



Feedback from Lower Key Stage 2 children about Music (April 2023)

General questions about Music

Children from Lower Key Stage 2 have feedback on Music. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages

Action to take as a result of Lower Key Stage 2 Pupil Feedback on Music from June 2022

- Ensure vocabulary from the knowledge organiser is revisited and referred to regularly.
- Exposure to a range of different classical composers, ensuring children know which musical time period they are from.

Action taken by subject leader since June 2022

- Vocabulary revisited throughout lessons.
- 'Composer of the month' on public display outside hall and introduced in first singing worship of the month. Music from this particular composer played and referred to as children enter/leave the hall for worships.

What is Music about?

- Listening and having fun.
- Listening to your favourite songs and some different ones to see whether you like them or not.
- Singing along with songs and music – you might be travelling somewhere and you can sing along to songs you like in the car

Why is Music important?

- Music lets you go deep inside yourself and inspire other people.
- We do music at school because when you're older you might want to be a musician and then you'd know what to do.
- It might encourage you to do different things like to sing or to play an instrument.
- Music can get stuck in your head and you might remember it.
- Music can make people feel inspired to be a musician.
- Whatever the melody is, the music can make you feel different ways. If I put a song on now it might make me feel happy or sad.

Tell me about your favourite piece of work in Music and tell me why you enjoyed learning about this

- I enjoyed listening to 'Ain't no Mountain High Enough' because I thought the song was really loud and fun and it made me want to dance.
- I like doing about the 'Storm' because as well as making our own pictures in response to this, we got to see other people's ideas and imaginations too.
- We get to see what people are imagining when they listen to the music.
- I liked doing the 'Earth' music because it was beautiful and peaceful and we got to make our own peaceful music.

Are there any areas in Music that you are still unsure about?

- I'm OK with everything. I enjoy doing music.
- Sometimes I'm not sure how to play the glockenspiels because I can't remember which keys to play.
- Nothing.
- I don't know.

How do you know if you are doing well in Music?

- Other people will say I'm doing a great job like my friends who are sitting next to me.
- Because I'm having fun with the sounds.
- When I manage to play the instrument right like getting the right notes or being told I'm playing the instrument correctly.
- Grown-ups might say 'good job!'

What happens if you are finding work difficult in Music?

- I could ask the person sitting next to me for help.
- Have a go but if I can't get it I would ask someone...the teacher or the person sitting next to me.
- I would ask the people around me but if they didn't know, then I'd ask the teacher. They could then come over and help both of us.
- I might be able to work it out on my own.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12



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What do you need to do to improve your learning in Music?
<ul style="list-style-type: none"> • Keep trying at home if you've got an instrument you could choose. • Get familiar with the keys on the instrument (glockenspiel) and practice so we know where they are. • Try to keep in time and to the right beat.
In Spring 1, you completed some work on the 'Storm' interlude in Music, what can you tell me about it?
<ul style="list-style-type: none"> • It was by Benjamin Britten. • We got a sticky note to write about what we thought about the music. • We created pictures of what we imagined when we listened to the music. • You had to do a clap and then a rhythm to make the chorus of the Storm. 'Here comes a wave, here comes a big one, here comes the biggest of the biggest of them, here comes the biggest of them.' • We put the music into sections with sea monster, pirate and desert island. We then made our own music to sound like these things. • We made our own stormy music and we used special words instead of storm.
If you were to complete this work again, what would you do differently?
<ul style="list-style-type: none"> • When we do the post-it notes, we should put our names on so we can see whose responses were whose. • When we did the chorus rhythm, we could change the speed to match the section of the music we are describing. • When we do the sea monster, desert island and pirate we could add an extra section of our own. • We could do artwork relating to these three sections.
Can you explain what some of this Music vocabulary means?
<ul style="list-style-type: none"> • Chorus – The middle part of a piece of music that keeps repeating. In a song there's usually a verse before a chorus. • Next-door notes – Are they the black ones? Notes that are next to each other on an instrument. • Tuned percussion – Percussion that you can make a tune on like a piano. • Untuned percussion – You can't make a tune on this instrument like a tambour, tambourine, triangle, cymbals, drums and boom whackers.
Can you think where this learning link to things that you have learned before in Music?
<ul style="list-style-type: none"> • We've written responses on post-its in other units. • We've represented the music by singing or playing instruments in the same way as other units. • Drawing pictures to show how the music makes us feel.

Subject specific questions about Music

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What are the different families of the orchestra and can you think of any instruments from each family?
<p>Strings – Violin, guitar, bass guitar, double bass, harp.</p> <p>Woodwind - Bassoon, flute.</p> <p>Percussion – cymbal, piano, drum, xylophone.</p> <p>brass - Tuba, trumpet, trombone.</p>
What different listening activities have you done this year? Why do you think we do listening activities?
<ul style="list-style-type: none"> • It helps us to decide whether we like music or not and which styles we like. • It helps us to remember some of the musical words. • Storm, Earth, Ain't no mountain, Short ride in a fast machine, Let your spirit fly, Blue Planet, Pirates of the Carribean.
Can you name any classical composers?
<ul style="list-style-type: none"> • Hans Zimmer, John Adams, Benjamin Britten, Peter Grimes, Clara Schumann, Florence Price.
When was the last time you composed in music? What were you composing?
<ul style="list-style-type: none"> • A few weeks ago we were going around the table and we were creating our own music to represent Earth. Some of us were doing a melody while some of us were doing a shimmer as a crescendo.

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What skills do you think a musician needs to have to be successful?

- Be able to keep in time.
- Confidence.
- Be able to know how to play in different keys.
- Practise.
- They have to fail sometimes because that's a part of success.
- How to play a rhythm.
- Learn the words of the songs.

Action to take as a result of Lower Key Stage 2 Pupil Feedback on Music

- Refer to note names when children are playing tuned instruments to enable them to internalise melodies and to be able to play these accurately.
- Children named a variety of composers from both music lessons and those we have covered in 'composer of the month' – continue with this, making links between the two wherever possible (e.g. if composers are from the same country or from the same musical time period).

Next Pupil Feedback review: Summer Term 2024

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