



MUSIC SUBJECT LEADER
SELF EVALUATION BOOKLET
2024 TO 2025



Pupil voice

What do our children say about their music lessons:

<p>Autumn 2024</p>	<p><u>Tell me about music:</u></p> <ul style="list-style-type: none"> • Our music lessons are different to before, we do more singing now and less instruments. • In music, we are learning songs for our production • Two topics of singing • It's ok - classical music, lots of listening <p><u>Even better if..</u></p> <ul style="list-style-type: none"> • More practical lessons • Use the instruments more • Learn specific instruments • Private music lessons are always at the same time so missing out on the same parts of lessons <p><u>Clubs</u></p> <ul style="list-style-type: none"> • Music club where we can play the instruments - changing genres every half term. • Music workshops during the school day • Hand chime club • Music day - whole school performance with instruments
<p>Spring 2025</p>	<p><u>What's going well:</u></p> <ul style="list-style-type: none"> • Enjoyed Chinese topic • Likes playing instruments • I like going to choir • I like that we listen to different types of music • I like when we can compose using the instruments in the hall • I like when we get to clap different rhythms <p><u>Tell me about your music lessons:</u></p> <ul style="list-style-type: none"> • You are learning and having fun • We get split into smaller groups then perform to the rest of the class • Get to use the glockenspiels <p><u>What could be better:</u></p> <ul style="list-style-type: none"> • More music - we aren't having music lessons. • I don't like performing in front of people • I'd like to do more listening to music - different types
<p>Summer 2025</p>	<p><u>What's going well:</u></p> <ul style="list-style-type: none"> • Likes playing instruments • I like going to choir • I like that we listen to different types of music • I like when we can compose using the instruments in the hall • I enjoy doing the production • I like when we get to clap different rhythms <p><u>Tell me about your music lessons:</u></p> <ul style="list-style-type: none"> • You are learning and having fun • We get split into smaller groups then perform to the rest of the class <p><u>What could be better:</u></p> <ul style="list-style-type: none"> • more time using the instruments.

