



What does Music look like at Adswood Primary?



1. Progression of learning- Sticky Knowledge



Sticky Knowledge: Music

Year 5	Year 6
<ul style="list-style-type: none"> I know how to maintain own part whilst others are performing their part 	<ul style="list-style-type: none"> I know how to sing in harmony confidently and accurately and can perform parts from memory
<ul style="list-style-type: none"> I know how to compose music which meets specific criteria 	<ul style="list-style-type: none"> I can take the lead in a performance
<ul style="list-style-type: none"> I know how to choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> I know how to use a variety of different musical devices in composition (including melody, rhythms and chords).
<ul style="list-style-type: none"> I know how to use a music diary to record aspects of the composition process 	<ul style="list-style-type: none"> I know how to analyse features within different pieces of music
<ul style="list-style-type: none"> I know how to describe, compare and evaluate music using musical vocabulary and can explain why I think music is successful or unsuccessful 	<ul style="list-style-type: none"> I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created
<ul style="list-style-type: none"> I can contrast the work of a famous composer with another and explain my preferences 	<ul style="list-style-type: none"> I can compare and contrast the impact that different composers from different times have had on people of that time

Sticky Knowledge is used throughout KS1 and KS2 to ensure progression of learning and National Curriculum coverage. Learning follows a clear sequence in each year group and throughout school. Learning is chronological and to ensure objectives are revisited often via start of the day (SODA), theme weeks, visits and visitors, bridging back and bridging forward each lesson. Learning is consolidated.

Quality First Teaching in all year groups, a range of questioning strategies, adaptive teaching and the use of questioning, enhance opportunities to develop and embed the skills and knowledge required in the NC and the Sticky Knowledge for this subject.

Kapow Primary

Music-2024-25 Cycle A KAPOW in Adswood

D&T	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1/2	Pulse and Rhythm (Theme: All About Me)	Tempo (Theme: Swift and Slow)	Pitch and Tempo (Theme: Superheroes)	Musical Me	On This Island: British Songs and Sounds (Theme: Traditional Western Stories)	Orchestral Instruments (Theme: Traditional Western Stories)
Year 3/4	Instrumental Lessons Unit: South Africa	Developing Singing Technique (Theme: Vikings)	Instrumental Lessons Unit: Caribbean	Body and Tuned Percussion (Theme: South Africa)	Jazz	Adapting and Transposing Melody (Theme: Romans)
Year 5	Composition Notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the Festival of colour (Theme: Holi Festival)	Logging and Rimming	Music Theatre
Year 6	Dynamics, Pitch and Tempo (Theme: Froggie Cows)	Songs of WW2	Film Music	Theme and Variation (Theme: Pop Art)	Baroque	Composing and Performing a Lesson: Sing Our Lessons Production

2. Whole School Overview



We follow KAPOW throughout school. It provides EYFS, KS1 and KS2 with teaching and learning ideas and uses thought provoking questions to engage learners' learning.

Our lessons are planned from the yearly overviews. Weekly lessons, discussions and VVE opportunities allow pupils to bridge back and revisit learning but also to bridge forward and explore learning that will be covered next year.

3. Learner Voice

Pupil Voice Music Spring 2023

EYFS (NUR)

How do you make a sound?

- Ella- "mouth ,ears"
- Alannah- "music , your box"
- Halle- "The mermaid sings"
- Lexie- "being being , its from a bunny , mouth"
- Alba- "With your mouth"

What songs or rhymes do you know?

- Ella- "twinkle twinkle little star, mary mary , In a little teapot , rock"
- Alannah- "Twinkle Twinkle , In a little teapot , pia pia piano , Bas bas black sheep"
- Halle- "In a little tea pot short and stout (continues to sing song), oh the grand old duke of york (sing song) bas bas black sheep"
- Lexie- "Bas bas black sheep , my lovely sunshine it makes me happy , I do really like lullabies because my mama sings it to me , I'm a little teapot short and stout (sing song) , I love you babyyyy and if it's quite doughty."
- Alba- "When santa got stuck up the chimney , We wish you a merry christmas , donkey plodding , In a little teapot , The grand old duke of york , 5 little men in a flying saucer , Mary mary ."

