

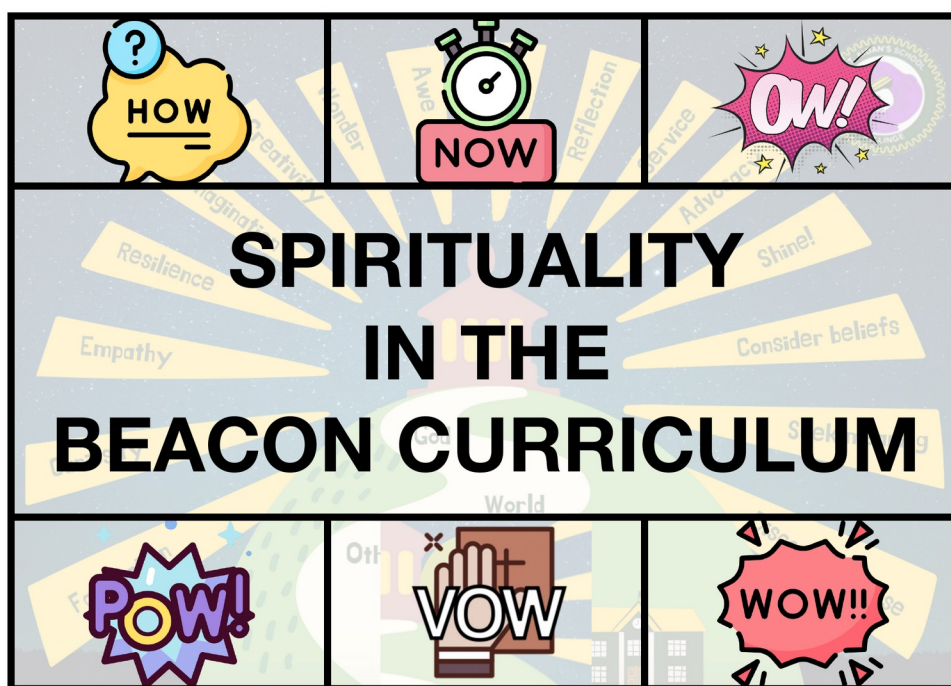


ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY ACROSS THE MUSIC CURRICULUM

A curriculum map of authentic opportunities from St Aidan's Music curriculum, objectives and progression



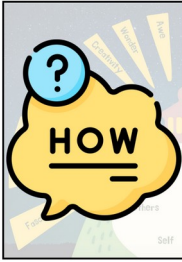
Scope. This document maps the 18 Music units in St Aidan's 2026-27 Music curriculum for Years 1-6. Detailed mapping is grounded in the confirmed Music learning objectives, the Music progression document and the currently available unit knowledge organisers. Four planned units remain in development; these are listed for curriculum coverage but are intentionally left without detailed spirituality references until their assessment objectives are confirmed.

Hope • Love • Friendship • Forgiveness • Truth • Perseverance

OUR SPIRITUALITY LANGUAGE

Six shared lenses used across the Beacon Curriculum

A common language. The lenses help staff and pupils notice and articulate genuine spiritual opportunities. They are not a checklist and they are not an assessment of a child's spirituality.

 Find hope and wonder in the joys of life. Seek moments to delight in light filled times.	 Appreciate times of stillness and reflection. Be absorbed in the present moment.	 Ponder ultimate questions that help to explore the bright and dark times of life.
 Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.	 Be the light for others through powerful actions that make a difference in their lives.	 Commit to being a person that brings light to others.

SPIRITUALITY WITHIN MUSIC

Wonder, attentive listening, expression, belonging, challenge and creative agency

Intent. At St Aidan's, spirituality is woven naturally through Music. Pupils encounter WOW, OW, HOW, NOW, VOW and POW moments through attentive listening, singing, playing, composing, improvising, rehearsing, performing and responding to music from different traditions.