Quality of learning

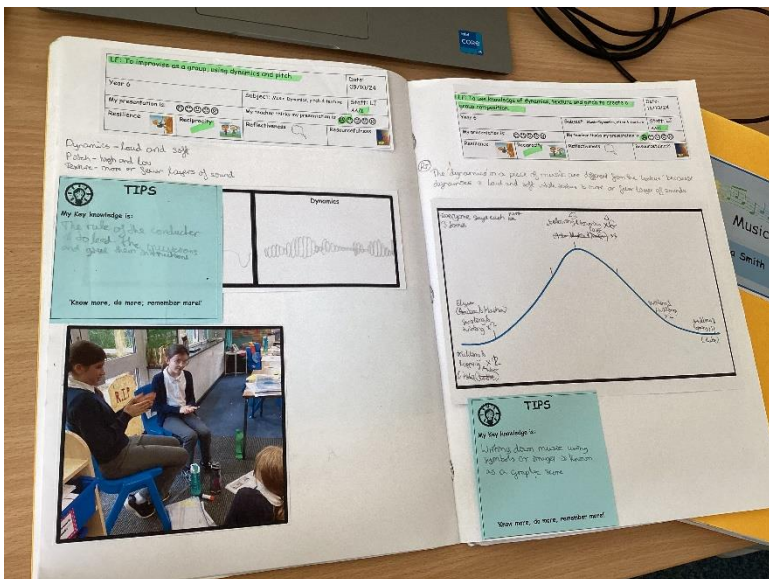
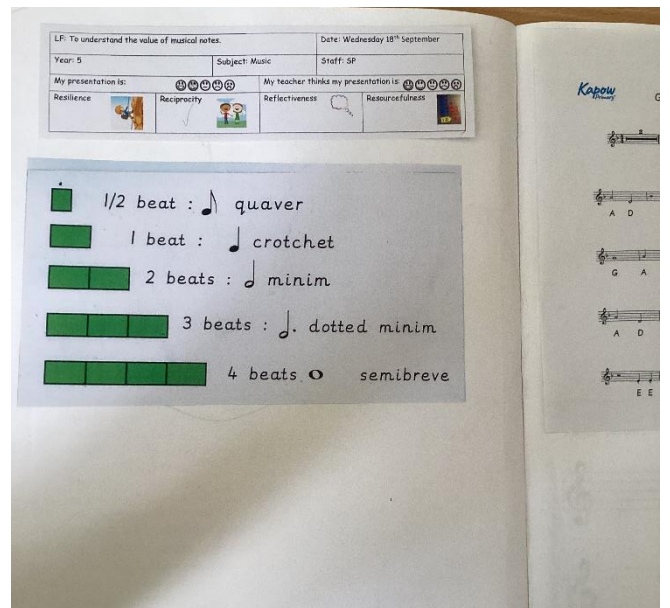
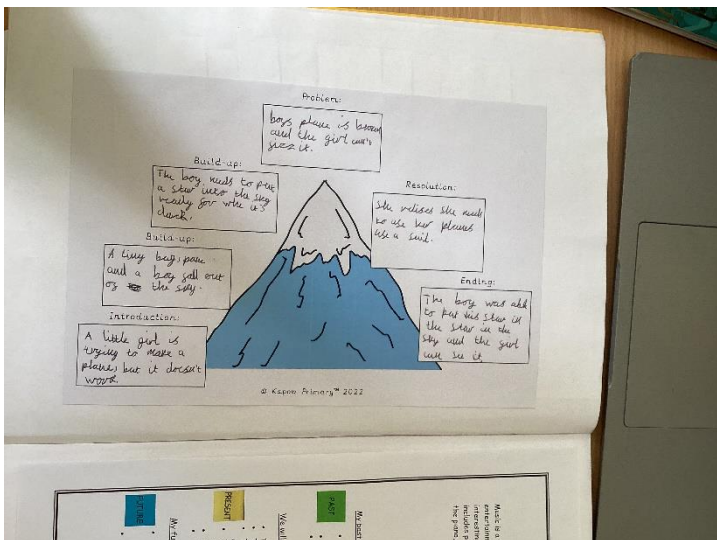
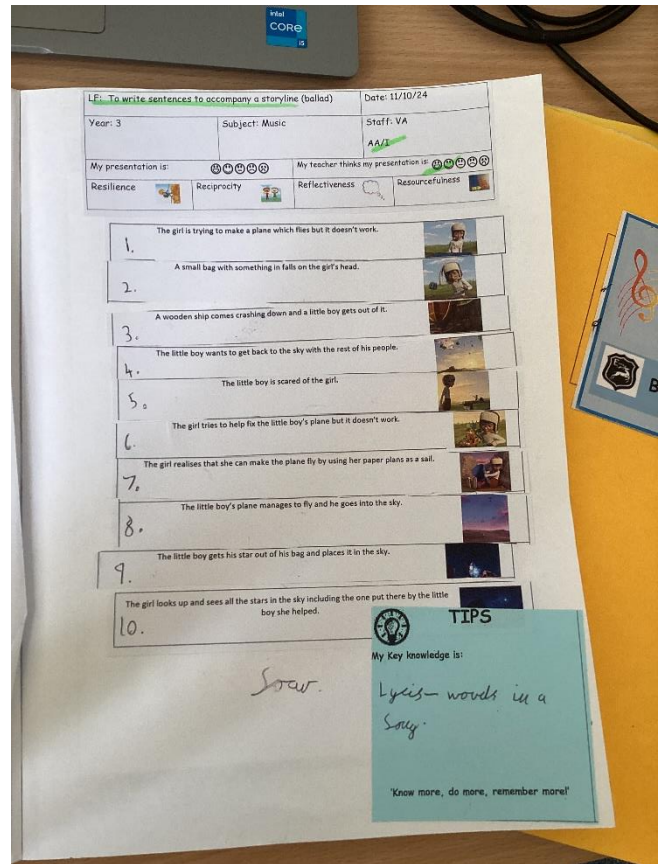
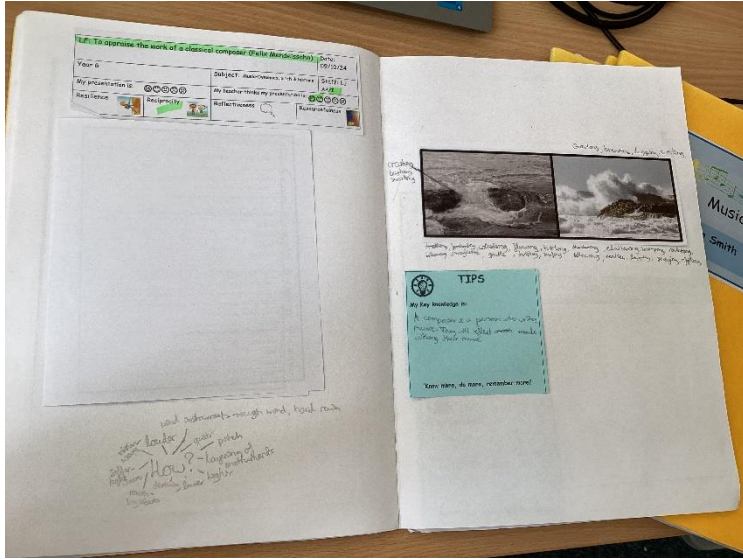
What do our music books show?

