



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

General questions about Music

Children from Upper 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 Upper Key Stage 2 Pupil Feedback on Music from June 2022

- Continue to use listening activities as a way of exposing children to a wide variety of genres and styles of music within a range of cultures.
- Refer repeatedly to the names and time periods of composers within lessons.
- Continue to provide children with opportunities to use a range of different instrument for music making.

Action taken by subject leader since June 2022

- Listening activities used at the beginning of every lesson. Children required to respond to listening activities, often in a written way, which can be evidenced in scrap books. Listening activities aim to explore a wide range of cultures and genres.
- Composer names and time periods referred to regularly.
- Children given lots of opportunities for practical music making using a range of instruments.

What is Music about?

- Making sounds with different instruments.
- Getting chance to play instruments.
- Listening to music or playing music to help you when you're angry.
- Showing the world your talents.
- A way of expressing yourself.
- Making rhythms that you might enjoy.

Why is Music important?

- A way to express type of person that you are.
- You can express yourself by listening to different kinds of music when you're feeling different emotions.
- Learning different types of instruments.
- To help with your memory because you have to memorise different notes.
- If the world didn't have music there would be no sound, which would be really bad.

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

- I liked 'In the Hall of the Mountain King'. I liked that it went from really slow to really fast and I liked the instruments that were used.
- I liked learning to sing Che Che Kule because it was a different culture and it had a really interesting rhythm. I like singing.
- When we drew our responses for 'In the Hall of the Mountain King'. It sounded great as a piece of music and I was able to create artwork based on this.
- When we did the body percussion as part of our rhythm unit because it was fun to try and do all the different types of body percussion. We had to stomp, clap and cross our arms – it was hard to remember but fun.
- When we learned to sing the African call and response because each group had to learn a different part and then we put them together.
- When we wrote our own rhythms using the different notes we had learned. It was fun and we got it after a bit and it sounded good.

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

- No - we enjoy music because it's not a 'pressure' subject.

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

- You would be getting things right and be finding it easier as time goes on.
- It would sound 'right' – it would be in time and wouldn't just sound like a random bunch of notes.
- You would be able to start developing your own music.
- Teacher would say well done or ask you to help other people. You might be asked to play for the class or you might be filmed for Twitter.

'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 happens if you are finding work difficult in Music?

- You would ask someone sitting beside you or you would ask a teacher.
- You can keep practising, but if you're really struggling you can always ask for help.
- You could keep practising and not give up.

What do you need to do to improve your learning in Music?

- Keep practising.
- Concentrate to make your music even better.
- Ask someone on a different table to play it for you then you could copy it and practise it yourself to make it perfect.
- Even if you're really good at music, you might still need to ask for help.

Subject specific questions about music

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In Spring 1, you completed some work on rhythm and note values in Music, what can you tell me about it?

- We learned a bit about beatboxing and how it's done.
- We learned how to play rhythms on drums and different instruments.
- We were learning how to layer different rhythms.
- We learned about the note values – we used different words for different note lengths: 'ski' which took 4 beats (semibreve), 'stride' took 2 beats (minim), 'walk' took one beat (crotchet), 'jogging' took half a beat (quaver) and running faster (semi quaver) took a quarter of a beat then there were crotchet rests (1 beat).
- We did body percussion.

If you were to complete this work again, what would you do differently?

- How we set out the notes – put them in a different order to make it sound better.
- We could try experimenting by putting the rhythms in a different order.

Can you explain what some of this Music vocabulary means?

- **Rhythm** – Can be different, can be based on words or sentences, stays in time but can play different notes.
- **Compose** – Put together your own piece of music using different instruments like drums or other things.
- **Ostinato** – A rhythm that happens over and over again.
- **Counter rhythm** – Using different rhythms layered

Can you think where this learning links to things that you have learned before in Music?

- When we did Hall of the Mountain King, we listened to the original piece of music, but when we did the rhythm unit, we listened to the same piece of music but did it body percussion.
- We still use some of the same instruments and body percussion.
- We made music by using body percussion.
- We've used some of the same instruments such as glockenspiels and drums.

What are the different families of the orchestra and can you think of any instruments from each family?

- Strings – Ukelele, Guitar, violin, cello,
- Woodwind – flute, pipe, recorder
- Percussion – body, drum, piano, keyboard, xylophone,
- Brass – French horn, trumpet, tenor horn, trombone, cornet, tuba.

What different listening activities have you done this year? Why do you think we do listening activities?

- To know how music works.
- To recognise different instruments by their sounds.
- Understand how other people play.
- To know how to compose your own music – listening to other people's music might inspire you to make your own.

Can you name any classical composers?

- Scott Joplin, John Williams, Mozart, Beethoven, Edvard Grieg, Stravinsky.

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When was the last time you composed in music? What were you composing?

- We composed our own music when we played 'Roll a Rhythm' because we were rolling the dice to generate different rhythms and we put them together.
- Developing compositions for 'Death of Ase' and 'Anitra's dance'

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

- Have good rhythm
- Express yourself
- Patience
- Confidence
- Good memory to remember the notes you need to play
- Be able to read written music
- Timing – following the beat
- Clear voice for singing.

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

- Constantly reinforcing the meaning of the most basic musical vocabulary to ensure children have solid definitions of these.
- Continue to ensure children are being given a wide range of different genres, composers and cultures of music so that they develop a holistic view of music.

Next Pupil Feedback review: Summer Term 2024

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