



Broadhempston Primary School

Music Curriculum Statement

At Broadhempston Primary School, we believe that music is a powerful and enriching part of every child's education. Through listening, performing, composing and evaluating, pupils develop creativity, confidence and self-expression while gaining an appreciation of the diverse musical traditions that shape our world.

As a small rural school, we recognise the importance of providing children with a wide range of musical experiences and opportunities to perform, collaborate and participate in the cultural life of the school and wider community. Through engaging and practical music-making, pupils develop communication, teamwork and resilience while experiencing the joy that music can bring.

Our music curriculum encourages children to become confident performers, thoughtful listeners and creative musicians. Through singing, instrumental performance, composition and the use of music technology, pupils develop the knowledge, skills and understanding needed to appreciate, create and respond to music with increasing confidence and sophistication.

We aim to nurture enthusiastic and reflective musicians who recognise the importance of music in their own lives and communities. Through a broad range of musical experiences, pupils develop a lifelong appreciation of music and the confidence to continue their musical journey beyond primary school.

National Curriculum

At Broadhempston Primary School, our music curriculum enables pupils to:

- Perform, listen to, review and evaluate music across a range of styles, genres and traditions.
- Learn to sing and use their voices expressively and confidently.
- Create and compose music individually and collaboratively.
- Play tuned and untuned instruments with increasing accuracy and control.
- Understand and explore how music is created, produced and communicated.
- Develop an understanding of key musical elements, including pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure.
- Use musical vocabulary to discuss and evaluate music.
- Appreciate the work of musicians and composers from different times, places and cultures.
- Develop confidence, creativity and enjoyment through musical participation.

To achieve these aims, the curriculum is organised around four interconnected strands:

- Listening and Appraising – developing understanding and appreciation of music.
- Performing – singing and playing instruments with increasing confidence and accuracy.
- Composing and Improvising – creating, developing and refining musical ideas.
- Musical Knowledge – understanding the elements, structures and language of music.

These strands are revisited throughout the curriculum to ensure pupils build secure musical knowledge and develop increasing confidence as musical independence and fluency.

Curriculum design and delivery

As a small rural school, music is taught within mixed-age classes through a carefully planned two-year rolling programme. This ensures full curriculum coverage while enabling pupils to revisit and deepen their understanding of key musical concepts, skills and experiences over time.

We have chosen the Kapow scheme as the foundation for our music curriculum because it provides a carefully sequenced progression of knowledge and skills while allowing teachers to respond to the interests, experiences and needs of our pupils.

Our curriculum is structured around a spiral model which enables pupils to revisit key musical concepts in increasingly sophisticated ways. This approach supports long-term retention and helps pupils make meaningful connections across their learning.

Through this approach, pupils:

- Develop confidence in singing and performing.
- Build understanding of musical elements and vocabulary.
- Explore a wide range of musical styles and traditions.
- Create and compose music with increasing independence.
- Develop listening, appraisal and performance skills.

We believe it is important that pupils understand that music is not simply something we listen to but something we can create, share and experience together. Children learn how musicians communicate ideas, emotions and stories through sound while developing their own musical voice. Pupils increasingly learn to think and work as musicians by performing, composing, rehearsing, listening, evaluating and refining their musical ideas.

Our curriculum develops three interconnected forms of knowledge:

- Substantive knowledge – understanding musical concepts, vocabulary and notation.
- Disciplinary knowledge – understanding how musicians compose, perform, rehearse and evaluate music.
- Procedural knowledge – developing the practical skills required to sing, play, compose and perform music.

These forms of knowledge are developed through practical music-making, listening activities, performance opportunities and creative exploration, helping pupils develop confidence and enjoyment as musicians.

Music is further enriched through workshops led by visiting musicians and specialists, collaborative projects with local schools and participation in musical events throughout the year.

Progression

Our music curriculum is carefully sequenced to ensure that pupils develop increasing knowledge, skills and understanding as they move through the school. Through a spiral curriculum, children revisit key musical concepts while developing greater confidence, technical control and musical understanding.

In the Early Years, children begin to explore music through singing, movement, rhythm games, listening activities and the use of percussion instruments. They develop confidence

in joining in with songs and begin to recognise patterns, sounds and musical expression.

In Key Stage 1, pupils develop foundational musical skills through singing, performing, composing and listening activities. They learn to recognise and respond to pulse, rhythm and pitch while beginning to use musical vocabulary to discuss what they hear.

