



Music Curriculum

All curriculums at Hollymount are founded on the Hollymount Big Picture Curriculum. However, each subject will have specific aims, a coherent progression of skills and knowledge and explicit outcomes for children. These are outlined below.

Purpose of the Curriculum

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement Music is delivered at Hollymount in a variety of ways to give children the widest possible access and exposure to a music rich environment. The four overarching aims of our music provision are: **Controlling Sounds through singing and playing (Play and Perform)**. **Creating and developing musical ideas (Create and Compose)**. **Responding and reviewing appraising skills (Expression)** and **Listening and applying knowledge and understanding (Application)**.

Progress of skills and knowledge

| FSU | Nursery | Reception |
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| Knowledge | <ul style="list-style-type: none"> ● PERFORM: Use voices expressively, Play tuned and un-tuned instruments, Rehearse and perform with others. ● CREATE: Create musical patterns, Explore, choose and organise sounds and musical ideas. ● EXPRESSION: Explore and express ideas and feelings about music, using movement, dance and expressive and musical language. To make improvements to my own work ● APPLICATION: To listen with concentration and recall sounds within increasing aural memory. To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures. To understand that sounds can be made in different ways and described using given and invented signs and symbols. To know how music is used for particular purposes. | |
| Skills | <ul style="list-style-type: none"> ● Sings a few familiar songs. ● Taps out simple repeated Rhythms ● Explores and learns how sounds can be changed. ● Imitates movement in response to music ● Creates movement in response to music. ● Sings to self and makes up simple songs. | <ul style="list-style-type: none"> ● Begins to build a repertoire of songs and dances. ● Explores the different sounds of instruments. ● They represent their own ideas, thoughts and feelings through music (ELG) ● Make music and experiment with ways of changing it (ELG) |

Rational for the Foundation Stage

In the Foundation Stage, children are provided with Adult-led and independent opportunities to explore sounds and develop their own ideas. This explorative approach ensures that knowledge is built by the child and free expression and enjoyment of music is nurtured and encouraged.

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| KS1 | Year 1 | Year 2 |
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| Knowledge | <ul style="list-style-type: none"> ● PERFORM: Use voices expressively, Play tuned and un-tuned instruments, Rehearse and perform with others. ● CREATE: Create musical patterns, Explore, choose and organise sounds and musical ideas. ● EXPRESSION: Explore and express ideas and feelings about music, using movement, dance and expressive and musical language. To make improvements to my own work ● APPLICATION: To listen with concentration and recall sounds within increasing aural memory. To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures. To understand that sounds can be made in different ways and described using given and invented signs and symbols. To know how music is used for particular purposes. | |
| Skills | <ul style="list-style-type: none"> ● Use voices in different ways such as speaking, singing and chanting. To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse. To think about others when performing. ● To know about and experiment with sounds. To recognise and explore how sounds can be organised using simple criteria e.g. loud, soft, high low. ● To talk about how music makes you feel or want to move. To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder. ● To begin to identify simple repeated patterns and follow basic musical instructions. To begin to understand that musical elements can be used to create different moods and effects. To begin to represent sounds with simple sounds including shapes and marks. To listen to short, simple pieces of music and talk about when and why they may hear it. | <ul style="list-style-type: none"> ● Use voices expressively and creatively. To sing with the sense of shape of the melody. To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. To think about others while performing. ● Repeat short rhythmic and melodic patterns. To Begin to explore and choose and order sounds using the inter-related dimensions of music*. ● To respond to different moods in music and explain thinking about changes in sound. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. ● To identify and recognise repeated patterns and follow a wider range of musical instructions. To understand how musical elements create different moods and effects. To confidently represent sounds with a range of symbols, shapes or marks. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. |

Rational for Key Stage 1

In Key Stage one, Children explore the basics of music, using their own voices and bodies to create and change sounds. They will develop their skills of listening and appreciation which will be built on and expanded as they move into Key Stage 2.

| LKS2 | Year 3 | Year 4 |
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| Knowledge | <ul style="list-style-type: none"> ● PERFORM: Sing songs in unison and two parts. To play tuned and un-tuned instruments with control and accuracy. To practise, rehearse and present performances with an awareness of the audience. ● CREATE: Improvise, developing rhythmic and melodic material when performing. Explore, choose, combine and organise musical ideas with musical structures. ● EXPRESSION: Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language. To reflect on and improve own and others work in relation to its intended effect. ● APPLICATION: To listen with attention to detail and to internalise and recall sounds. To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects. To know that music is produced in different ways. | |



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| Skills | <ul style="list-style-type: none"> To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To think about others while performing. To create simple rhythmical patterns that use a small range of notes. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. To explore and comment on the ways sounds can be used expressively. To comment on the effectiveness of own work, identifying and making improvements. To listen with attention and begin to recall sounds. To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume. To listen to and begin to respond to music drawn from different traditions and great composers and musicians. | <ul style="list-style-type: none"> To sing in unison maintaining the correct pitch and using increasing expression. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To think about others while performing. To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. To listen to and recall patterns of sounds with increasing accuracy. To understand how different musical elements are combined and used expressively. To understand and begin to use established and invented musical notations to represent music. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. |
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Rational for Key Stage Two

In Key Stage 2, children build on the basics to learn and apply musical structures and notation.

| UKS2 | Year 5 | Year 6 |
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| Knowledge | <ul style="list-style-type: none"> PERFORM: Sing songs in unison and two parts. To play tuned and un-tuned instruments with control and accuracy. To practise, rehearse and present performances with an awareness of the audience. CREATE: Improvise, developing rhythmic and melodic material when performing. Explore, choose, combine and organise musical ideas with musical structures. EXPRESSION: Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language. To reflect on and improve own and others work in relation to its intended effect. APPLICATION: To listen with attention to detail and to internalise and recall sounds. To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects. To know that music is produced in different ways. | |



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| Skills | <ul style="list-style-type: none"> To sing in unison with clear diction, controlled pitch and sense of phrase. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together. To create increasingly complicated rhythmic and melodic phrases within given structures. To describe, compare and evaluate different types of music beginning to use musical words. To comment on the success of own and others work, suggesting improvements based on intended outcomes. To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings. To recognise and use a range of musical notations including staff notation. To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. | <ul style="list-style-type: none"> To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. To play and perform with accuracy, fluency, control and expression. To think about the audience when performing and how to create a specific effect. To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings. To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. |
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Impact on children

| School Values | Mental Well-being | Confidence and Independence | Emotional Intelligence |
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| <p>Courage: To perform to others in a confident way, being able to try new things and explore new ideas.</p> <p>Happiness: Music is created to be enjoyed and children should be allowed to show this when participating in musical creativity.</p> | <p>Music can support children’s mental health by providing an outlet for emotions and provide children with the tools to express themselves in a full and varied way. It can boost self-confidence which is key to mental well-being as well as provide a platform for self-discovery.</p> | <p>Through music, children are encouraged to be independent in their approaches. Everyone feels music in an individual way and this should be supported by teachers. By using music as a basis for discovery, children should become confident to have a go, make some ‘Marvellous Mistakes’ and this will link to their self-esteem and well-being.</p> | <p>Music supports emotional intelligence by allowing children to access their emotions. Music can excite you, make you feel happy or sad, and help you relax. Listening to music also has a direct impact on your breathing, heart rate, and blood pressure. Music can be more powerful than language because it extends beyond our cultural or physical differences.</p> |



Friendship: Music can be a collaborative process and gives friends opportunities to express themselves and each other.

***Inter-related dimensions of music (dynamics):**

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.