How spirituality connects to musical learning

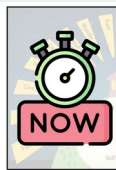
The Beacon Music curriculum develops listening, singing, playing, improvising, composing and performing. Pupils learn to recognise and use musical elements including pulse, rhythm, pitch, dynamics, tempo, timbre, texture, structure and harmony; read and create notation; rehearse with others; and increasingly explain the choices they make. Music-making brings these strands together and creates natural opportunities to wonder, listen deeply, express ideas, collaborate and reflect.



WOW

Wonder: Find hope and wonder in the joys of life. Seek moments to delight in light-filled times.

Music connection: Beauty and surprise in sound; timbre, melody, harmony, rhythm, live performance and encounters with music from different traditions.



NOW

Reflection: Appreciate times of stillness and reflection. Be absorbed in the present moment.

Music connection: Deep listening, pulse, breath, silence and rests, focused rehearsal, ensemble awareness and becoming absorbed in the present sound.



HOW

Big questions: Ponder ultimate questions that help us explore the bright and dark times of life.

Music connection: Questions about how music communicates mood, story, identity and message, and why musical choices can affect listeners in different ways.



OW

Challenge & empathy: Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.

Music connection: Music that expresses tension, sadness or challenge; perseverance when learning is difficult; empathy through stories, lyrics and different viewpoints.



POW

Making a difference: Be the light for others through powerful actions that make a difference in their lives.

Music connection: Using composition, lyrics and performance to communicate, encourage, connect with an audience and contribute meaningfully to a group.



VOW

Values & commitment: Commit to being a person that brings light to others.

Music connection: Respect, perseverance, teamwork, disciplined practice, constructive feedback, cultural respect and responsibility for an individual part within an ensemble.

HOW THE MUSIC MAP WORKS

Keeping spiritual development authentic and Music musically rigorous

Golden rule. The musical learning comes first. A spirituality link is mapped only where listening, performing, composing, improvising, musical culture or expressive intent naturally creates space to wonder, reflect, ask big questions, encounter challenge, consider values or recognise agency.

Four principles for staff

- Music remains musical. Reflection sits alongside listening, singing, playing, composing, improvising, notation, rehearsal and performance; it never replaces them.
- Not every objective needs a spirituality label. Unmapped learning is a sign of curriculum integrity, not a gap.
- Musical traditions are represented respectfully. Encounters with music from different cultures should deepen musical understanding rather than reduce traditions to stereotypes or token examples.
- Responses are invitational. Pupils may experience the same music differently; teachers can invite wonder, reflection, empathy and interpretation without telling pupils how a piece should make them feel.

A particularly strong Music thread: Listening, voice and belonging

Listening, voice and belonging. Music repeatedly shows how individual parts can be distinct yet belong within a shared whole. Attentive listening, shared pulse, harmony, contrast, rehearsal and performance create natural opportunities to explore identity, belonging, respect, courage and the responsibility we have to one another when making music together.

CURRICULUM COVERAGE

18 Music units across Years 1-6

Coverage note. Every unit in the current Music long-term plan is represented below. Detailed mapping is selective and identifies the strongest authentic opportunities rather than labelling every piece of musical learning. Units still in development are shown for coverage only and are left unmapped until confirmed assessment objectives are available.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping the Pulse – My Favourite Things	Call and Response – Animals	Reading Rhythms – Patterns and Layers	Singing in Parts – Loops and Layers	Music in Nature – Chords and Melodies	Four-Chord Pop – Playing in a Band
Sound Patterns – Fairytales	Instruments – Musical Storytelling	Traditional Instruments and Improvisation – Inspired by India	Musical Motifs – Reading the Stave	West African Rhythms – Create, Play and Perform	Songs That Speak – Lyrics and Messages
Pitch – Superheroes	Pitch – Musical Me	Performing Rhythm – Playing in a Band	Music Technology – Loop-Based Composition	Stage and Song – Storytelling Through Music	Music Technology – Film Soundtracks

