

A Guide to Music at Raynville



This document outlines the expectations of how we teach and monitor the Music curriculum at Raynville: progression across year groups and consistency across the school.

Teaching Music at Raynville Academy

Intent

Music teaching at Raynville Academy aims to follow the specifications of the National Curriculum: to provide a broad, balanced curriculum which ensures progressive development of musical concepts, knowledge and skills.

It is our belief that music is a crucial, inclusive channel through which children can express their creativity, emotions and opinions in safe, nurturing environment. Lessons will foster communication, collaboration and respect and provide all children with the opportunity to listen, analyse, sing, play, compose and perform across a wide variety of musical genres, styles and historical traditions and periods.

We believe music education should engage, inspire and develop a love of music and children's talents as young musicians. We intend for musical opportunities and performances to enhance pupils' confidence, resilience and sense of achievement.

Implementation

Music teaching at Raynville delivers the requirements of the National Curriculum through the Charanga scheme of work. Each unit follows a sequence of learning:

- Listening and appraising
- Games – pulse, pitch, tempo, rhythm, structure
- Singing
- Playing
- Improvising
- Composing using progressive annotations
- Performing

Each unit of learning is based on a musical style, genre or historical period. Lessons will start by listening and appraising a piece, with a focus on communication and a progressive understanding of the interrelated dimensions of music and musical terminology. Children are given the opportunity to use non-tuned percussion within warmups to develop their understanding of pulse, pitch and rhythm.

Each lesson has a performance element to develop children's confidence, collaboration and awareness of each other and their audience. Within performances, children will be encouraged to work independently, in small

groups and as a choir, reflecting on their performance and feeding back to their peers. In addition to the scheme, additional songs will be used throughout the year to compliment curriculum learning.

Glockenspiels will be taught throughout the school and used to aid performance, improvisation and composition. Year 3 will have whole class teaching of recorders and Year 6 will have whole class teaching of Ukuleles.

Additional opportunities across school will promote a love of music, including a weekly school choir and singing assemblies (to be started when it is safe to meet as a key stage). We work alongside Leeds Art Forms to arrange music trips, concerts and live performances allowing children to collaborate with other schools across Leeds and to perform in a larger, more formal context. Within this, Year 5 will complete a Samba unit of work. The children will use a class set of samba instruments and gain an in depth understanding and awareness of the culture and style of Samba music. This opportunity will challenge and develop pupil's rhythm and understanding of structure through using syncopated rhythms on multiple percussion instruments and a layering effect throughout.

Impact

Across key stages, students at Raynville will be able to dissect a piece of music and comprehend its parts, with increasing detail and musical terminology. They will learn what it means to be a musician; the ability to listen, create and perform. Children will develop an understanding, awareness and appreciation of different genres and styles and how these have changed or been influenced over time and across cultures. This will promote a respect for others, understanding of culture, history and ethnicities across the world. Regular opportunities to perform will have a positive impact on self-confidence, collaboration and sense of community across the school. A love of music will be demonstrated through the uptake of our after-school choir (currently 75 pupils attending) and engagement within lessons. Through giving children rich musical opportunity, we will allow future young musicians to realise their potential talent and interests in the performing arts.

What is expected to be seen when teaching Music?

- Use of the charanga scheme and glockenspiels.
- Communication throughout; appraising different pieces of music and reflecting on their own performances.
- Non-tuned percussion instruments used when appropriate within warmups to develop rhythm, pitch and pulse

- A performance element: whole class, small groups or solo contexts
- A progressive use of musical terminology and language throughout the school.
- High quality lessons which will inspire enthusiasm and an interest in the subject
- Encouragement to share ideas and have the confidence to perform

Resources

- Charanga scheme
- Class set of glockenspiels (1 per partner) in all phase areas.
- Class set of recorders for Year 3
- Untuned percussion instruments (1 class set per phase)
- Long term music plan (appendix 1)
- Progression of knowledge and skills document (appendix 2)

Monitoring

- Teachers will informally assess throughout lessons, giving oral feedback and instant methods of ways to improve.
- Pupil voice/interviews/questionnaires will be conducted to analyse and inform future teaching.
- Video evidence of end of unit performances to monitor progression of skills and music teaching.

