

# Kessingland Church of England Primary Academy



Music



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

*— Confucius*

# What is our vision for Music at Kessingland?

At Kessingland Church of England Primary, we believe that music is a unique and powerful form of communication that can change the way pupils feel, think and act, and have a huge impact on their personal wellbeing.

It is our vision Music is accessible for all, and that every child adopts an understanding and love of music which they can carry with them for the rest of their lives.

*“Music expresses feeling and thought, without language...It is above and beyond all words.”*

*– Robert G. Ingersoll*



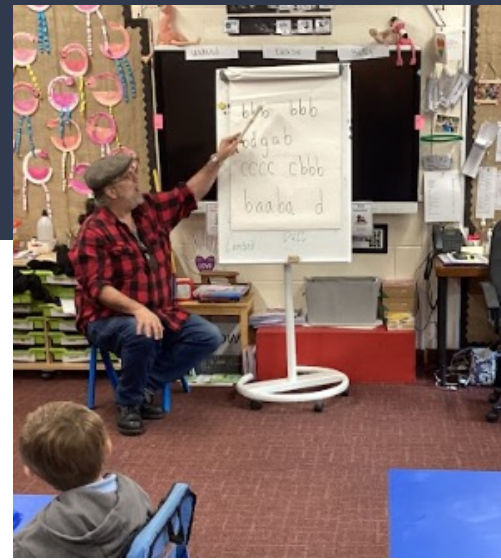
# National Curriculum

These are some of the statements taken from the National Curriculum which show how important music is, and our vision for music at Kessingland mirrors this.

- “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
- Alternating Kapow Music Scheme units and whole class instrumental teaching units



# Progression of skills

- To ensure high standards of teaching and learning in Music, we have a progressive curriculum, meaning children can build upon their skills learnt.
- Key concepts, such as pitch, rhythm, temp and structure of music are introduced in all year groups
- There are 4 domains of knowledge:
  - Listening, appraising and responding
  - Composing
  - Performing
  - History of Music (KS2 only)



# Progression of skills

An example across the years:

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, observations and recording processes
- Recording of start and end performances to see progression
- Seesaw posts which demonstrate videos and pupil voice within lessons

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

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

GD: Feeling the pulse when clapping and saying rhythms. Comparing the Kodaly rhythms to Western music notation. LD, IB, AK

# Examples of Music within the school

WORLD  
MUSIC  
DAY



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





# Additional music opportunities (outside of school)

ARTS COUNCIL  
ENGLAND



Artsmark  
Gold Award  
Awarded by Arts  
Council England



# Next Steps



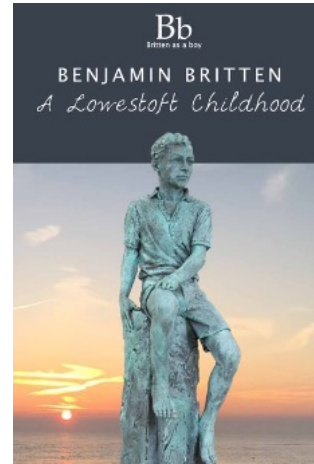
- Develop the role of Music Ambassador within our school
- Use feedback from recent music pupil voice questionnaire
- Continue being able to offer private tuition for those that want to develop their music, either via Rock Steady or Mr Syed
- Continue with My Rock choir events, and encourage more parents to allow their children to take part
- More performing opportunities, both inside and outside of school
- KS2 to take part in the Storm Project run by Britten as a Boy
- Take part in the Move Shake Music Project
- Take part in First Light Music procession
- Visiting musicians to provide workshops
- Continue to develop assessment methods
- Music therapy interventions
- Focus on Music awards
- Joining with other schools for local Celebration of Music events

Do you enjoy whole class music lessons at school?

6 responses



● Yes  
● No



## 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.