MUSIC SPIRITUALITY MAP - YEAR 1 & YEAR 2

Every Music unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y1	Keeping the Pulse – My Favourite Things	WOW • NOW • VOW • POW	Embodied pulse work helps pupils notice music within and around them; keeping together develops focus, perseverance and a sense of belonging to a shared beat.
Y1	Sound Patterns – Fairytales	WOW • HOW • NOW • POW	Voice, instruments, rhythm and rests bring stories to life and invite curiosity about how sound can create character, action and atmosphere.
Y1	Pitch – Superheroes	WOW • HOW • POW	Exploring high and low pitch, tempo and theme tunes reveals how musical choices can suggest personality, movement and drama, giving pupils creative agency.
Y2	Call and Response – Animals	NOW • HOW • VOW • POW	Call and response makes musical communication visible: pupils listen, wait, answer, lead and follow while creating a shared performance.
Y2	Instruments – Musical Storytelling	WOW • HOW • OW • POW	Music can represent events, characters and feelings; creating soundscapes supports imagination, empathy and purposeful expressive choices.
Y2	Pitch – Musical Me	NOW • HOW • VOW	Pitch patterns and early notation reward careful listening, patience and accuracy while prompting questions about how symbols can preserve and share sound.

MUSIC SPIRITUALITY MAP - YEAR 3 & YEAR 4

Every Music unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y3	Reading Rhythms – Patterns and Layers	NOW • HOW • VOW • POW	Reading, creating and layering rhythms combines attentive focus with pattern, discipline and the experience of contributing one secure part to a larger whole.
Y3	Traditional Instruments and Improvisation – Inspired by India	WOW • HOW • VOW • POW	Respectful encounter with Northern Indian musical features broadens pupils' musical world and combines cultural curiosity with improvisation, listening and creative freedom.
Y3	Performing Rhythm – Playing in a Band	WOW • HOW • VOW • POW	Reggae introduces distinctive bass, off-beat rhythm and lyric writing; band work develops cultural curiosity, responsibility and shared musical agency.
Y4	Singing in Parts – Loops and Layers	NOW • VOW • POW	Rounds, loops and layered parts demand deep listening, independence and trust: each voice matters, yet success depends on staying connected to others.
Y4	Musical Motifs – Reading the Stave	HOW • NOW • POW	Stave notation and motifs show how small patterns can carry meaning and character, linking careful reading with expressive compositional choices.
Y4	Music Technology – Loop-Based Composition	—	Unit in development. Spirituality mapping will be added when assessment objectives are confirmed.

MUSIC SPIRITUALITY MAP - YEAR 5 & YEAR 6

Every Music unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y5	Music in Nature – Chords and Melodies	WOW • NOW • HOW • POW	Nature-inspired dynamics, melody, chords and drones invite wonder and attentive listening while pupils translate atmosphere and visual imagery into sound.
Y5	West African Rhythms – Create, Play and Perform	—	Unit in development. Spirituality mapping will be added when assessment objectives are confirmed.
Y5	Stage and Song – Storytelling Through Music	—	Unit in development. Spirituality mapping will be added when assessment objectives are confirmed.
Y6	Four-Chord Pop – Playing in a Band	NOW • HOW • VOW • POW	Pop performance explores shared feelings, harmony and ensemble responsibility; pupils learn how individual musical choices contribute to a confident collective sound.
Y6	Songs That Speak – Lyrics and Messages	HOW • OW • VOW • POW	Lyrics and musical choices can communicate values, hopes and concerns. Pupils analyse messages, write their own and refine how they are shared with an audience.
Y6	Music Technology – Film Soundtracks	—	Unit in development. Spirituality mapping will be added when assessment objectives are confirmed.

DETAILED MUSIC MAPPING - YEAR 1

Only objectives or curriculum foci with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so listening, performing, composing and other musical learning remain central. Confirmed objectives are quoted or lightly shortened from the current Music objectives document; developing units are not inferred.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Keeping the Pulse – My Favourite Things	Demonstrate an understanding of pulse using parts of the body	WOW • NOW	Feeling a steady pulse turns an abstract musical idea into an embodied experience and helps pupils attend closely to repetition and regularity.	Where can you feel the beat in your body?	Body-percussion response / pupil voice
Keeping the Pulse – My Favourite Things	Keep a pulse and show a sound pattern using bodies and voices	NOW • VOW	Staying with a shared beat requires listening, self-control and awareness of the group.	What helps everyone stay together without rushing ahead?	Group singing / teacher observation
Keeping the Pulse – My Favourite Things	Use a thinking voice to show the pulse	NOW • HOW	Internalising the pulse creates a striking experience of music continuing through silence and invites reflection on inner hearing.	Can the music carry on even when we make no sound?	Silent-pulse demonstration / explanation

