

# Music

At Holy Family, we are committed to providing a vibrant and engaging music education for all of our pupils, from Early Years through to Key Stage 2. As well as weekly music lessons, there is also the opportunity for our children to develop their music skills outside of these through singing practice, choir and the peripatetic music lessons that we offer through Slough Music Service (SMS).

In EYFS, music is an integral part of our daily learning. Children develop a love for music by singing, moving, and exploring different sounds. The focus is on building confidence in their musical abilities, nurturing listening skills, and understanding rhythm, melody, and tempo in a playful and interactive way.

As children move into Key Stage 1, they build on their musical foundations. Pupils engage with a variety of songs, rhythms, and instruments to further their understanding of musical elements. Through hands-on activities and creative expression, they begin to explore notation, develop basic performance skills, and work together in ensembles, all while enjoying the process of making music.



In Key Stage 2, pupils are challenged to deepen their musical knowledge and refine their performance skills. Students explore more complex rhythms, melodies, and harmonies, while also learning about different musical genres and cultures. They continue to build confidence in singing and playing instruments, and have the opportunity to compose their own music and perform for others.

At all stages, our music curriculum is designed to foster creativity, confidence, and a lifelong love of music. Through our music provision at Holy Family, we hope to provide a platform for children to develop their musical skills in a structured, engaging, and supportive environment, and we are excited to see our pupils flourish through the power of music during their time here and beyond.



## Overview of Music

	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>Reception</b>	Me!  Nursery rhymes and action songs	My Stories  Nursery rhymes and action songs	Everyone  Nursery rhymes and action songs	Our World  Nursery rhymes and action songs	Big Bear Funk  Nursery rhymes and action songs Funk music	Reflect, Rewind and Replay Consolidation of learning
<b>Year 1</b>	Hey You!  Old-School Hip Hop	Rhythm in the Way we Walk Banana Rap Reggae Hip Hop	In the Groove  Blues, Latin, Folk, Funk, Baroque, Bhangra	Round and Round  Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Your Imagination  Pop	Reflect, Rewind and Replay  Western Classical Music and Consolidation
<b>Year 2</b>	Hands, Feet Heart South African Styles	Ho Ho Ho Christmas, Big Band, Motown, Elvis, Freedom Songs	I Wanna Play in a Band Rock	Zootime  Reggae	Friendship Song	Reflect, Rewind and Replay Western Classical Music and Consolidation
<b>Year 3</b>	Let Your Spirit Fly R&B, Western Classical, Musicals, Motown, Soul	Glockenspiel Stage 1 Learning basic instrumental skills by playing tunes in varying styles	Three Little Birds  Reggae	The Dragon  A little bit funky and music from around the world	Bringing Us Together  Disco	Reflect, Rewind and Replay  Western Classical Music and Consolidation
<b>Year 4</b>	Mamma Mia  ABBA	Glockenspiel Stage 2 Learning basic instrumental skills by playing tunes in varying styles	Stop!  Grime, Classical, Bhangra, Tango, Latin Fusion	Lean On Me  Gospel	Blackbird  The Beatles	Reflect, Rewind and Replay  Western Classical Music and Consolidation
<b>Year 5</b>	Living on a prayer  Rock	Classroom Jazz 1  Jazz	Make You Feel My Love Pop Ballads	The Fresh Prince of Bel-Air Hip Hop	Dancing in the Street  Motown	Reflect, Rewind and Replay Western Classical Music and Consolidation
<b>Year 6</b>	Happy  Pop/Motown	Classroom Jazz 2  Jazz, Latin, Blues	A New Year Carol  Benjamin Britten (Western Classical Music), Gospel, Bhangra	You've Got a Friend  The Music of Carole King	Music and Me  Contemporary, music and identity	Reflect, Rewind and Replay  Western Classical Music and Consolidation



