



What does Music look like at Adswood Primary?



1. Progression of learning

Kapow Primary *Suggested long-term plan: Music (Condensed)*

NB: All units have five lessons unless otherwise stated.

	Unit 1	Unit 2	Unit 3	Unit 4
EYFS	Exploring sound	Music and movement	Transport	Big band
Year 1	Pulse and rhythm (Theme: All about me)	Musical Vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes)
Year 2	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Myths and legends
Year 3	Ballads	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)
Year 6	Dynamics, pitch and tempo (Theme: Fossil's Cave)	Theme and Variations (Theme: Picnic)	Baroque	Composing and performing a Leaver's Song

© Kapow Primary 2022 Condensed long-term plan www.kapowprimary.com 11

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.

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

EYFS (NUR)

How do you make a sound?

Elise- "mouth, ears"
Alannah- "music, your box"
Halle- "The mermaid sings"
Lucie- "being being, its from a bunny, mouth"
Abbie- "With your mouth"

What songs or rhymes do you know?

Elise- "twinkle twinkle little star, many many... Im a little teapot, rock"
Alannah- "Twinkle Twinkle, Im a little teapot, pia pia piano, Bas bas black sheep"
Halle- "Im a little tea pot short and stout (continues to sing song), oh the grand old duke of york (sings song) bas bas black sheep"
Lucie- "Bas bas black sheep, my lovely sunshine it makes me happy, I do really like lullabies because my mums sings it me... I'm a little teapot short and stout (sings song), I love you babyyyy and if it's quite alright..."
Abbie- "When santa got stuck up the chimney, We wish you a merry christmas, donkey piddling, Im 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)

Elise- "very fast"
Alannah- "slow"
Halle- "inside your neck, the singing mermaid"
Lucie- "happy"
Abbie- "You bang, sleepy"

What is your favourite instrument?

Elise- "A piano"
Alannah- "The bells"
Halle- "The bells, the piggy"
Lucie- "Piano"
Abbie- "The shakers"

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.



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
Stormzy is a rapper who writes and performs his own music - Layden

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 wigs - Olivia
Mozart and Beethoven are now both dead - Abbi
Beethoven died young at the age of 35 - Layden
Beethoven was deaf and Mozart was not - Taylor
Stevie Wonder and Beethoven both had a disability but still play music - Selma

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 - Isur

How does music make you feel?

I like classical music because it makes me feel calm - Mia
I like piano music it shows me music and it like it - Mustafa
Jazz music makes me feel funky - Abbi
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 county - Tammy
I like vocals - when people sing nicely it's lovely to hear - Selma
The voice is quite softening to listen to - Layden

4. Music Ebooks

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 EBook 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.

Lesson 1: Finding the Pulse

We marched along to the pulse while singing along with the pattern. We made sure to stay on beat with the pulse and march along with it.



The Pulse is like a heartbeat - EB

The pulse can be fast, slow or medium-PM

22.9.25
Music
Finding the pulse.

Sing to the pulse- Class model

YOU DO- My Names
WE DO- Hello

PIC-COLLAGE

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.

We have visitors everyday that perform LIVE music and our very own Adswood Music Talent Show.

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.



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.

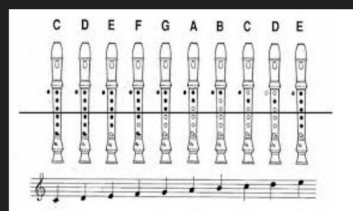
Examples include: Choir opportunities, Christmas Productions at a local Retirement Home, our Summer Festival of Music in Wythenshawe Park. We welcome visitors into school to share their musical talent to support and inspire our pupils.

Chip is one of our amazing visitors, he runs Soul Children Choir with Audacious Church, the children in Adswood 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.

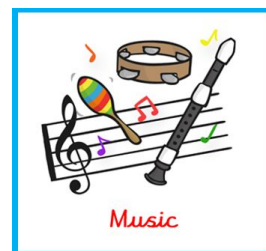
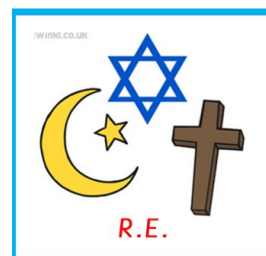
Discussions, Q and A, Charanga, our music resources, quizzes, VVE opportunities to share real life experiences ensures all pupils can be fully involved in their learning.



9. KS2



KS2 Music is unique to Adswood Primary School. It is aimed at Year 4, 5 and 6 learners and is taught by a different class teacher 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.



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.



