

## Music Development Plan – Kader Academy

<i>Detail</i>	Information
Academic year that this summary covers	2024-2025
Date published	1 <sup>st</sup> September 2024
Date reviewed	1 <sup>st</sup> September 2025
Name of the Kader’s Music Lead	Mr Trow
SLT member with responsibility for Music	Mrs Emms
Name of local Music Hub	Tees Valley Music Services (TVMS)
Name of other music associates	Rock Steady, Joy Tadd, Musinc

This summary outlines how Kader Academy provides music education to all students through three key areas: Curriculum Music, Co-Curricular Activities and Musical Experiences. It also highlights our future goals for music at the academy. This information is intended to help pupils, parents, and carers understand the music offerings at our school and the partnerships we have to support our students' musical education.

### Part A: Curriculum music

This is about what we teach in lesson time; how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Our curriculum follows the National Curriculum for music and a bespoke curriculum is delivered by our Music Specialist – Mr. T. Trow. All children receive at least an hour of music teaching a week. This includes a weekly timetabled 40 minute lesson and a 20 minute whole-school singing assembly led by the music specialist (and mini maestro music leads) as well as an additional class assembly singing practice that is delivered by class teachers. In addition, bespoke experiences through external provision is provided to many students throughout the academy (roughly 20%).

#### **Aims and Objectives that Kader’s Music Curriculum will offer:**

1. **Inspire Musical Passion:** Foster a love for music by exposing students to a wide range of musical genres and experiences.
2. **Develop Musical Skills:** Provide comprehensive musical education that includes singing, instrument playing, listening and composing.
3. **Encourage Self-Expression:** Enable students to express themselves through music and develop their confidence and creativity.
4. **Promote Teamwork:** Encourage collaboration through ensemble and group performances, fostering a sense of community and teamwork.

5. **Cultural Appreciation:** Introduce students to music from different cultures and historical periods, promoting cultural awareness and appreciation.

To deliver the opportunities for the aims and objectives of Kader's Music Curriculum, the bespoke scheme has been split into 4 key areas which are designed to be progressive: building on skills and knowledge year-on-year. It encompasses the following key components:



1. **Practical and Instrumental Skills:**

- Introduction to a variety of instruments through classroom lessons.
- Recorder and percussion instrument lessons for younger students.
- Opportunities for older students to learn more complex instruments.
- Regular singing sessions to develop pitch, rhythm and vocal techniques.
- Choir opportunities for students who demonstrate an interest and aptitude for singing.



2. **Listening, Understanding and appraising:**

- Exposure to a wide range of musical styles and genres.
- Listening activities to develop an understanding of musical elements and structures.
- Discussions and activities to appraise and critique music.
- Understanding the elements of music: pitch, , dynamics, tempo, texture, structure, timbre



3. **Composing and Creating:**

- Encouraging creativity through composing simple patterns, melodies and rhythms.
- Using music technology to explore composition and sound production.
- Using a range of digital elements to create and compose.



4. **Performance Opportunities:**

- Regular class and school-wide performances to build confidence and showcase talent.
- Participation in school assemblies, concerts and local and national community events
- Using a variety of digital equipment to support performances.

**Singing:** Throughout the bespoke scheme, lessons cover various dimensions of music: pitch, dynamics, tempo, and structure, as well as techniques such as breath control, diction, voice warm-ups, part singing and harmony. At Kader Academy, singing plays a crucial role in our holistic approach to personal development- encouraging all students to perform solos, sing in parts or participate in smaller groups. We offer rewards and many children demonstrate increased confidence and self-esteem through their involvement. Additionally, we emphasise the importance of being a respectful audience member and paying attention to performers which is also explicitly taught. Kader also have a school choir, who regularly perform to the community and have also performed to multiple schools at Trust days and national events.

**Instruments** – Performing and Composing at Kader Academy plays a big part in our weekly music lessons. The bespoke scheme provides ample opportunity for children from Nursery to Year 6 to perform to an audience of their peers/parents and staff. Children are encouraged (and keen) to take to the stage and perform songs/music they have practised to their phase with a range of tuned and untuned instruments. Kader also have a Rock Band in each phase that perform every term in a special ‘Rock’ assembly.