Extra opportunities

- KS2 singing club
- Singing assemblies (to be started when it appropriate with COVID health and safety measures)
- Samba unit for Year 5 children
- External music events and live performances organised with Leeds ArtForms: samba events, Christmas singing, virtual pantomimes
- Year 6 leavers performance
- Christmas performances
- End of year performances (to be started Summer 2022)

Differentiation

Lessons are differentiated where necessary through adult support and alteration of equipment. Teachers will use different levels of challenge

throughout warmups and improvisations (bronze, silver, gold) to ensure learning is accessible and select different instrumental/vocal parts to suit ability.

Early Years

Music in EYFS follows the charanga scheme, but with a predominant focus on movement and singing. Each lesson begins by appraising a new piece of music, discussing new instruments, artists or genre. Children explore pulse and expression of feeling towards the piece, through moving, clapping and dancing to the music. Non-tuned percussion instruments are used to introduce and develop simple rhythm. Learning is child led, with additional videos, songs, movements and instruments explored depending on where curiosity leads a lesson.

In addition to weekly music lessons, rhymes and songs are sung daily.

Appendix 1 – Long Term Plan

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!	My Stories Christmas songs	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay End of year performance Opportunity for further compositions/ notation work
Year 1	Hey you!	Rhythm in the way we walk & Banana Rap Christmas songs	In the Groove	Round and Round	Your Imagination	
Year 2	Hands, Feet, Heart	Ho Ho Ho Christmas Songs	I Wanna Play In A Band	Zoomtime	Friendship Song	
Year 3	Let Your Spirit Fly	Glockenspiel 1	Three Little Birds	The Dragon Son	Bringing us Together	
Year 4	Mamma Mia	Stop! (link to anti-bullying week)	Glockenspiel 2	Lean on Me	Blackbird	
Year 5	Livin' On A Prayer	Classroom Jazz 1	Make you Feel my Love	The Fresh Prince of Bel-Air	Dancing in the Street	
Year 6	Happy	Classroom Jazz 2 World War 2 songs	A New Year Carol Ukulele unit	You've got A Friend	Music and Me Beatles Songs	

Curriculum links

Appendix 2- Progression Document

Yellow highlighted = additional to charanga.

National curriculum – Content and progression

EYFS:

Nursery:

- Listen with increased attention to sounds.
- Sing a large repertoire of songs.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception:

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Combine different movements with ease and fluency.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

KS1

- use their voices expressively and creatively by singing songs and speaking chants and rhythm
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

KS2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Y1	Y2
Listening and Appraising	
<p>Develop pupil's knowledge and understanding of the stories, origins, styles traditions, history and social context of the music they are listening to, singing and playing. Begin to appraise different pieces of music and communicate their opinions using basic explanation.</p> <p>Listen to both recorded and high-quality live music.</p>	
Singing and playing	
<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch</p> <p>Control vocal pitch and match pitch with accuracy.</p> <p>Play a simple musical part using glockenspiels.</p> <p>Listen to and follow musical instructions from a leader</p>	<p>Sing songs with a small pitch range, pitching accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p> <p>Play glockenspiel part during instrumentals using differentiated challenges</p> <p>Play the part in time with the pulse</p>
Composing	
<p>Improvise simple vocal chants, using question and answer phrases</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p> <p>Explore and invent own symbols to represent sounds</p>	<p>Work with a partner to improvise simple question and answer phrases using voice and untuned percussion instruments.</p> <p>Use graphic symbols to record composed pieces – blocks with letter names</p>
Musicianship – Pulse/Beat	
<p>Walk, move or clap a stead beat. Change the beat as the tempo of the music changes.</p> <p>Use body percussion and percussion instruments to play repeated rhythm patters.</p> <p>Use glockenspiels to play short, pitched patterns and maintain a stead beat.</p> <p>Respond to the pulse in a piece of music through movement/dance</p>	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo)</p> <p>Mark the beat by tapping, clapping and recognising tempo as well as changes in tempo</p> <p>Walk/move in time to the beat.</p>
Musicianship – Rhythm	
<p>Perform short copycat rhythm patterns led by the teacher</p> <p>Perform short, repeating patterns while keeping in time with a stead beat.</p>	<p>Play copycat rhythms copying a leader. Invent rhythms for others to copy using untuned percussion instruments.</p>

Perform word-pattern chants. Create, retain and perform own rhythm patterns	Create rhythms using word phrases as a starting point
Musicianship – Pitch	
Listen to sounds in school environment and compare high and low sounds Sing familiar songs in both high and low voices and talk about the difference in sounds Explore using percussion sounds to enhance storytelling Follow pictures and symbols to guide singing and playing	Play a range of singing games based on matching pitch accurately Sing short phrases independently within a singing game/short song Respond to changes in pitch by indicating with actions (high/low)
Musical Terminology	
	Pitch – high, low Rhythm Pulse Tempo – fast/slow Dynamics – loud/quiet