Keeping the Pulse – My Favourite Things	Demonstrate an understanding of pulse through performance	VOW • POW	Practice and performance help pupils see how perseverance and individual contribution strengthen the whole group.	How did your practice help the group shine?	Final performance / brief reflection
Sound Patterns – Fairytales	Explore and change dynamics using the voice	WOW • HOW	Changing vocal dynamics shows how one voice can create different characters, feelings and moments in a story.	How did changing your voice change the character?	Vocal exploration / pupil explanation
Sound Patterns – Fairytales	Experiment with creating different sounds using a single instrument	WOW • HOW	Discovering many timbres from one instrument encourages curiosity, experimentation and delight in sound.	How many different kinds of sound can one instrument make?	Sound exploration / listening notes
Sound Patterns – Fairytales	Read simple rhythmic patterns comprising of one beat sounds and one beat rests	NOW • HOW	Rests show that silence has a purposeful place within music, encouraging careful attention to what is heard and not heard.	Why can a silence be just as important as a sound?	Rhythm reading / pupil response

Sound Patterns – Fairytale	Show awareness of different roles when performing in a group performance	VOW • POW	Taking a role develops responsibility and demonstrates how contrasting contributions combine to create a shared story.	What does your part add that the group needs?	Group performance / peer feedback
Pitch – Superheroes	Identify high- and low- pitched sounds	WOW • NOW	Attentive listening to pitch differences can make familiar sounds feel newly noticeable.	Which sound surprised you most, and why?	Listening response / sorting
Pitch – Superheroes	Explore pitch by creating two-pitch patterns	HOW • POW	Composing with only two pitches shows how small musical choices can still create identity and meaning.	How can two notes sound like a character?	Short composition / performance
Pitch – Superheroes	Create a superhero theme tune with a variety in tempo and pitch	HOW • POW	Choosing pitch and tempo to suggest action or personality links musical structure with imagination and intentional expression.	What do your musical choices tell us about your superhero?	Theme-tune composition / explanation
Pitch – Superheroes	Perform a piece of superhero music showing a change of pitch and tempo	VOW • POW	Performance asks pupils to commit to expressive decisions and communicate them confidently to others.	What change do you want the audience to notice most?	Performance / audience feedback

DETAILED MUSIC MAPPING - YEAR 2

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Call and Response – Animals	Create short sounds with varied dynamics that represent an animal	WOW • HOW	Using dynamics to represent animals encourages close listening to sound qualities and imaginative musical representation.	What makes this sound fit the animal you chose?	Sound choice / pupil explanation
Call and Response – Animals	Copy a short sound pattern	NOW • VOW	Accurate copying depends on patient listening and valuing another person's musical idea before responding.	What do you need to notice before you can echo someone well?	Call-and-response observation
Call and Response – Animals	Explore call and response using instruments	NOW • HOW • VOW	Musical question-and-answer makes turn-taking, listening and response tangible without words.	How is a musical conversation like a spoken conversation?	Paired performance / discussion

Call and Response – Animals	Perform different sound patterns with contrasting dynamics	VOW • POW	A successful performance depends on shared timing, leadership and respectful cooperation.	How did your group make sure every response was heard?	Group performance / peer feedback
Instruments – Musical Storytelling	Explore listening and analysing a piece of music in relation to a story	NOW • HOW	Close listening helps pupils notice how tempo and dynamics shape a narrative and influence interpretation.	What changed in the music when the story changed?	Listening annotation / pupil voice
Instruments – Musical Storytelling	Explore how music and sound effects tell a story	WOW • HOW	Hearing sound transform an imagined scene reveals music's power to suggest action and atmosphere beyond words.	What can music tell us that words might not?	Sound-effect choices / discussion
Instruments – Musical Storytelling	Select appropriate sounds to match events, characters and feelings in a story	OW • HOW • NOW	Representing feelings through sound invites empathetic thinking while keeping the response grounded in musical choices.	Which sound best represents this feeling, and what makes you think so?	Soundscape plan / explanation
Instruments – Musical Storytelling	Perform a composition showing changes in tempo and dynamics	VOW • POW	Rehearsing expressive changes together develops responsibility, confidence and shared creative purpose.	How did your group help the audience follow the story?	Performance / peer response