How does music make you feel? (Play a different variety of songs when asking please)

- Ella- "very fast"
- Alannah- "slow"
- Halle- "inside your neck , the singing mermaid"
- Lexie- "happy"
- Alba- "You bong , sleepy"

What is your favourite instrument?

- Ella- "A piano"
- Alannah- "The bells"
- Halle- "The bells , the piggy"
- Lexie- "Piano"
- Alba- "The stickers"

Learner voice informs staff that pupils are enjoying their music lessons and are engaged. It also provides learners suggestions for future lesson planning. It also supports teachers assess their class knowledge based on previously taught lessons.

Pupil Voice Music Spring 2023

Year 5

Can you name a famous composer?

- Beethoven was deaf and he played the piano.
- We learnt about Wolfgang Amadeus Mozart who composed lots of famous classical music .
- Harry
- Shirley is a rapper who writes and performs his own music . Laylan
- Can you think of 2 famous composers and compare their similarities and differences?
- A similar thing is that they both wrote and played classical music .
- Siobhan
- Mozart and Beethoven were both dead . Olivia
- Mozart and Beethoven are now both dead . Abel
- Beethoven died young at the age of 35 . Laylan
- Beethoven was deaf and Mozart was not . Taylor
- Stevie Wonder and Beethoven both had a disability but still play music . Salma

How confident do you feel when following musical notes in a small group or on your own? (1-10, 1 being not very confident and 10 being great)

8/10 on untuned instruments like drums but only like 3/10 on tuned instruments . We can't really play melodies that sound nice yet . Taylor

How does music make you feel?

- I like classical music because it makes me feel calm . Mia
- I like piano music it show me music and it like it . Mustafa
- Jazz music makes me feel funky . Abel
- I like pop music because its got an upbeat tempo . Harry

What is your favourite instrument?

- Piano is nice . Ali
- I like drums because they play them at country . Tommy
- I like vocals . when people sing nicely it's lovely to hear . Salma
- The notes in quite funny to listen to . Levi



4. Music floorbooks

Today we listened to the music - Teddy Bear's Picnic by Henry Hall

We danced with our teddies to the tempo of the music.

tempo is how fast or slow the music is.

Every year group shares a Music E-Book which showcases the pupils' learning. It evidences National Curriculum coverage, sticky knowledge, lots of pupil voice, QR codes that lead to lots of videos and pictures.

4. Theme Weeks

Every year in school there is a theme week which takes a different focus. For example, in Music we had a Rhythm & Rhyme Week. These weeks are wonderful for learners to dive in and develop their love of music. The theme weeks can also link to other areas of the curriculum.

Rhythm & Rhyme Week



THE RHYME



Our theme weeks are usually launched with an Assembly...for example, Rhythm & Rhyme Week we had a visitor who supported the beginning of an exciting rhythmic week with an inspiring performance!

5. Learning beyond the classroom.

We have had exciting VVE opportunities where learning beyond the classroom is brought to life.

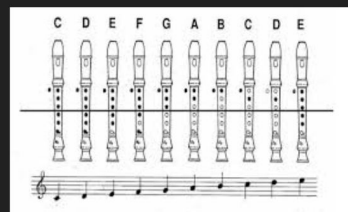
Examples include: Choir opportunities, Christmas Productions at a local Retirement Home, our Summer Festival of Music in Wythenshawe Park. We welcome visitors into school to share their musical talent to support and inspire our pupils.

Chip is one of our amazing visitors, he runs Soul Children Choir with Audacious Church, the children in Adwood Primary are BIG fans!

Our Music Lead Miss Syddall runs Choir and Recorder Club throughout the year too.



