

Music Report for Governors July 2025

Curriculum Coverage

The whole school uses the music scheme Kapow Music. It ensures students sing, listen, play, perform and evaluate, following the National Curriculum aims and objectives and the Statutory Framework for the Early Years Foundation Stage. This is embedded in the classroom activities as well as weekly singing assemblies, concerts and performances throughout the school year. It includes key sections in the scheme such as links to year group topics, PSHE, Jigsaw or diversity themes. In each half term the children have a 'Significant Person' in their shared reads to explore links within the songs and the style of music they are learning about. Every lesson starts with a vocabulary quiz to complete and each topic finishes with an assessment quiz which revisits their previous knowledge and current learning. Year 3 had the opportunity to learn a brass instrument this year. They covered a number of different songs and learned the chords of the cornet. They really enjoyed having the chance to play and learn about a new instrument.



End of School Data

End of July Data 2024

End of Year Data July 2025			
	% below expectation	% At expectation	% Above expectation
Year 1	20.7%	70.7%	8.6%
Year 2	12.5 %	80.4 %	7.1%
Year 3	1.7 %	86.2 %	12.1 %
Year 4	6.9 %	87.9%	6.9%
Year 5	4.9%	80.3%	14.8%
Year 6	10.3 %	69%	20.7%

Shared Read and Vocabulary Quiz

Each music lesson starts with a mini-quiz, which revises prior knowledge and embeds important facts into children's long-term memory. Shared reads have been used at the start of each lesson to introduce the significant person they are learning about each term linking to our new Kapow scheme.

What is a ballad?

A **ballad** is a poem that tells a story. It can tell any type of story.

A ballad is written in **verses** of four lines for each verse. It follows a rhyming structure of ABCB, which means the 2nd and 4th lines of each verse will rhyme. It is also important to understand the amount of 'beats' in each line. This helps with the **rhythm** of the poem when it is read aloud. A ballad follows **iambic pentameter**, which means the second beat

Question 1

Multiple choice

Kapow Primary

Which instrument is not common in traditional Indian music?

A

The sitar.

B

The harmonium.

C

The bagpipes.

D

The sarangi.

Knowledge Organisers

We are continuing the use of 'Knowledge Organisers' for Music. We have both KS1 and KS2 knowledge organisers for the different genres of music covered in the Music Curriculum. Each one includes key vocabulary, skills and key terminology. The children will study these at the start of a unit of work and refer to it throughout the lessons.

Year 3: Ballads

Musical style: Ballads

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.

Vocabulary

- Ballad** - A song which tells a story - similar to a poem.
- Compose** - To create an original piece of music.
- Stanza** - A short section of text, sometimes known as a verse in a song or poem.
- Solo** - Performing alone.
- Ensemble** - A small group of musicians who perform together.
- Expression** - Making your thoughts or feelings known when reading, singing or performing.
- Lyrics** - The words in a song.
- Chorus** - Repeated section of music with the same tune and lyrics.
- Nonsense words** - Words which have no meaning and are often used for filling time in songs - e.g. 'la', 'do', 'ooh'.

Story mountain

Ballads tell a story and usually have a similar structure to stories.

OPENING - Describes the setting, introduces the characters.

BUILD UP - Excitement and tension grows, gives emotion.

CLIMAX - Major dilemma.

RESOLUTION - Characters find a route through their difficulties.

ENDING - Happily ever after.

Year 2: Musical me

Musical style: Folk

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.

Vocabulary

- Composition** - An original piece of music that has been created.
- Pulse** - The heartbeat of the music. Sometimes called the 'beat'.
- Melody** - Patterns of different pitches (high and low notes).
- Timbre** - The quality of sound e.g. smooth, scratchy, twinkling.
- Dynamics** - The volume of the music (loud or quiet).
- Rhythm** - Patterns of long and short sounds.

Instruments

Compose - To create or write an original (new) piece of music.

Composer - A person who creates and writes an original piece of music.

Notation - How the music is written down.

Graphic score

Stave and letter musical notation

Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.

Singing Practice, Assemblies and School Plays:

Singing Practice

Each week KS2 and KS1 enjoy their weekly singing practices linking to a theme which relates to the song they are learning. They then sing the song in the Friday celebration assembly.



School Productions and Concerts

Exciting and entertaining school musical productions and concerts have taken place throughout the year such as a wonderful 'Nativity' from Foundation 2, Year 1 and Year 2, 'Heroes and Villains' Concert by Year 3 and Year 4 and 'Little Shop of Horrors' production by Year 5 and 6. During the productions, every year group performs a variety of songs from a range of genres.



Front Row Music Musical Instrument Assembly for KS1 Children and KS2 Performance Assembly to parents

KS1 were fortunate enough to have Max from Front Row music come and visit our school from the second year running. He talked about how a range of different musical instrument work. He showed them the different sounds and pitches they could make. Children in the assembly had the opportunity to try playing the musical instruments.

As well as this, our children have had the opportunity to take part in music lessons, learning how to play the guitar or ukulele. At Christmas and Summer time, they performed for parents in our weekly Friday celebration assembly.



Clubs

Recorder Club

A group of children from Year 3 had the opportunity to learn the recorder, led by Mrs Tootell. They had a lesson every week after school, they learned a variety of different songs. They could play and say the names of the notes. They did a performance for parents and teachers showing what they had learned over the past 6 weeks of recorder club and loved every minute of it.



Choir

At Christmas time the KS2 choir sang 'High Above' by Upper Grammar. Their performance included solos, duets and choral singing. The children loved performing the song to the school and the members of the church!

The choir had also had the opportunity this year to sing at our local nursing home 'Salisbury House'. They sang an arrangement of Christmas songs - spreading Christmas joy. The residents were thrilled with their visit and joined in with 'We wish you a Merry Christmas.'



Performance for Dame Patricia Routledge

The choir had a very special invitation this year to sing at Dame Patricia Routledge's award evening at Birkenhead Town Hall. We sang two songs 'Power in me' and 'High Above'. The choir sang with confidence and tuneful tones. It was an honour to sing in front of many important people especially Patricia. We were chosen to sing as Patricia had been a pupil at Mersey Park and had once been in the choir so she wanted the current Mersey Park Choir to sing to open the awards evening.



CPD

I have taken part in monthly Music assessment and Subject Leader courses throughout this academic year. This was extremely useful in helping us to adapt our curriculum. I shared what I had learned at a staff meeting to keep everyone up to date with curriculum changes within the Scheme and to provide support for colleagues.

S.Brown