

Kessingland Church of England Primary Academy



Music



“Music produces a kind of pleasure which human nature cannot do without.”

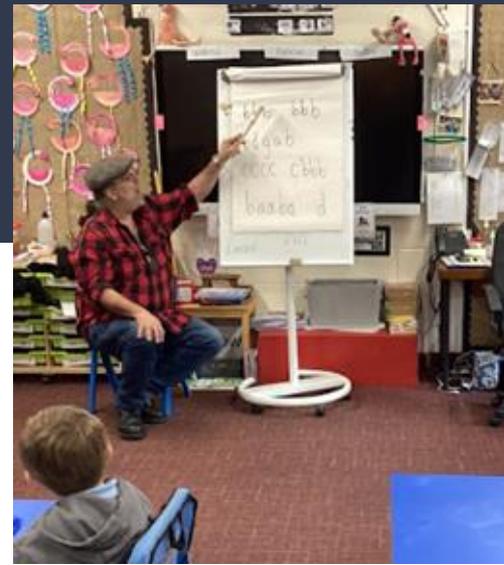
— Confucius

National Curriculum

- “Positive interaction with music can develop pupils’ competence as learners and increase their self-esteem.”
- “Music brings together intellect and feeling and enables personal expression, reflection and emotional development.”
- “As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world.”
- Music learning develops pupils’ critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. It also increases self discipline, creativity, aesthetic sensitivity and fulfilment.”

Our approach to teaching Music

- We follow a broad and balanced Music curriculum that follows a spiral curriculum
- Alternating Kapow Music Scheme units and instrumental units



Progression of skills

- Progressive curriculum
- Key concepts that are introduced in all year groups
- Domain of knowledge:
 - Listening, appraising and responding
 - Composing
 - Performing
 - History of Music (KS2 only)



Progression of skills

Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using their voices to join in with well-known songs from memory.	Using their voices expressively to speak and chant.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.

Assessing Music

How do we assess Music?

- Through questioning and observations
- Recording of start and end performances

In Music, we have been exploring orchestral instruments.

I can see a drum and a piano. HC

I have an electric guitar at home. CT

I can see a guitar and a microphone. HAF

I have a piano at home. DP

We learned the 4 different instrument families and used actions to help us remember them.

String
Woodwind
Percussion
Brass

Lesson 1: Zoltan Kodaly and his method for rhythm

In this topic we are going to be improvising, composing and notating rhythms using the Kodaly method. In this lesson we identified and practised those rhythms.

WT: beginning to repeat some rhythm accurately, but not consistently. RB, MD, LS

RB: Repeating rhythms accurately. Successfully participating in rhythm games.

ID, IB, AK

ID: Feeling the pulse when clapping and saying rhythms. Comparing the Kodaly rhythms to Western music notation.

Supporting learners with SEND

“Music expresses feeling and thought, without language...It is above and beyond all words.” – Robert G. Ingersoll



Provision and Resources to support children with SEND



Curriculum and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Use of chunking to break down instructions Talk partners with clearly defined roles Concise language Visual prompts Non-verbal communication systems	Alternative ways of recording Use of additional and differentiated resources	Careful groupings with clearly defined roles Use of timers Now and next boards Feelings trackers	Ear defenders Sensory breaks Written LOs

Additional resources provided to staff to support with teaching, e.g. Music Mark Website.

Examples of Music within the school

WORLD
MUSIC
DAY



- Rock Steady
- Clubs, such as Choir and Music Club
- Offsite events - Big Sing at Snape Maltings
- Musician of the Month
- World Music Day
- Christmas performances / Harvest Festival



Additional music opportunities (outside of school)



Next Steps

- Continue being able to offer private tuition for those that want to develop their music, either via Rock Steady or Mr Syed
- Continue with My Rock choir events, and encourage more parents to allow their children to take part
- More performing opportunities, both inside and outside of school
- Continue to develop assessment methods
- Focus on Music awards



BECAUSE OF MUSIC:

- I CAN be a singer.
- I CAN be creative.
- I CAN be smart.
- I CAN be a reader.
- I CAN be active.
- I CAN be a learner.
- I CAN be a team player.
- I CAN be joyful.
- I CAN be a thinker.
- I CAN be a listener.
- I CAN be aware of others.