Gracie - "I like the **noise** a recorder makes because of the **B, A, C** with your fingers on the circle holes...until you get a circle on your finger"



Harrison - "I love how there are different **notes**, I like **reading** the notes, I can read them now too like...**cat (clap), monkey (x2) and its faster, elephant (x3), armadillo (x4) and one more rest which is zero**"

6. Assessment

AFL is at the heart of everything we do. The majority of assessment in Music is delivered through learner's ongoing contributions.

At the end of each half term our classes will demonstrate their learning through activities such as a small performance, quizzes, producing a musical outcome/presentation and recalling the 5 finger facts.

Learners' termly attainment is recorded on Insight and end of year reports.



7. Staff CPD

Equipping teachers to teach music confidently

Charanga is committed to ensuring teachers feel as equipped and confident as possible to teach music brilliantly – so much so that our team has already successfully trained over 40,000 teachers in modern, inclusive music-teaching practice. We offer a range of online and face-to-face events – from whole-staff training to demonstration lessons.

The Music subject lead follows our local 'Learning Leads' to keep up-to-date with LA guidelines and new initiatives/resources alongside other local schools.

Following any updates the subject lead will hold a staff meeting where updates/changes will be shared with each year group.

As part of subject leader development, time is allocated to observe and share inclusive practice across school and in other schools. Pictures and videos are shared between staff throughout the year.

8. Adaptive Teaching

As a school, we use the NASEN SENCO guidance. Music lessons are inclusive to all. Adaptive teaching allows all pupils to access learning and achieve age related expectations.

Discussions, Q and A, Charanga, our music resources, quizzes, VVE opportunities to share real life experiences ensures all pupils can be fully involved in their learning.



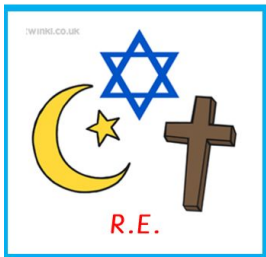
9. Foundation 5



Foundation 5 is unique to Adswood Primary School. It is aimed at Year 5 and 6 learners in order to aid their transition between year groups and primary to secondary school. Beliefs and Values, P.E, Computing, Music and M.F.L are taught three afternoons a week by subject leads.

This allows learners to move from class to class, develop relationships with numerous members of staff and enhance their knowledge and understanding of that subject.

It is an excellent way to accelerate progress within these subjects.



Summer 2 - Foundation 5 Timetable

	Monday		Wednesday		Thursday	
Mrs Lennon - R.E	YR 5 Yellow	YR 5 Green	YR 6 Blue	YR 5 Blue	YR 6 Green	YR 6 Yellow
Mr Smith - P.E	YR 6 Blue (Netball)	YR 5 Yellow (Netball)	YR 6 Yellow (Dodgeball)	YR 6 Green (Dodgeball)	YR 6 Blue (Dodgeball)	YR 5 Yellow (Dodgeball)
Miss Richardson - Computing	YR 5 Blue	YR 6 Blue	YR 6 Green	YR 6 Yellow	YR 5 Yellow	YR 5 Green
Miss Tracey - Music	YR 6 Green	YR 6 Yellow	YR 5 Yellow	YR 6 Blue	YR 5 Green	YR 5 Blue
Madame Holland - M.F.L	YR 6 Yellow	YR 6 Green	YR 5 Green	YR 5 Yellow	Year 5 Blue	Year 6 Blue
Adam/Ben P.E	YR 5 Green	YR 5 Blue	YR 5 Blue	YR 5 Green	YR 6 Yellow	YR 6 Green

10. Collective Reflection

In addition to Whole School/ Key Stage Assemblies, all classes at the end of each day participate in collective reflection. This can be through a mindfulness activity, story, video, Q and A session.

In Music, collective reflection may be shown in KS2 for example through a production or composing in collaboration.