**Overview of genres studied:**

Year 1: African, Classical and Pop

Year 2: Bhangra, Classical and Pop

Year 3: Reggae, Classical and Electronic

Year 4: Folk, Disco and Rock

Year 5: Gospel, Baroque and Jazz & Blues

Year 6: Hip Hop, Jazz and Rap

### **Children with special educational needs (SEND)**

Kader Academy's music curriculum is inclusive to all children. We encourage and support all pupils to engage in music at a level appropriate to their stage of development- whether this is chronologically in-line with peers or not. Targeted support and appropriate adaptation is given to enable all pupils to engage with and enjoy music activities. We also support SEND children by funding Rock Steady music places.

### **Part B: Co-curricular music:**

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles, bands and how pupils can make progress in music beyond the core curriculum.

### **Additional Experiences Throughout the year:**

Kader Academy seeks opportunities for children across school to engage in musical experiences within and outside the wider curriculum. A recent example of this was an African drumming workshop, a Music Jazz concert at Middlesbrough Town Hall and a Trust collaborative Christmas Song writing and recording workshop.

### **After-school clubs**

There are also opportunities outside of the Music curriculum that children participate in through our extra-curricular offer. We have a proportion of students who are working towards their grades in classical piano. We have a Steel Pan after school club who are working on a special assembly performance. We have Rock Steady band practice, Young Voices choir, Graham Ted (from TVMS)) working with Y4 on brass instruments and learning the trumpet. We also have Joy Tadd (TVMS) offering piano lessons.

### **Part C: Musical experiences**

There are a range of musical events and opportunities that are available to Kader students: singing in assembly, partaking in concerts and shows, trips to professional concerts and theatre trip excursions.

**Performances:** In addition to their peer-group performances, every pupil at the academy has the opportunity to perform for a wider audience at different points in the year. Some examples are given below:

#### Autumn Term:

- Reception- Y6 pupils devise, share work and perform songs to the school during our annual Harvest Festival celebration.
- Nursery and Reception pupils perform to their parents with a nativity performance.
- Key Stage One perform to parents a scripted Nativity production.
- Lower Key Stage Two perform to parents a Carol Service.
- Upper Key Stage Two perform to parents a Christingle service at St Mary's Church.
- KS2 children perform in a Community Carol at Teesside Hospice where a range of local community members attend.
- KS2 choir perform at local residential homes for their residents.

#### Spring Term:

- As part of our annual Easter celebration assembly, the whole school performs in phases as part of a retelling of the Easter story.
- Class performances in assembly time presenting their work.
- Year group performances around key religious and calendar dates.

#### Summer Term:

- Year 6 children perform a scripted 'Leavers' Assembly' and perform a show over two evenings to their parents and invited guests from the community – including governors and trustees.
- Band stand at summer fair where children from all year groups can showcase their musical talents.

#### **Music Trips or Visits**

- As part of building their cultural capital, all KS2 pupils attend a local pantomime each Christmas season.
- Young Voices National concert - choir trip
- Residential care home singing Christmas visit
- Trust-wide music Christmas collaboration

- Poetry Slam workshop

## **In the future**

This is about what the school is planning for subsequent years.

We will continue to seek live performance opportunities across the year as they arise; either for pupils to visit live performances or for musicians to visit us. Mrs Emms and Mr Trow are actively seeking opportunities for pupils to perform outside of school. Due to the nature of the context of the academy, this needs to be a funded opportunity. We will continue to pursue opportunities for those pupils with a particular talent or interest in music to participate in additional activities, within our community or through the Trust.

## **Further information:**

For further information about Tees Valley Music Service, see their website:

<https://www.tvms.org.uk/>

The Department for Education publishes a guide for parents and young people ([Music education: information for parents and young people - GOV.UK](#)) on how they can get involved in music in and out of school and where they can go to for support beyond the school.