



A Hoylake Holy Trinity Musician

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*Learning for Life
Caring for All
Living each Day to the Full
Together as a Community
With Jesus by our Side*

We want our curriculum to be

enjoyable - engaging - meaningful - relevant - progressive - risky - empowering- memorable - develop a love of learning
- challenging -accessible/inclusive - creative - knowledgeable - full of experiences

We want our learners to be

curious- captivated - inspired - invested - engaged - happy - safe - confident - risk-takers - comfortable in failure -
reflective - collaborators - resilient - bothered - global citizens - empathetic

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Why is Music important?

Hoylake Holy Trinity's vision for Music

Early Years Foundation Stage: Expressive Arts and Design



Why is music important?

We believe that Music can be a powerful, unique form of communication that can change the way pupils feel, think and act. Being a Musician at Hoylake Holy Trinity allows children to begin to forge links between their intellect and feelings, harnessing pupil's personal expression, reflection and emotional development. As an integral part of our culture, past and present, music at Hoylake Holy Trinity helps pupils understand themselves and relate to others, creating and fostering important links between the home, school and the wider world. Our music curriculum develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. By the end of Year 6, we aim for our music curriculum to provide extensive opportunities to increase pupil's self-discipline, creativity and overall enjoyment of music. At Hoylake Holy Trinity we aim to create the next generation of knowledgeable, creative, and expressive musicians.

Hoylake Holy Trinity's Vision for Music

On completion of the Music curriculum at Hoylake Holy Trinity, pupils will have developed:

- A rapidly widening repertoire of music which pupils can use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.



Early Years

The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Music in the Early years		
F1	Expressive Arts & Design	• I can listen with increased attention to sounds. • I can respond to what I have heard, expressing my thoughts and feelings. • I can remember and sing songs. • I can sing the pitch of a tune sung by another person. • I can create my own songs, or improvise a song around one I know. • I can play instruments to express my feelings and ideas.
F2	Expressive Arts & Design	• I can explore, use and refine a variety of artistic effects to express my ideas and feelings. • I can build on previous learning. • I can create music collaboratively and share my ideas. • I can talk about music and say how it makes me feel. • I can sing in a group or on my own. • I can explore and engage in music making and dance, performing solo or in groups.
ELG	Performing	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music.



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Year Group	Hoylake Musician
Year 1	• I can use instruments to perform. • I can clap short rhythmic patterns. • I can make different sounds with my voice and with instruments. • I can repeat short rhythmic and melodic patterns. • I can make a sequence of sounds. • I can respond to different moods in music. • I can say whether I like or dislike a piece of music. • I can choose sounds to represent different things. • I can follow instructions about when to play and sing. • I can use my voice to speak, sing and chant
Year 2	• I can sing and follow a melody. • I can perform simple patterns and accompaniments keeping a steady pulse. • I can play simple rhythmic patterns on an instrument. • I can sing or clap increasing and decreasing tempo. • I can order sounds to create a beginning, middle and an end. • I can create music in response to different starting points. • I can choose sounds which create an effect. • I can use symbols to represent sounds. • I can make connections between notations and musical sounds. • I can listen out for particular things when listening to music. • I can improve my own work.
Year 3	• I can sing a tune with expression. • I can play clear notes on instruments. • I can use different elements in my composition. • I can use musical words to describe a piece of music and compositions.



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	● I can use musical words to describe what I like and do not like about a piece of music. ● I can improve my work; explaining how it has been improved. ● I know performing involves communicating feelings, thoughts and ideas about the song/music.
Year 4	● I can create repeated patterns with different instruments. ● I can compose melodies. ● I can combine different sounds to create a specific mood or feeling. ● I can perform a simple part rhythmically. ● I can sing songs from memory with accurate pitch. ● I can improvise using repeated patterns. ● I can use notation to record and interpret sequences of pitches. ● I can explain why silence is often needed in music and explain what effect it has. ● I can identify the character in a piece of music. ● I can identify and describe the different purposes of music. ● I can begin to identify the style of different pieces of music.
Year 5	● I can breathe in the correct place when singing. ● I can maintain my part whilst others are performing their part. ● I can improvise within a group using melodic and rhythmic phrases. ● I can change sounds or organise them differently to change the effect. ● I can compose music which meets specific criteria. I can choose the most appropriate tempo for a piece of music. ● I can describe, compare and evaluate music using musical vocabulary. ● I can explain why I think music is successful or unsuccessful. ● I can suggest improvement to my own work and that of others.
Year 6	● I can sing in unison and sing backing vocals. confidently and accurately. ● I can perform parts from memory. ● I can take the lead in a performance. ● I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of a song. ● I can record a composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. ● I can analyse features within different pieces of music. ● I can compare two pieces of music in the same style, talking about what stands out musically in each of them, their similarities and differences.



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