

Catholic Social Teaching in Music

| | KS3, KS4 & KS5 |
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| <p>Human Dignity <i>All created in the image and likeness of God</i></p> | <p>Music has a unique opportunity to not only look at the values of the self through lyrics, but also through historical event behind the creation of an entire Genre of music. For example, we look at the history of Blues music – covering topics such as slavery, segregation – addressing that all life is precious, respect and dignity should be given to all.</p> |
| <p>The Common Good <i>Whatever is needed for each person to flourish</i></p> | <p>For many, music is a safe space. In order to flourish, creative subjects such as Music work hard to cultivate an environment where all can feel free to work together and express themselves. Students work in groups where all are able to be themselves, engage with every task and celebrate their differences. Music is also a key part of collective worship at this school.</p> |
| <p>Solidarity <i>Not just doing things for other people but acting with them to build a more just world together</i></p> | <p>Across all key stages, we study themes of discrimination and how all humans should live a free life, free from hatred through exploring a selection of topics, for example as mentioned before Blues, but also Reggae Music – music calling us all to work together and make the world a better place.</p> |
| <p>Participation <i>People have a right and duty to take part in shaping a more just and human society</i></p> | <p>Family, community and participation - We explore social and political commentary in music lyrics across various genres and show how musicians use their musical platform as a right and a duty to participate in society, seeking together the common good and well-being of all.</p> |
| <p>Subsidiarity <i>As far as possible, decisions should not be taken at the highest level but by the people who are most affected</i></p> | <p>Through Music lessons at all key stages we teach students how to compose original pieces of music within an ensemble ensuring they are able to make collective decisions and listen to each other without one needing to take the lead. Students are encouraged to be reflective during the process and provide constructive feedback for one another.</p> |
| <p>Stewardship of Creation <i>We are called to care for creation as stewards, not just as consumers</i></p> | <p>Music celebrates music from around the world – exploring different ideologies from different cultures, understanding that not only are we stewards of our local environment – but also have a duty to preserve the life and cultures of all across the world. We also explore the use of recycling in the musical ‘Stomp’ re using everyday house objects as instruments and to shift the focus onto re using what we have and taking care of local environments.</p> |
| <p>Rights and responsibilities <i>When one person has a right, others have a responsibility to uphold that right</i></p> | <p>Across the key stages, especially in Year 9 and KS5 we explore social injustices through songs like ‘A change is gonna come’ by Sam Cooke. How racism was discussed in song and then in turn censored by the record label during release. This makes student’s question role the label had to play in the promotion of racism or not wanting to risk ‘doing the right thing.</p> |
| <p>Option for the poor <i>To choose to consider the needs of the poorest and most vulnerable people first</i></p> | <p>In year 8 we look at the life of Bob Marley (his life a poor street child), in Year 9 the origins of hip hop and the poverty experienced by those living in the Bronx in New York, 70’s Britain and the poverty experienced which resulted in strike action.</p> |