Autumn 2024	<ul style="list-style-type: none">• progression through the year groups• music sequences being taught• recording when needed.
Spring 2025	<ul style="list-style-type: none">• progression through the year groups• music sequences being taught• recording when needed - some adaptation shown.
Summer 2025	<ul style="list-style-type: none">• progression through the year groups• music sequences being taught• recording when needed - adaptation shown.• Opportunities for evaluation and reflection

Work samples

Some examples of our children's work – further examples can be seen in books:

Autumn 2024



Kapow Primary Mosaic Motifs Worksheet

Note Name: F E D C D E F G

Mosaic Tile

Write the rhythm here:

Key:

1 Beat: quarter

2 Beat: minim

3 Beat: dotted minim

4 Beat: crotchete

A half beat note (quaver) can be shown by colouring half the box.

Write your motif in notation here, you can use the note chart to help you.

C D E F G A B C D E F G A B C

Let's play in time with a drum

Year 3

My key knowledge is: The Viking ballad song is in a minor key - dark and sad.

Know more, do more, remember more!

In music today, we have been focusing on our singing technique by adding actions to the 'Dragon Ships' song to help remember the lyrics and keep in time.

TIPS

My key knowledge is: Music = 2 beats of crotchete = 1 beat of quaver = 1 beat of Dotted minim = 1 beat of crotchete = 1 beat of quaver

Know more, do more, remember more!

Let's play a pentatonic melody on a small percussion instrument

Year 3

My key knowledge is: Concrescendo - gradually getting louder / Taster - quiet / Decrescendo - gets and slow

TIPS

My key knowledge is: A Pentatonic scale that is made up of 5 notes. These are G, D, E, G, A and C. This is 6 notes but the C is the same note just an octave higher.

Know more, do more, remember more!

Let's write and perform a pentatonic melody

Year 3

There are 5 notes in the pentatonic scale

The five notes are C, D, E, G, A

Pentatonic Melody Grid

C	C	D	D	E	E	D	G
D	C	E	A	G	A	G	G
C	C	D	E	G	G	A	A
B	D	E	E	D	D	C	C

TIPS

My key knowledge is: Using a pentatonic notation grid or work sheet the notes will also give out melodic melody a structure.

Know more, do more, remember more!

Let's explore a piece of music in a graphic score

Year 3

My key knowledge is: A graphic score is a way of writing music using pictures and symbols instead of notes.

Know more, do more, remember more!

Let's explore a piece of music in a graphic score

Year 3

My key knowledge is: A graphic score is a way of writing music using pictures and symbols instead of notes.

Know more, do more, remember more!

