



# Music A Level: Developing Cultural Capital, Diversity and Equality

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge, and competence; it is one of the key ingredients a student will draw upon to be successful in a diverse society, their career and the world of work. In the Sixth Form, we aim to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful individuals who understand and support diversity and equality.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given diverse, rich, and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits, careers activities, and PSHE/RSE programme.

There are nine key realms to cultural capital in the Sixth Form at Samuel Whitbread Academy:

**Cultural Capital**  
provides health,  
well-being and  
growth



**Cultural Capital**  
lets us share our  
histories, our memories,  
the people, the places  
and the things that  
matter to us.



**Cultural Capital**  
creates the curiosity and  
confidence to make  
connections between  
the past, the present and  
the future.



**Cultural Capital**  
sparks generations of  
innovators.



**Cultural Capital**  
is to be found locally,  
nationally, globally -  
**everywhere.**



**Cultural Capital**  
nurtures inclusive  
communities.





**Cultural Capital**  
enriches today and  
inspires tomorrow.



**Cultural Capital**  
is ours to discover,  
ours to create,  
ours to share.



**Cultural Capital**  
belongs to me,  
belongs to you,  
belongs to us all.



These nine realms can be broken down further into the following sub-categories: **Personal development, Social development (including political and current affairs awareness), physical development, spiritual development, moral development, and cultural development.**

What is now outlined are the key areas of both academic and enrichment that take place within and outside of this course area to enhance and develop these diverse elements of cultural capital:

### **Personal Development:**

Personal development consists of activities that develop a person's capabilities and potential, build human capital, facilitate employability, and enhance the quality of life and the realisation of dreams and aspirations.

Element of the curriculum and/or enrichment
Music helps to develop the individual's knowledge and experience of real-world contexts and, where appropriate, links to the industries. Students are able to understand an awareness of different music, genres, audiences and consumers of music. Developing skills that enhance their ability as a musician.

### **Social Development:**

The process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions.



Element of the curriculum and/or enrichment

Students should develop a critical understanding of their own work and appreciate it in relation to historical, social and cultural context. Students should consider global influences, cultures and traditions, particularly those that are influential in relation to the composition of the work. Context for music can be found in a wide range of sources; for example, from historical events, natural disasters and other composers.

### **Physical Development:**

These are the major motor or physical achievements a student enhances and develops. Physical development is a vital part of growing up as students learn to master control of their body

Element of the curriculum and/or enrichment

Music can help support physical development through performance by increasing their confidence and experience with performance in front of an audience.

### **Spiritual Development:**

The development of the personality towards a religious or spiritual desired better personality.

Element of the curriculum and/or enrichment

Spirituality can be defined as knowing and understanding oneself better, realising one's strengths and weakness and having the internal resilience and confidence.  
Within the curriculum students will perform and create music. This encourages and develops student's to be more resilient, creative and confident.



## **Moral Development:**

The development of attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws.

Element of the curriculum and/or enrichment

Students should develop a critical understanding of their own work and appreciate it in relation to historical, social and cultural context. Students should consider global influences, cultures and traditions, particularly those that are influential in relation to the composition of the work. Context for music can be found in a wide range of sources; for example, from historical events, natural disasters, people within society, different countries and cultures and other composers.

## **Cultural Development:**

Cultural Diversity is at the heart of the Sixth Form and students will learn about themselves and relationships with others from a variety of cultural backgrounds.

Element of the curriculum and/or enrichment

Students should develop a critical understanding of their own work and appreciate it in relation to historical, social and cultural context. Students should consider global influences, cultures and traditions, particularly those that are influential in relation to the composition of the work. Context for music can be found in a wide range of sources; for example, from historical events, natural disasters, different countries and cultures and other composers.

