

The aims of the National Curriculum in respect of Music are as follows:

The National Curriculum for music aims to ensure that all pupils:

- **Perform, listen to, review and evaluate music** across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- **Learn to sing and use their voices**, create and compose music independently and with others, and have the opportunity to learn a musical instrument.
- **Use technology appropriately** and have opportunities to progress to higher levels of musical excellence.
- **Understand how music is created, produced and communicated**, including through the interrelated dimensions of music:
 - pitch
 - duration
 - dynamics
 - tempo
 - timbre
 - texture
 - structure
 - appropriate musical notation.

Our vision at Brockenhurst C of E Primary School:

Our music curriculum aims to deliver high-quality music throughout the key stages with musical experimentation at its heart. Our practical approach allows all children to develop and build upon key musical skills whilst exploring the interrelated dimensions of music, including pitch, rhythm, pulse, tempo, dynamics, timbre, texture and structure. We also place a strong emphasis on performance, listening, evaluation and reflection. Through our partnership with Hampshire Music Service, children receive practical, hands-on musical experiences which encourage creativity, curiosity and confidence while supporting the development of lifelong musical skills.

Each year group follows the Hampshire Music Service long-term planning, ensuring full coverage of the National Curriculum.

Progression of Skills								
Skill	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Enjoy singing familiar songs and nursery rhymes. Join in with repeated phrases.	Sing a range of familiar songs and nursery rhymes with increasing confidence. Begin to match pitch and sing with others.	Sing simple songs from memory using appropriate volume and clear words.	Sing confidently with improved pitch, expression and awareness of others.	Sing with accuracy, control and expression in unison and simple parts.	Maintain an independent vocal part within a group performance.	Sing confidently in two or more parts with expression and good breathing control.	Perform a varied repertoire with confidence, accuracy, expression and stylistic awareness.
Playing Instruments	Explore instruments through play. Tap, shake, scrape and strike to create sounds.	Play classroom instruments with increasing control, following simple instructions.	Play tuned and untuned instruments to a steady pulse.	Perform simple rhythm and pitch patterns accurately.	Play melodies using simple notation with increasing fluency.	Perform with greater accuracy, maintaining an independent part within an ensemble.	Demonstrate control, fluency and expression on tuned instruments.	Perform confidently as part of an ensemble, responding to the conductor and other musicians.
Pulse & Rhythm	Move or clap to a steady beat.	Clap, tap and move in time	Keep a steady pulse whilst singing and playing. Copy	Read and perform simple rhythmic	Maintain pulse whilst performing more complex rhythms.	Perform syncopated and layered	Use rhythmic notation confidently when	Perform complex rhythms fluently and adapt confidently within

		with music.	simple rhythms.	patterns including rests.		rhythms accurately.	composing and performing.	ensemble performances.
Pitch & Melody	Explore high and low sounds through voice and instruments.	Recognise whether sounds are high or low.	Follow simple melodic patterns.	Recognise changes in pitch and perform simple melodies.	Read and perform simple pitch notation.	Perform melodies accurately from notation.	Compose and perform melodies using a wider pitch range.	Use pitch confidently to compose expressive melodies in different styles.
Composition & Improvisation	Experiment freely with sounds and movement.	Create simple musical ideas through play.	Create simple sound patterns to represent stories or pictures.	Compose short pieces using chosen sounds and simple structures.	Improvise using a limited range of notes and rhythms.	Compose music with clear structure and musical purpose.	Develop compositions using a range of musical elements and notation.	Create extended compositions demonstrating originality, structure and refinement.
Listening & Appraising	Respond physically and emotionally to music. Talk about how music makes them feel.	Describe music using simple vocabulary such as fast, slow, loud and quiet.	Identify different instruments and basic musical features.	Describe music using musical vocabulary and express opinions.	Compare music from different traditions and historical periods.	Recognise how musical elements create mood and character.	Evaluate performances using appropriate musical language.	Analyse and evaluate music critically, identifying stylistic features and influences.
Musical Elements	Explore loud/quiet and fast/slow through play.	Begin to understand pulse, tempo and dynamics.	Identify pulse, rhythm, pitch and tempo in familiar music.	Use musical vocabulary to describe pitch, tempo, dynamics and timbre.	Demonstrate understanding of texture, structure and duration.	Apply knowledge of musical dimensions when composing and performing.	Manipulate musical elements creatively for intended effect.	Use all interrelated musical dimensions confidently to compose, perform and evaluate music.

Notation	Recognise symbols or visual prompts to start and stop.	Follow simple graphic symbols.	Recognise simple rhythmic symbols.	Read and perform basic rhythmic notation.	Read simple staff notation and play from it.	Read and write staff notation with increasing confidence.	Use standard notation to compose and perform.	Read, write and interpret staff notation fluently across a range of musical contexts.
Performance	Perform informally to familiar adults.	Perform songs and simple music to an audience with growing confidence.	Perform individually and with others.	Demonstrate awareness of audience and performance skills.	Perform with increasing confidence, accuracy and expression.	Refine performances through rehearsal and evaluation.	Perform confidently in different ensemble settings.	Present polished performances demonstrating expression, accuracy, communication and reflection.