Pitch – Musical Me	Understand and practice reading different symbols to show pitch	HOW • NOW	Simple notation prompts curiosity about how invisible sound can be represented and remembered through symbols.	How can a mark on a page help us hear a sound in our head?	Symbol reading / pupil explanation
Pitch – Musical Me	Sing and draw pitch patterns	WOW • NOW	Linking voice, movement and marks makes rising and falling sound visible and encourages careful attention.	What did you notice about the shape of the sound?	Pitch drawing / singing
Pitch – Musical Me	Use a tuned percussion instrument to play a song	NOW • VOW	Playing accurately on tuned percussion requires patience, listening and sustained concentration.	What helps you keep going when a note is difficult to find?	Instrumental performance / observation
Pitch – Musical Me	Complete the notation for a short song using a three-line stave	HOW • POW	Writing notation gives pupils agency to record and communicate musical ideas so that another person can recreate them.	How can your notation help someone else make the same music?	Completed notation / partner performance

DETAILED MUSIC MAPPING - YEAR 3

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Reading Rhythms – Patterns and Layers	Keep a steady beat using body percussion	NOW • VOW	Maintaining a beat while others perform develops concentration, bodily awareness and commitment to the ensemble.	What helps you stay steady when other sounds are happening?	Body-percussion performance
Reading Rhythms – Patterns and Layers	Read and perform rhythms using crotchets, paired quavers and rests	HOW • NOW	Understanding note values and rests reveals the ordered patterns that organise musical time.	How can different symbols add up to the same four beats?	Rhythm reading / explanation
Reading Rhythms – Patterns and Layers	Create a simple rhythmic pattern using different notes and rests	HOW • POW	Composing within a clear structure balances freedom and constraint, allowing pupils to make and record intentional choices.	What makes your four beats uniquely yours?	Written rhythm / performance

Reading Rhythms – Patterns and Layers	Perform simple rhythms to a steady beat	VOW • POW	Holding one rhythm while hearing others demonstrates interdependence: independence matters, but so does listening to the whole.	How can you be confident in your part and still listen to everyone else?	Ensemble performance / peer feedback
Traditional Instruments and Improvisation – Inspired by India	Improvise using musical features common in Northern Indian music	WOW • VOW • HOW	A respectful encounter with unfamiliar instruments and musical practices broadens pupils' sense of how people create and organise music.	What can we notice and value without assuming all Indian music is the same?	Listening response / musical vocabulary
Traditional Instruments and Improvisation – Inspired by India	Improvise a simple melody using a pentatonic scale	WOW • POW	Improvisation combines attentive listening with the courage to create in the moment and accept that more than one answer can work.	How can you make a new idea from the same five notes?	Improvised phrase / reflection
Traditional Instruments and Improvisation – Inspired by India	Explore ways of creating drones and rhythms	NOW • VOW	Sustaining contrasting parts at the same time requires focus, trust and sensitivity to a partner's contribution.	What changes when two different parts belong together?	Paired performance / observation

Traditional Instruments and Improvisation – Inspired by India	Perform a group improvisation by combining the melody, drone and rhythm	VOW • POW	Shared improvisation values each contribution and asks pupils to negotiate, respond and create a coherent whole together.	How did your group make space for each musical idea?	Group improvisation / peer feedback
Performing Rhythm – Playing in a Band	Keep the beat while performing a reggae bass line	NOW • VOW	A repeated bass line develops steadiness and commitment while introducing a distinctive musical style.	What helps a repeated line feel secure rather than mechanical?	Bass-line performance
Performing Rhythm – Playing in a Band	Show an awareness of rhythm by playing on the off-beat	WOW • HOW	The off-beat challenges expectations about where musical emphasis sits and encourages curiosity about groove and style.	Why does the off-beat make this music feel different?	Off-beat performance / discussion
Performing Rhythm – Playing in a Band	Write song lyrics inspired by reggae music	HOW • VOW • POW	Creating lyrics gives pupils a voice while inviting respectful consideration of how words, rhythm and musical style communicate meaning.	What do you want your listener to hear or understand?	Lyrics / performance

