**Humanities in Music Technology**

**Context**

In Music Technology, humanities subjects are covered sporadically as and when they are relevant to the lesson or piece of work that a student is doing. Due to the nature of the subject this is not easily incorporated, however it can organically manifest in a range of formats. Generally, this will be addressed through group discussions that are led by students and facilitated by staff. As the vast majority of tasks within the course are determined heavily by the learner, this can often be difficult to incorporate into the curriculum as per the Scheme of Work.

**Geography**

Learners identify and discuss origins of specific genres of music and how or why certain types of music may sound similar, for example in their structure, instruments used or vocal styles. African Djembe Drumming workshops have been utilised pre-COVID and will be utilised again in the future.

**History**

Learners are encouraged to research the history of music that has influenced the music that they currently enjoy listening to today. This more often than not looks at things like how hip-hop music has evolved through time and how its roots can be traced all the way back to slavery in the 18th century.

**Religious Education**

Learners are given opportunity to learn more about religion when using samples and being shown examples of music from around the world. This is something that often is discussed when analysing lyrics from other artists who may use religious terminology, analogies, or other references.

**Pledge for the future**

To further embed Geography into the curriculum, music from around the globe will be used where possible and appropriate to encourage learners to enquire about its origins when giving examples or demonstrations of how to create compositions. Workshops demonstrating music from around the world such as the Balinese Gamelan, Latin American Drumming, Didgeridoo Music and Earthsong Multicultural Music Workshops will also be reintroduced where appropriate when COVID restrictions are no longer a barrier.

History and Religious Education will continue to be covered in their current format and given additional focus at key points in the year such as Black History Month or religious holidays such as Christmas, Diwali and Ramadan.