their families and communities are values and used appropriately and sensitively.	<ul style="list-style-type: none"> • Musical traditions drawn religious and cultural festivals are explored through collective worship, reflection and PSHE (Celebrating Differences). • Children are invited to discuss their experiences and cultural beliefs and celebrations at different times during the year. E.G, Eid, Diwali, Hanukah and Ramadan. • In December, Christmas is celebrated as a Christmas festival through learning and performing songs and plays that are associated with the Christian festival. 	
Musicians used in school come from diverse racial backgrounds representing contemporary as well as traditional influences.	<ul style="list-style-type: none"> • We aim to invite musicians of diverse racial backgrounds to perform and workshop a variety of different instruments from different cultures. • In Year 5, the children have begun learning about Opera which is traditionally rooted in 17th Century Italian Lifestyle. • Through collective worship, children are exposed to musicians from diverse racial backgrounds that have impacted the Musical industry. E.G, Stevie Wonder, Bob Marley, Michael Jackson, Aretha Franklin and Jimmy Hendrix. 	