Performing Rhythm – Playing in a Band	Perform a piece of music as a band	VOW • POW	Band performance depends on responsibility, listening and mutual support; no single part succeeds in isolation.	How did each person help the band sound complete?	Band performance / peer feedback
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DETAILED MUSIC MAPPING - YEAR 4

Only objectives or curriculum foci with a genuine spiritual opportunity are included

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Singing in Parts – Loops and Layers	Perform a simple song in two parts with accuracy	NOW • VOW	Holding one vocal line while another is heard requires deep listening, self-control and confidence in one's own contribution.	How can you listen to the other part without losing your own?	Two-part singing / observation
Singing in Parts – Loops and Layers	Identify and sing musical loops	NOW • HOW	Repeated loops invite attentive noticing of pattern and the subtle changes that occur when repetition is shared by a group.	What stays the same, and what can still feel different each time?	Loop performance / pupil voice
Singing in Parts – Loops and Layers	Compose and perform vocal loops confidently in a group	VOW • POW	Creating layered loops requires negotiation, trust and a willingness to adapt one idea so it works within the whole.	What did you change so your loop worked with everyone else's?	Group composition / rehearsal notes

Singing in Parts – Loops and Layers	Sing a melody in a round while staying focused on my group's part	NOW • VOW • POW	Rounds make interdependence audible: every group must enter independently while remaining connected to the shared pulse and melody.	How does your part help create something bigger than one voice?	Round performance / peer feedback
Musical Motifs – Reading the Stave	Recognise notes C to G on a stave	HOW • NOW	Reading pitch from a stave shows how agreed symbols can carry musical meaning across time and between people.	How can the same marks help different musicians make the same sound?	Stave reading / instrumental response
Musical Motifs – Reading the Stave	Recognise how pitch is used for effect in motifs	HOW • OW	Comparing motifs invites pupils to notice how musical shape can suggest character, tension, confidence or vulnerability without prescribing one fixed response.	How does the pitch shape influence the character you imagine?	Motif comparison / pupil explanation
Musical Motifs – Reading the Stave	Notate pitch accurately on a stave	VOW • POW	Accurate notation combines disciplined care with creative authorship: pupils record an idea so others can interpret it.	What responsibility does a composer have when writing for another musician?	Written motif / partner reading

Musical Motifs – Reading the Stave	Read notation accurately to play a motif	NOW • POW	Turning symbols back into sound links concentration, interpretation and confident communication to an audience.	What did you have to notice before the written motif became music?	Motif performance / reflection
Music Technology – Loop-Based Composition	Unit in development - assessment objectives not yet available.	—	Detailed spirituality mapping intentionally deferred until the unit objectives are confirmed.	—	—

DETAILED MUSIC MAPPING - YEAR 5

Only objectives or curriculum foci with a genuine spiritual opportunity are included

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Music in Nature – Chords and Melodies	Explore how dynamics can be used to reflect changes in nature	WOW • NOW	Listening for and shaping crescendo and diminuendo invites pupils to notice change, scale and atmosphere in both music and the natural world.	What natural change does your dynamic shape make you imagine?	Soundscape / musical vocabulary
Music in Nature – Chords and Melodies	Create and perform short melodies that reflect the mood of different clouds	WOW • HOW	Translating visual mood into melody shows how music can suggest atmosphere while leaving space for different interpretations.	How did your melody show the mood without using words?	Melody / explanation
Music in Nature – Chords and Melodies	Compose a nature-inspired chord pattern using two contrasting chords	HOW • POW	Contrast in harmony gives pupils a purposeful way to shape tension, release and emotional colour in a composition.	What changes for the listener when the chord changes?	Chord composition / reflection