As pupils progress through Lower Key Stage 2, they develop increased control when performing and composing. They explore a wider range of musical styles, begin to understand notation and develop confidence in explaining their musical choices.

In Upper Key Stage 2, pupils become increasingly independent musicians. They perform with greater accuracy and expression, compose using a wider range of musical ideas and demonstrate an increasingly sophisticated understanding of musical structure and vocabulary.

Throughout their time at Broadhempston Primary School, pupils develop musical knowledge, creativity and performance skills. They learn to listen critically, collaborate effectively and communicate ideas through music.

This progression enables pupils to become confident, reflective and musically literate young people who appreciate the value of music in their own lives and in the wider world.

Personal development and wider curriculum links

Oracy - Music provides rich opportunities for pupils to develop their speaking and listening skills. Pupils are encouraged to:

- Discuss and evaluate musical performances.
- Use musical vocabulary to communicate ideas.
- Rehearse and perform collaboratively.
- Provide constructive feedback to others.
- Present and explain their compositions.

These experiences help pupils develop confidence, communication skills and the ability to express themselves clearly.

Performance and Community Engagement - Performance is an important part of musical life at Broadhempston Primary School. Pupils regularly perform to audiences through assemblies, showcases and celebrations throughout the year. Children in EYFS and Key Stage 1 participate in an annual Nativity production, while pupils in Key Stage 2 perform a full musical production each year. Families are invited to performances and showcase events, providing opportunities for pupils to celebrate and share their achievements. Our Key Stage 2 choir performs regularly and represents the school within the local community, including visits to residential homes where pupils use music to bring enjoyment and connection to others.

Instrumental Learning - Pupils have access to a range of tuned and untuned instruments within school and benefit from whole-class ensemble teaching through instruments borrowed from Devon Music Education Hub. This enables pupils to experience learning different instruments and performing together as part of an ensemble. Peripatetic music teachers provide weekly instrumental tuition, enabling pupils to develop specialist skills and pursue their musical interests beyond classroom lessons.

Creativity and Technology - Music contributes to wider creativity across the curriculum. Pupils make links between music and other subjects, including art and computing. Through computing, pupils explore music technology and digital composition tools, learning how music can be created, recorded and produced using technology.

Cultural Capital - Through studying a diverse range of musicians, composers and musical traditions, pupils gain an appreciation of music from different cultures, historical periods and communities. The curriculum broadens horizons by introducing children to musical experiences and opportunities beyond their immediate environment. Pupils have opportunities to experience live performance through visits to theatres, concerts and musical productions. Where possible, we seek to provide access to high-quality performances, including productions in London's West End, allowing children to experience professional musicianship and performance on a larger scale. Participation in music festivals, workshops, performances and collaborative projects with other schools further enriches pupils' understanding of music and its importance within society.

Inclusion and Diversity - We believe that music should be accessible, enjoyable and inspiring for all pupils. Learning encourages children to:

- Appreciate music from different cultures and traditions.
- Develop respect for diverse forms of musical expression.
- Build confidence through participation and performance.
- Recognise that everyone can develop as a musician.

We are committed to ensuring that all pupils, including those with SEND, can access and succeed within the music curriculum through appropriate scaffolding, adaptive teaching and practical support.

Assessment

Assessment is an integral part of teaching and learning in music at Broadhempston Primary School. Teachers use ongoing assessment to identify what pupils know, understand and can do, and to inform future teaching.

Formative assessment takes place throughout lessons through:

- Observation of performance and participation.
- Listening and discussion activities.
- Review of compositions and musical outcomes.
- Retrieval activities that revisit previously taught knowledge.
- Self-assessment and peer feedback.
- Questioning and musical discussion.

Assessment considers both musical knowledge and practical musicianship, ensuring pupils develop a secure understanding of musical concepts alongside the ability to perform, compose and evaluate music.

Leaders and staff monitor the quality and impact of the curriculum through:

- Reviewing musical outcomes and performances.
- Pupil voice activities.
- Lesson visits and curriculum monitoring.
- Analysis of assessment information.

Through these approaches, we ensure that pupils build secure musical knowledge and make strong progress throughout the curriculum.

CPD

High-quality teaching is essential to the successful delivery of our music curriculum. We recognise that strong subject knowledge and confidence enable teachers to support pupils in developing musical understanding, creativity and performance skills.

