

# Spiritual Development through the Music Curriculum

Newland St John's Church of England Academy | EYFS–Year 6

Christian vision: Living together, learning together and shining together in the love of God.

Matthew 5:16: “Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Suggested spiritual reflection opportunities linked to the 2026 NSJ Music Knowledge and Skills Progression: Singing, Explore, Create and Perform.

| Year   | Music curriculum links                                                                                                        | Self                                                                                              | Others                                                                                                 | The World and Beauty                                                                             | Beyond                                                                                       |
|--------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| EYFS   | Familiar rhymes and songs; pulse, high/low sounds; simple sound patterns; sharing songs with actions                          | Explore feelings and confidence through singing, movement and experimenting with their own voice. | Experience belonging by sharing rhymes, taking turns and listening to others' sounds.                  | Notice the beauty of rhythm, changing pitch, sound and expressive movement.                      | Wonder how music can express feelings without words and bring people together.               |
| Year 1 | Five songs from memory; singing in unison; pulse; rhythms from words; simple melodies; following a leader                     | Recognise their own musical voice and grow in confidence when singing and composing.              | Listen to a leader, value everyone's contribution and enjoy singing together in unison.                | Notice musical patterns, the steady heartbeat-like pulse and the beauty of different sounds.     | Consider why shared music can make people feel connected and joyful.                         |
| Year 2 | Songs with chorus/response; high/low pitch; tuned percussion; rhythmic patterns; musical stories                              | Express feelings through voice and movement, and recognise progress in musical skills.            | Respond to others in call-and-response songs and handle shared instruments respectfully.               | Appreciate how music tells stories, paints pictures and creates different moods.                 | Wonder why music can communicate ideas and emotions beyond spoken language.                  |
| Year 3 | Listening across cultures and periods; movement, art and descriptive responses; improvisation; class composition and ensemble | Reflect on personal responses to different music and gain confidence through improvisation.       | Collaborate on a whole-class composition and appreciate different musical and cultural voices.         | Experience wonder at contrasting genres, instrumental sounds and expressive musical textures.    | Explore why music from different times and places can speak to shared human experiences.     |
| Year 4 | Musical notation and technology; singing rounds; composition to evoke moods; ensemble performance                             | Reflect on how musical choices, practice and performance express identity and emotion.            | Develop trust, listening and mutual responsibility when performing interlocking parts.                 | Appreciate harmony, melodic shape, dynamics and the artistry of composing for a mood.            | Consider how several distinct musical parts can create something greater together.           |
| Year 5 | Music across traditions and eras; solo and harmony singing; ABA compositions; film/scene soundtracks; ensembles               | Explore personal expression and resilience through solo singing and refining compositions.        | Respect diverse musical traditions and support others in collaborative rehearsals.                     | Experience awe through harmony, contrasting sections and music that evokes imagery or emotion.   | Reflect on music's power to shape memory, atmosphere and feelings, and ask why this happens. |
| Year 6 | Expressive singing in unison and parts; Charanga glockenspiel; improvisation; musical evaluation; leadership and production   | Reflect on confidence, individuality and the journey from practice to accomplished performance.   | Lead and support others, value different parts in an ensemble and contribute to the Year 6 production. | Appreciate the emotional beauty of expressive singing, precise ensemble playing and performance. | Consider how musical gifts can serve others, communicate hope and leave a positive legacy.   |

These opportunities are suggestions for reflection, not claims of existing impact. Music provision also includes whole-school singing worship, choir, concerts, instrumental lessons, KS1 Nativity and the Year 6 musical production.

## Progression in spiritual development

- EYFS: joy, curiosity, self-expression and shared musical experiences.
- Years 1–2: confidence, belonging, attentive listening and appreciation of musical expression.
- Years 3–4: empathy, collaborative creativity, cultural appreciation and reflective responses.
- Years 5–6: expressive identity, musical leadership, responsibility and deeper questions about meaning and connection.

## Suggested SIAMS self-evaluation statement

Our Music curriculum offers planned and progressive opportunities for spiritual development through self, others, the world and beauty, and beyond. Singing, listening, composing and performing invite pupils to discover their voices, appreciate the gifts of others and experience awe and wonder through rhythm, harmony and expressive sound. Musical collaboration develops belonging, empathy, mutual respect and service, while engagement with music from different cultures and times broadens understanding. Whole-school singing worship, choir and performances provide additional opportunities to live, learn and shine together. Inspired by Matthew 5:16, pupils are encouraged to use their musical gifts to enrich the lives of others.

Possible evidence of impact: pupil voice, reflective discussion, musical compositions, participation, rehearsals, worship and performances.