Y3	Y4	Y5	Y6
Listening and appraising			
To think about what lyrics might mean. Discuss how the song makes them feel. Listen carefully and respect other people's thoughts about the music. Begin to identify and name instruments. Listen to both recorded and high-quality live music.	Discuss songs in relation to dynamics, pitch and tempo. Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. Identify and name instruments accurately. Listen to both recorded and high-quality live music.	To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences (pitch, tempo, dynamics, style). Listen carefully and respectfully to other people's thoughts about the music. Identify and name instruments and begin to relate them to their instrument family. Listen to both recorded and high-quality live music.	Use increasing range of musical vocabulary to compare and discuss songs. Identify and name instruments relating them to their instrument family. Listen to both recorded and high-quality live music.
Singing			
Sing a widening range of unison songs of varying styles and structures tunefully and with expression. Perform forte and piano (loud and soft) Perform actions confidently and in time to a	Continue to sing a broad range of unison songs, pitching the voice accurately and following directions for getting louder (crescendo) and quieter (diminuendo) Sing 2-part rounds and partner songs	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing and accurate pitching	Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance. This should include observing phrasing and accurate pitching.

<p>range of songs. Perform as a choir.</p>	<p>Begin to sing repertoires with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs as a choir.</p>	<p>Experience 'rapping' and singing backing vocals. Sing three-part rounds, partner songs and songs with a verse and chorus. Perform a range of repertoire pieces and arrangements using taught instruments</p>	<p>Sing three and four part rounds and more complicated second part vocals. Experiment with positioning singers randomly within the group to develop greater listening skills, balance between parts and vocal independence.</p>
<p>Improvising</p>			
<p>Use voice, glockenspiels and untuned percussion instruments and ukuleles to invent short 'on-the-spot- responses using a limited note range that have used throughout the unit. Use echo and response to improvise musical ideas with a partner. Create a short piece of music that has a beginning, middle and end in response to different stimuli – e.g. stories, images, film</p>	<p>Use voice, glockenspiels and untuned percussion instruments and recorders to improvise using the notes they are learning throughout unit. Use musical features throughout improvisation – Smooth (legato) detached (staccato) Forte – loud Piano – quiet</p>	<p>Improvise over a simple groove, responding to a beat, creating a satisfying melodic shape. Experiment with using a range of dynamics: Fortissimo (very loud) forte (loud) mezzo forte (moderately loud) mezzo piano (moderately quiet), piano (quiet), pianissimo (very quiet) And legato (smooth), staccato (detached)</p>	<p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> - Create music with multiple sections that include repetition and contrast - Extend improvised melodies beyond 8 beats - Create a satisfying melodic shape - Use chord changes as part of an improvised sequence
<p>Composing</p>			
<p>Help create at least one simple melody using one, three or five different notes. Represent composition using rhythm grid with blocks worth 1,2,3 or 4 beats organised into bars. Clap composition using an understanding of beat length. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Help create at least one simple melody using three different notes. Represent composition using rhythm grid and letter names with blocks worth 1,2,3 or 4 beats organised into bars. Play composition using glockenspiels and recorders showing an awareness of beat length. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Create simple melodies using three or five different notes. Represent compositions using rhythm notation with letter names on a musical staff showing time signature and rests. Play compositions using glockenspiels. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Work in pairs to create a short ternary piece (ABA) Compose a piece of music to create a specific</p>	<p>Create simple melodies using five different notes. Represent compositions using rhythm notation with letter names on a musical staff showing time signature and rests. Challenge – to remove letter names. Children to move away from Charanga and record their compositions independently on staff notation. Compose a ternary piece creating musical contrast – introduce idea of major and minor</p>