Music in Nature – Chords and Melodies	Create and perform music inspired by the Northern Lights using melody, chords and a drone	WOW • POW	Combining layers in response to the Northern Lights brings wonder, imagination and increasingly independent musical decision-making together.	Which musical choice best captures what amazes you about the Northern Lights?	Group composition / performance
West African Rhythms – Create, Play and Perform	Unit in development - assessment objectives not yet available.	—	Detailed spirituality mapping intentionally deferred until the unit objectives are confirmed.	—	—
Stage and Song – Storytelling Through Music	Unit in development - assessment objectives not yet available.	—	Detailed spirituality mapping intentionally deferred until the unit objectives are confirmed.	—	—

DETAILED MUSIC MAPPING - YEAR 6

Only objectives or curriculum foci with a genuine spiritual opportunity are included

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Four-Chord Pop – Playing in a Band	Explore how music can reflect shared feelings and bring people together	HOW • VOW • WOW	Considering celebration songs reveals how rhythm, lyrics, harmony and performance can create belonging and shared experience.	Why do some songs make groups of people want to join in?	Listening discussion / musical evidence
Four-Chord Pop – Playing in a Band	Perform a harmony part alongside a melody with breath control and projection	NOW • VOW	Harmony requires pupils to hear the whole while maintaining an independent line, balancing confidence with sensitivity to others.	How can two different notes belong together?	Harmony performance / observation
Four-Chord Pop – Playing in a Band	Perform a rhythmic bass line by following a given structure	NOW • VOW	A reliable bass part develops focus and demonstrates how a repeated foundation can support the expressive work of the whole band.	What happens to the group when the foundation is secure?	Bass-line performance / rehearsal feedback

Four-Chord Pop – Playing in a Band	Play a rhythmic chord sequence in time with others	VOW • POW	Coordinating chords with other parts requires non-verbal communication, shared timing and responsibility for collective energy.	How did your group communicate without stopping the music?	Band rehearsal / performance
Songs That Speak – Lyrics and Messages	Explain how lyrics communicate a message	HOW • OW • VOW	Analysing lyrics invites pupils to consider values, hopes and concerns while distinguishing the message they infer from the evidence in words and music.	What message do you hear, and which words or musical choices support your view?	Lyric annotation / discussion
Songs That Speak – Lyrics and Messages	Create rhyming lyrics that communicate a clear message	VOW • POW	Writing lyrics gives pupils a purposeful creative voice and asks them to choose what they want to say to others.	What matters enough to you to put into a song?	Original lyrics / writer reflection
Songs That Speak – Lyrics and Messages	Improve a performance based on feedback	NOW • VOW	Receiving and using feedback develops humility, resilience and commitment to improvement without reducing creativity to a single right answer.	Which piece of feedback helped you most, and why?	Rehearsal notes / revised performance

Songs That Speak – Lyrics and Messages	Perform a song that communicates a message	HOW • POW	Performance turns private ideas into public communication and invites pupils to consider how delivery affects what an audience understands.	What do you want the audience to remember after your performance?	Final performance / audience response
Music Technology – Film Soundtracks	Unit in development - assessment objectives not yet available.	—	Detailed spirituality mapping intentionally deferred until the unit objectives are confirmed.	—	—

PROGRESSION IN SPIRITUALITY THROUGH MUSIC

Increasing depth of listening, expression, collaboration and creative agency

A key principle. Progression does not mean pupils become "more spiritual" as they get older. It describes increasing depth in how they listen, use musical vocabulary, sustain and combine parts, explain expressive choices, engage respectfully with musical traditions, refine performances and use composition to communicate with greater independence and intention.

EYFS / KEY STAGE 1

Children notice pulse, pitch, dynamics, tempo, timbre and simple patterns; respond through movement, voice and instruments; experience shared music-making; begin to use symbols and express simple musical preferences. Spirituality is rooted especially in WOW, NOW and HOW, with early VOW and POW through listening, turn-taking, practice and performance.