## Music Skills Progression

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Instrument indicators</b>	Untuned instruments	Untuned instruments Glockenspiel	Untuned instruments Glockenspiel	Untuned instruments Glockenspiel Recorder	Untuned instruments Glockenspiel Recorder	Untuned instruments Glockenspiel Recorder	Untuned instruments Glockenspiel Recorder Keyboard
<b>Style indicators</b>	Wide variety of nursery rhymes	Old school hip hop Reggae Blues Baroque Latin Bhangra Folk Funk Bossa Nova Pop Classical	Afropop South African Rock Reggae Pop Classical	RnB Reggae Pop Disco Classical	Pop Grime Gospel Classical	Rock Bossa Nova Swing Pop Ballads Old-School Hip-Hop Motown Classical	Pop/Neo Soul Blues Classical Urban Gospel 70s Ballad Classical
<b>Listening and Appraising</b>	To listen attentively, move to and begin to talk about music. To explore the different sounds of untuned instruments and discuss these.	To identify the pulse of a tune.	Recognise changes in timbre, dynamics and pitch.	Understand the terms duration, timbre, pitch, beat, tempo and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes.	When speaking about songs use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. To understand layers of sounds and discuss their effect on mood and feelings when talking about music.	To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences, using key vocab.	Understand how lyrics often reflect the cultural context of music and have social meaning. To know and talk about that fact that we each have a musical identity



<b>Singing</b>	To sing or rap nursery rhymes and simple songs from memory.	To confidently sing in unison. Learn to start and stop singing when following a leader.	To know that songs include other ways of using the voice e.g. rapping (spoken word).	To sing in unison and in simple two-parts. To sing with awareness of being 'in tune'.	To know and talk about texture ie how a solo singer makes a thinner texture than a large group	To listen to each other and be aware of how you fit into the group.	To know about the style of the songs so you can represent the feeling and context to your audience
<b>Playing instruments</b>	Invent a pattern using one pitched note	Treat instruments carefully and with respect. To play a tuned instrumental part with a song they are learning.	Know the names of untuned percussion instruments played in class. Play the instrumental part in time with the steady pulse.	Play any one, or all of four, differentiated parts on a tuned instrument or the melody from memory or using notation.	To experience leading the playing by making sure everyone plays in the playing section of the song.	Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave. Play musical instrument with the correct technique within the context of the song unit.	Consolidation of all previous objectives.
<b>Creating &amp; Exploring through Musical Activities</b>	Explore pulse, rhyme, pitch, voices and classroom instruments.	To know that music has a steady pulse, like a heartbeat.	To know that rhythms are different from the steady pulse.	Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song.	Clap and say back rhythms, create your own simple rhythm patterns, begin to lead the class using their simple rhythms	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song	Create rhythmic patterns with an awareness of timbre and duration. Begin to combine a variety of musical devices, including melody, rhythm and chords.
<b>Improvisation</b>	Create own movements to nursery rhymes.	To know that improvisation is about making up your own tunes on the spot via clapping, using voices and using one or two notes on instruments	To know that everyone can improvise, and you can use one or two notes.	To know that if you improvise using the notes you are given, you cannot make a mistake	Improvise using instruments in the context of a song they are learning to perform.	Improvise using instruments in the context of a song to be performed.	Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)



<b>Composition</b>		Children can help to create a simple melody using one, two or three notes.	To help create three simple melodies with the Units using one, three or five different notes.	Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.	Listen to and reflect upon the developing compositions and make musical decisions about pulse, pitch, dynamics and tempo.	Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	Consolidation of all objectives in EYFS, KS1, Year 3, 4, 5.
<b>Performing</b>	Perform any of the nursery rhymes by singing and adding actions or dance.	To know that a performance is sharing music with other people, called an audience.	To know that a performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	To record the class performance and say how they were feeling, what they would change and why.	Present a musical performance designed to capture the audience.	To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	Evaluate the performance of self and others.
<b>Vocabulary</b>	<b>Key Vocabulary:</b> -fast, slow, -long, short -high, low -pulse -rhythm -pitch	<b>Key Vocabulary:</b> -beat -dynamics -pitch	<b>Key Vocabulary:</b> -timbre -compose -verse -chorus -call and response -verse and chorus	<b>Key Vocabulary:</b> -melody -duration -tempo -rest -notation -improvise -round	<b>Key Vocabulary:</b> -ostinato -drone -texture -structure -stave -minim, crochet and semibreve	<b>Key Vocabulary:</b> -harmony -accompaniment -solo -unison -time signature -treble clef -scale	<b>Key Vocabulary:</b> -quavers -time signature -treble clef -sharp and flat -cappella -chord -staccato -accent -dotted rhythm -quavers