



National Curriculum Aims

The 2014 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 the great composers and musicians of nasheeds and classical music
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Intent	Implementation	Impact
Copilot said: Practical skills are at the heart of our music curriculum. Through the singing of nasheeds and the playing of percussion instruments, pupils progressively develop and apply key musical knowledge and skills across each year group. Core strands such as pitch, rhythm, composition, performance, and appraisal are carefully sequenced and built upon over time, enabling children to deepen their musical understanding and confidence. This structured approach ensures that pupils develop both the technical skills and musical vocabulary needed to perform, create, evaluate, and appreciate music with increasing competence and creativity.	Copilot said: Throughout the year, pupils are taught to play a range of percussion instruments and learn a variety of nasheeds, with clear links made to the school's values each term. Children regularly listen to and reflect on nasheeds during assemblies and classroom activities, developing their appreciation and understanding of music. Every year group participates in a nasheed programme, encouraging pupils to become reflective listeners and confident performers. Through Qur'an recitation in Arabic lessons and the use of percussion instruments, children develop their understanding of key musical elements, including rhythm, pitch, intonation, tempo, composition, and musical vocabulary. Pupils have opportunities to practise, perform, and refine their skills through nasheed and percussion ensembles, which are showcased at school events and celebrations. These experiences help to build confidence, creativity, teamwork, and a deeper appreciation of Islamic arts and culture.	Copilot said: At Hujjat Primary, children are reflective listeners and active participants in music through the singing of nasheeds, Qur'anic recitation, and the playing of percussion instruments. Regular opportunities to perform in assemblies, nasheed groups, and school events enable pupils to develop and refine key musical skills, including pitch, rhythm, tone, intonation, volume, and musical vocabulary. Through these experiences, both teachers and pupils gain a deeper understanding of the building blocks of vocal and musical performance. Children are encouraged to evaluate performances thoughtfully and respectfully, developing their ability to appraise music critically while celebrating the achievements of others. As a result, musical performances are enjoyed and valued across the school community, fostering confidence, creativity, and a love of performance.

Knowledge and Skills

Early Year Foundation Stage (EYFS)

The music curriculum follows the expressive art and design pathway, meeting the requirements of the statutory framework for the Early Years. This culminates in our children learning and performing a range of songs, learning to listen to music and developing themselves through experimenting with sounds to use their bodies, and focus on their fine and gross motor skills.

In Key Stage 1 and 2 (KS1-KS2)

At Hujjat Primary School, the music curriculum enables pupils in Key Stage 1 to develop their listening, performance, and appraisal skills through exposure to nasheeds, classical music, and the playing of percussion instruments. Children build a strong foundation in key musical concepts such as rhythm, pitch, tone, composition, and pulse, while developing their confidence as performers and listeners.

In Key Stage 2, these skills are further developed through more advanced musical experiences, including nasheed performances, Qur'anic recitation, and percussion ensembles. Pupils apply and refine their understanding of musical elements, demonstrating increased control of pitch, rhythm, intonation, and expression. They are encouraged to listen critically, evaluate performances constructively, and reflect on their own progress as musicians.

Regular opportunities to perform and appraise music help children deepen their musical knowledge, build confidence, and develop a lasting appreciation for music within both an Islamic and wider cultural context.

Creativity

At Hujjat Primary School, our music curriculum is bespoke, engaging, and creative, providing children with meaningful opportunities to develop and showcase their musical skills. Pupils build their musical knowledge, vocabulary, and understanding through a range of performance experiences, including percussion ensembles, nasheed groups, class assemblies, and school community events.

Through these opportunities, children learn to perform with confidence, listen attentively, and evaluate music thoughtfully. They are encouraged to appraise their own work and that of others, developing their understanding of key musical elements such as rhythm, pitch, tone, intonation, dynamics, and composition. This reflective approach enables pupils to grow as musicians while fostering a lifelong appreciation and enjoyment of music.

Assessment

Copilot said: Assessment in music is ongoing and embedded within lessons to support pupils' progress. Verbal feedback is provided throughout lessons, enabling children to refine their skills, improve their performance, and deepen their understanding of musical concepts. Carefully targeted questioning encourages pupils to reflect on their learning, evaluate their performances, and make informed decisions about how they can improve.

Formative assessment takes place regularly during music lessons through observation, discussion, rehearsal, and practical activities. Summative assessment is carried out at the end of each unit through both solo and group performances, allowing pupils to demonstrate their musical knowledge, skills, and understanding in a meaningful and authentic context. These assessments help teachers monitor progress and ensure that all children continue to develop as confident and reflective musicians.

Our curriculum follows our school values: service, gratitude, excellence, compassion, integrity, respect