LOWER KEY STAGE 2

Pupils read and create more complex rhythms and notation, sustain independent parts in ensembles, improvise and compose, use musical vocabulary more precisely and encounter traditions including Northern Indian music and reggae with respectful curiosity.

This supports deeper HOW, NOW and VOW responses, alongside growing POW through collaborative composition, improvisation and performance.

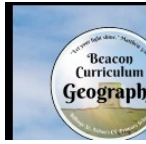
UPPER KEY STAGE 2

Pupils combine harmony, chords, melody, rhythm and texture with increasing independence; interpret message and narrative; evaluate and refine work; perform with greater control; and use technology to compose for different purposes and audiences.

Spirituality becomes increasingly reflective, culturally aware and connected to identity, communication, responsibility and creative agency.

MUSIC, SPIRITUALITY AND OUR CHRISTIAN VISION

Finding our voice, listening to others and using creativity to bring light



Through Music, pupils encounter beauty, pattern, surprise, emotion and shared human expression. They experience the thrill of making music together, the discipline of rehearsal and the power of music to carry stories, moods and messages across cultures and generations.

Our spirituality framework enables pupils to move beyond simply producing the correct notes or rhythms. They are encouraged to listen deeply, wonder at sound, ask how music communicates, respect different traditions and responses, persevere through challenge, and use their creative voice confidently and responsibly.

Let your light shine. Music gives pupils opportunities to discover and develop their own voice while learning that listening to others is equally important. Through disciplined practice, creative risk, collaboration and performance, pupils can use their gifts to encourage, connect, communicate and contribute to something greater than themselves.

Inclusive and musically rigorous

- Pupils can respond from their own faith or worldview, and from their own musical experience. The same piece may prompt different responses; difference can be explored respectfully rather than corrected.
- Reflection is grounded in musical evidence: pupils can refer to rhythm, pitch, melody, harmony, dynamics, tempo, timbre, texture, structure, lyrics, notation and performance choices when explaining what they hear, feel or infer.
- The strongest spiritual moments arise from the subject itself - wonder at sound, stillness in attentive listening, perseverance in rehearsal, empathy through story and message, respect for musical cultures, belonging in ensemble work, and agency when pupils create and perform something of their own.

USING AND MONITORING THE MAP

For teachers, subject leaders, governors and SIAMS evidence

What should be visible in practice?

Curriculum first Staff can identify the listening, performance, composition, musical feature or cultural context that creates the opportunity before naming a spirituality lens.	Pupil language Pupils increasingly recognise WOW, NOW, HOW, OW, POW and VOW moments and can explain what in the music or music-making prompted their response.
No tokenism Some objectives remain unmapped when adding a reflective prompt would be artificial, repetitive or distract from the quality of musical learning.	Musical evidence Pupils justify responses using what they can hear, sing, play, read or compose, recognising that different interpretations can be valid when supported musically.
Respectful musical culture Music from different traditions is approached with curiosity, accuracy and respect, avoiding stereotypes and recognising that no single unit can represent an entire culture.	Light-touch evidence Performances, recordings, compositions, notation, rehearsal feedback, pupil voice and digital pieces provide natural evidence without creating a separate spirituality workbook.

Suggested subject-leader questions

- Can pupils give an example of a Music lesson that made them say WOW, ask HOW, encounter an OW or become deeply absorbed in a NOW moment?
- Can pupils point to a musical feature - such as rhythm, pitch, dynamics, harmony, timbre, texture, structure or lyrics - that shaped their response?
- Where has Music helped pupils consider belonging, identity, message, cultural respect, perseverance, collaboration or the responsibility of performing with others?
- Do staff feel confident leaving an objective unmapped when the spirituality link would be artificial or distract from the musical learning?
- Can leaders trace mapped opportunities directly back to the taught Music long-term plan and the available assessment objectives?

Important. This map identifies opportunities for spiritual development; it does not assess or grade pupils' spirituality. For units still in development, no detailed spirituality reference has been added. These sections can be completed when the Music assessment objectives are confirmed.



SPIRITUALITY ACROSS THE MUSIC CURRICULUM

Let your light shine - Matthew 5:16