Teachers are supported through a range of professional development opportunities, including:

- Access to high-quality curriculum resources and lesson guidance.
- Clear progression documents showing how knowledge and skills develop across the school.
- Subject-specific support and musical guidance.
- Professional development materials and training resources.
- Collaboration with colleagues and music specialists.
- Ongoing support and professional dialogue with subject leaders.

Our chosen curriculum resources support teachers in understanding how musical knowledge builds over time and helps pupils develop musical understanding, enjoyment and personal expression.

Leaders continually evaluate the effectiveness of the curriculum through monitoring, pupil voice, staff feedback and professional development needs to ensure all pupils receive a high-quality music education.

Impact

By the time pupils leave Broadhempston Primary School, they will have developed a secure foundation of musical knowledge, skills and understanding. They will be able to sing, perform, compose, listen and evaluate with increasing confidence, accuracy and expression.

Pupils will understand key musical concepts and vocabulary and be able to apply their learning when creating and performing music. They will appreciate a wide range of musical styles and traditions and recognise the importance of music across cultures and communities.

The impact of our curriculum is evident in the quality of pupils' musical performances, compositions and discussions. As they progress through the school, pupils demonstrate increasing confidence, creativity, collaboration and musical understanding.

Choir performances, musical productions, workshops, festivals, instrumental tuition, collaborative projects with other schools and community performances provide meaningful opportunities for pupils to apply their learning beyond the classroom and develop confidence as performers and musicians.

Our pupils leave Broadhempston as confident, creative and culturally aware young people who value music, understand its power to communicate and connect people, and are well prepared to continue their musical journey beyond primary school.

Curriculum Progression Overview

Listening and evaluating

Year 1/2	Listen attentively, respond to music, identify instruments, recognise rhythm/pitch patterns and discuss tempo, dynamics and pitch.	Know pitch, rhythm, tempo, dynamics and that music from different places and times can sound different.
Year 3/4	Explain responses using musical vocabulary, identify wider instrument range and compare music from cultures and periods.	Know musical elements, contrast, genre, historical context and changing music technology.
Year 5/6	Appraise critically using musical vocabulary and understand composer choices and style.	Know structures, instrumentation, mood, genre development and social influences on music.

Creating sound

Year 1/2	Sing simple songs, explore voices and instruments, create soundscapes and follow a beat.	Understand how instruments create sound and how voice and pitch can vary.
Year 3/4	Maintain singing parts, use breathing/posture, play melodies and simple chords.	Understand pitch accuracy, dynamics and instrumental technique.
Year 5/6	Sing in harmony, sustain independent parts and perform fluently on instruments.	Know how vocal and instrumental choices affect performance quality and mood.

Notation

Year 1/2	Follow notation left to right, recognise pitch patterns and simple rhythms.	Know notation direction, basic pitch representation and rhythmic symbols.
Year 3/4	Read and create simple staff notation and rhythmic patterns.	Know stave notation, note values, rests and pitch movement.
Year 5/6	Read and create wider notation including time signatures and staff notation.	Know semibreves, rests, markings, note placement and notation purposes.

Improvising and composing

Year 1/2	Create sound sequences, improvise and adapt simple patterns.	Understand sounds can represent ideas, characters and stories.
Year 3/4	Compose within given structures, explore melodies and musical dimensions.	Know music can be organised and developed through rhythm, pitch and structure.

Year 5/6	Compose for mood and purpose, develop melodies and justify decisions.	Know musical choices create atmosphere, meaning and style.
Performing		
Year 1/2	Keep a steady beat, perform in groups and respond to a leader.	Know performance requires timing, awareness and ensemble cooperation.
Year 3/4	Reflect on performances and maintain individual parts with support.	Know rehearsing and feedback improve performance quality.
Year 5/6	Perform confidently, evaluate critically and coordinate ensembles.	Know performers use rehearsal, communication and stagecraft effectively.
Inter-related dimensions of music		
Year 1/2	Apply rhythm, melody, tempo, dynamics and instrumentation.	Know basic meaning of rhythm, pitch, tempo, dynamics, structure and instrumentation.
Year 3/4	Recognise harmony and changing musical elements.	Know how sections, harmony, tempo and dynamics shape music.
Year 5/6	Use dimensions to analyse and compose music.	Know how harmony, structure, rhythm, instrumentation and tempo create contrast, mood and depth.