Let's represent a piece of music in a graphic score

Year 3

This is a representation of a graphic score. The music is 'Aquarium' from the cartoon of the movie by Saito-Suzuki

LF: To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' Date: 12/03/25

Year 6 Subject: Music - Pop Art Staff: LJ

My presentation is:

My teacher thinks my presentation is:

Instrument	Pop Art	Reason
		Because it sounds like a heavy rain when you hit out.
		Because I imagine that when the saxophone is blowing through the air like wind it looks like that if you could see the sound traveling.
		Because each sound of a trumpet or different brass instruments is like a splat.
		Because when a string instrument is used it sounds peaceful.
Whole orchestra		Because all the different players represent each instrument that is playing.

LF: To perform a piece of music as a group Date: 03.12.24

Year 4 Subject: Music Staff: Miss Adams A&J

My presentation is:

My teacher thinks my presentation is:

Which part of the river is it? Look at colour at sunset.

Section	Which part of the river is it? Look at colour at sunset.	Sound of music	Instrument part	Tempo	Volume	Dynamic	Anything else you want to add?
1	lower	softly	flute	slow to fast	softly	quiet	The choir I think of is gold
2	upper river	strong	violin	fast and slow	more than 1 layer	quiet to loud	Full like I'm in the sun
3	lower middle	noisy	horn	fast	2 layers	quiet and loud	more of a noise
4	low river	happy	trumpet	fast and slow	thicker	loud	reminded me of a crowd
5	river	royal	trumpet	slow and fast	lots of layers at once	quiet	reminded me of a choir

LF: To perform a piece of music as a group Date: 03.12.24

Year 3 Subject: Music Teacher: Mrs. Jones Staff: LJ

My presentation is:

My teacher thinks my presentation is:

3 things you remember about Nils's story?
 There was a monster.
 The monster was afraid of water.
 2 things you remember about pentatonic melodies made up of 5 notes.
 It's changeable.
 1 thing you do when the dragon appears in your performance.
 Loud noise.

Music Evaluation Form

Group 1
 Could you tell that this was a Chinese New Year Percussion Rhythm?
 Yes
 Could you tell what the dragon represents?
 Yes
 How could the group improve in their composition?
 Be more rhythmic

Group 2
 Could you tell that this was a Chinese New Year Percussion Rhythm?
 Yes
 Could you tell what the dragon represents?
 Yes
 How could the group improve in their composition?
 Be more rhythmic

Group 3
 Could you tell that this was a Chinese New Year Percussion Rhythm?
 Yes
 Could you tell what the dragon represents?
 Yes
 How could the group improve in their composition?
 Nothing

Group 4
 Could you tell that this was a Chinese New Year Percussion Rhythm?
 Yes
 Could you tell what the dragon represents?
 No
 How could the group improve in their composition?
 Louder

LF: To understand and play syncopated rhythms Date: 4.2.25

Year 4 Subject: Music Staff: Miss Adams A&J

My presentation is:

My teacher thinks my presentation is:

Basic Samba rhythms

TIPS
 Syncopation is when the emphasis is not on the main beat of the music.

We took at four different samba rhythms, we spoke about the laws of music, the time signature and the names and lengths of each note. We then practiced clapping each rhythm individually.

As we got more confident, we built them up so we had four different groups, performing four different rhythms all at the same time.

Quality of teaching

What do lesson drop ins show?

Autumn 2024	<ul style="list-style-type: none">• High quality music teaching is present across the school. Books show progression across year groups and photos show variety of activities.• Clear teaching of the four strands of music.
Spring 2025	<ul style="list-style-type: none">• High quality music teaching is present across the school. Books show progression across year groups and photos show variety of activities.• Clear teaching of the four strands of music.• Opportunities to perform.
Summer 2025	<ul style="list-style-type: none">• High quality music teaching is present across the school. Books show progression across year groups and photos show variety of activities.• Clear teaching of the four strands of music.• Opportunities for evaluation.

Evaluation

In summary:

Autumn 2024	<ul style="list-style-type: none">• Adding objectives to insight will help to accumulate pupil data.• Pupils seem to enjoy music.
Spring 2025	<ul style="list-style-type: none">• Music is being taught across the school. Opportunities for different activities is clear.
Summer 2025	<ul style="list-style-type: none">• Objectives on insight need refining – the way they have been uploaded is too complicated to keep up with.• High quality music teaching is apparent across the school. Children are learning the four strands of music and pupils enjoy music lessons.