	Explore developing knowledge of musical components by composing music to create a specific mood, for example by creating music to accompany a short film clip.	atmosphere/mood/environment. Pupils could create music to accompany a silent film or to set a scene in a book.	
Performing - Instruments			
<p>Play and perform short melodies as a whole class or in small groups.</p> <p>Use listening skills to correctly order phrases using dot notation.</p> <p>Copy stepwise melodic phrases with accuracy at different speeds. Use question and answer phrases.</p> <p>Allegro (fast)</p> <p>Adagio (slow)</p>	<p>Play and perform short melodies as a whole class or in small groups following staff notation.</p> <p>Perform in 2 or more parts from simple notation.</p> <p>Copy short melodic phrases.</p>	<p>Play melodies following staff notation written on one staff with note names.</p> <p>Perform in 2 or more parts from simple notation with one playing a backing part.</p> <p>Develop the skill of playing by ear on tuned percussion instruments, copying longer phrases and familiar melodies.</p>	<p>Play melodies following staff notation written on one staff with note names (progress to removing note names).</p> <p>Make decisions about dynamic range (very loud to very quiet)</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p>
Performing – Notation			
<p>Understand the staff, lines, spaces and clef.</p> <p>Use rhythm notation (blocks) to show different lengths of beat.</p> <p>Begin to understand the difference between crotchets and paired quavers</p>	<p>Use rhythm notation (blocks) to show different lengths of beat. Use the blocks to show differences in note and pitch – children to recognise that the block moves up the staff as it gets higher.</p> <p>Follow and perform simple rhythmic scores to a steady beat</p> <p>Understand the difference between minims, crotchets, paired quavers and rests</p>	<p>Understand the difference between 2/4, 3/4 and 4/4 time signatures – charanga only uses 4/4</p> <p>Read and play short rhythmic phrases at sight, using correct musical symbols for note durations (clapping or using one note)</p> <p>Read and perform pitch notation within an octave (keep note names).</p> <p>Understand the difference between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p>	<p>Further develop skill to read and perform pitch notation within an octave (remove note names)</p> <p>Read and play short rhythmic phrases at sight, using correct musical symbols for note durations (clapping or using one note).</p> <p>Perform in multiple parts.</p> <p>Read and play from notation a four-bar phrases, confidently identifying note names and durations.</p> <p>Understand the difference between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers and their equivalent rests.</p>

Musical Terminology

Dynamics: Forte (loud) Piano (quiet)

Tempo: Allegro (fast) adagio (slow)

Pitch: High, low

Structure: components of a song

Verse, Chorus

Begin to name some instruments

Notation:

Crotchets = 1 beat



Paired quavers: Half a beat



Dynamics: Forte (loud) Piano (quiet)
Crescendo (getting louder) diminuendo (getting quieter)

Tempo: Allegro (fast) adagio (slow)

Pitch: High, low

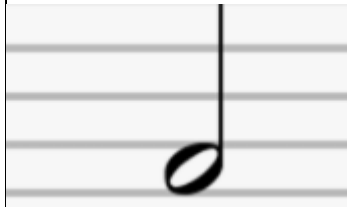
Expression: Legato (smooth) staccato (short/detached)

Structure: components of a song. Verse, Chorus, instrumental

Name instruments with increasing accuracy

Notation: Crotchet, Paired quaver +

Minims = 2 beats



Rest:



Dynamics: Forte (loud) fortissimo (very loud)
mezzo forte (moderately loud)

Piano (quiet) pianissimo (very quiet) mezzo piano (moderately quiet)

Crescendo (getting louder) diminuendo (getting quieter)

Tempo: Allegro (fast) adagio (slow)

Pitch: High, low

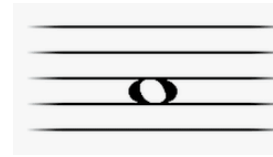
Expression: Legato (smooth) staccato (short/detached)

Structure: components of a song. Verse, Chorus, instrumental, bridge

Name instruments and begin to link them to their family of instruments (Brass, woodwind, percussion, strings)

Notation: Crotchet, paired quavers, minims, rests +

Semibreve = 4 beats



Semiquavers = 1/4 of a beat



Dynamics: Forte (loud) fortissimo (very loud)
mezzo forte (moderately loud)

Piano (quiet) pianissimo (very quiet) mezzo piano (moderately quiet)

Crescendo (getting louder) diminuendo (getting quieter)

Tempo: Allegro (fast) adagio (slow)

Pitch: High, low

Expression: Legato (smooth) staccato (short/detached)

Structure: components of a song. Verse, Chorus, instrumental

Name instruments with increasing accuracy and begin to link them to their family of instruments (Brass, woodwind, percussion, strings)

Notation:

Note	Rest	Name	Beats
		semibreve	4
		dotted minim	3
		minim	2
		crotchet	1
		quaver	1/2
		semiquaver	1/4