



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
- E veryone thriving in a secure, safe and happy environment
- B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

Music at Raeburn Primary School

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Intent			
High Expectations	Modelling	Vocabulary	Inclusion
Music plays a significant role in the curriculum and all children at Raeburn are expected and able to make progress. Children have the opportunity to learn about and play a variety of instruments. Children have the opportunity to critically evaluate their own work and that of others.	Teachers teach the skills needed to succeed in Music by modelling how to read music and play notes on a variety of instruments.	Every music lesson is a vocabulary rich environment because it is vital children can explain/discuss the music they are playing. New vocabulary is taught and constantly referred to throughout teaching alongside previously learnt vocabulary. All classrooms have a vocabulary display where 'keyword studies' are shown.	All children are given the same opportunities and are expected to take part in Music lessons. Teaching and learning is scaffolded and adapted to support the pupils and meet their individual needs.
Knowledge and concepts	Skills	British Values	Cultural Capital
Knowledge is built upon each year enabling for clear progression in Music skills. The progression grid is split into 4 key areas for each year group and ensures all skills are being taught sufficiently across the year groups.	Children's Music skills are built upon each year. They are split into 4 key areas; perform, compose, transcribe and listening and attention. Children will develop their skills when they learn to play the different instruments e.g. ukulele, boom whackers, keyboards. children each week will also develop their skills in reading music.	<p>British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in curriculum areas, these will be recorded on the display and outlined with children.</p> <p><u>Democracy:</u> The children must take the views and opinions of others into account but still have the right to make their own choices. To take turns both in speech and practically with others.. To understand that it is not always possible or right to have their own way and understand the value of compromise.</p> <p><u>The rule of law:</u> To understand the importance of safety rules when using different musical instruments. To understand and accept that if these rules are not followed that there are consequences to this.</p> <p><u>Individual Liberty:</u> To understand that they are able to listen to others and take inspiration from other artists but can use their own ideas and design choices when designing and producing a final piece. To accept that others' ideas may not be the same as their own but are able to accept this.</p> <p><u>Tolerance:</u> To tolerate ideas from others that are different to their own. To understand that many great design ideas originate from other cultures.</p> <p><u>Mutual Respect:</u> To listen to and consider the ideas and opinions of others even if they differ from your own. To be able to take turns during discussions to resolve difficulties or make decisions. To offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener.</p>	Music gives children the opportunity to understand the wider world. Children will be exposed to different voices, perspectives and cultural experiences within music. Children will be able to communicate ideas about other cultures and why they are important.

Implementation		
Curriculum(concepts, knowledge and skills)	Reading across the curriculum	Vocabulary
<p>Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a wide range of music.</p> <p>The Charanga scheme of work is used from F2 to year 6 to ensure wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.</p>	<p>Stories are used to unlock the knowledge, skills and concepts of our curriculum. Expectation that reading is a component of each lesson. Curriculum library has a range of books related to Themes. Lessons will regularly have a vocabulary focus.</p>	<p>Oracy is expected in all lessons, including strategies such as:</p> <ul style="list-style-type: none"> * My Turn Your Turn * Think Pair Share * Show Me Boards * High Quality Questioning <p>Music vocabulary is used effectively in all lessons and pupils are encouraged to use a range of vocabulary.</p>

<p>At Raeburn, we completely value the importance of a musical education and aim to provide the highest possible standard of music to broaden children's horizons and increase their opportunities to play an instrument. Therefore, we buy in an external provider to provide high-quality lessons to children in KS2. In these lessons, children are exposed to a variety of instruments, such as Samba drums, ukulele and recorders. The lessons aim to develop children's knowledge, skills and understanding of music, as well as develop their reasoning, language, creativity, self-discipline and self-expression.</p> <ul style="list-style-type: none"> • During assemblies, a wide variety of musical genres are played. • Key stage 2 choir meet weekly and work towards the Young Voices Concert. • Musical Minds work with all children in Key Stage 2 on a rota. Giving them the opportunities to experience a range of instruments. • Many children have individual/group music lessons with specialist teachers. • Visiting musical groups are invited into school to expose the children to different genres (Key strings and Pop Project). 		
Inclusion	Assessment	CPD
We have high expectations of all children and expect them to make progress and access lessons. Teaching and learning is scaffolded and adapted to support the pupils and meet their individual needs.	AFL strategies and principles underpin everything we do. Sonar is used at the end of each term to make a judgement of pupil attainment.	Musical Minds each week Charanga Edsential courses Subject leads support planning of other staff
Monitoring	Whole School/Parental involvement	Cultural Capital
Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject.	Parents are informed on a weekly basis through newsletters. At least one half termly sharing of books and classwork through open class-rooms or parent/teacher meetings. Teachers to update the school twitter page using #RaeburnMusic	<ul style="list-style-type: none"> • Trips • Visitors
Whole school displays	All classrooms have British Values displays. Subject Lead to ensure the whole school display is updated yearly.	

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
Children are enthusiastic about Music, they are able to talk about the skills they have learnt and use vocabulary they have been taught. Children can talk about the strategies they have been taught to help them remember different skills. Children are confident talking about their previous learning across their current year and previous year groups.	Each year group from Year One has their own Music floorbook. This will show their learning journey in Music each term and then from year to year. Children write each week about what they have learnt in music, which goes in the Music floor book. The children will be encouraged to look back and talk about the skills they have learnt. The Music floorbook will show evidence of the skills the children have learnt and the progression with an instrument throughout each half term.	Children are able to understand and correctly utilise subject specific vocabulary. With increasing confidence, children in KS2 are able to read music and play a variety of musical instruments. . They can use their oracy skills to describe the features of existing musical pieces and to evaluate their own work and work of others. They will be able to understand and interpret a range of Music specific skills applied in their work in performing, transcribing, composing, listening and attention.	Children make excellent progress from their starting points across the curriculum. Children talk confidently about their learning. Children feel safe, calm and happy. Children will have increased confidence in performing, composing and reading Music.

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Music at Raeburn Long Term Plan

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Foundation</u> <u>1</u>	Singing and Performing Christmas Songs. Singing nursery rhymes. Exploring different musical instruments.	Singing nursery rhymes. Learning names of the different musical instruments. Listening games with different musical instruments.	Singing nursery rhymes. Learning names of the different musical instruments. Listening games with different musical instruments.

<u>Foundation</u> <u>2</u>	<p>Singing- Assemblies and citizenship song: This is me and Stand by me.</p> <p>Singing nursery rhymes.</p> <p>Singing and Performing Christmas Songs.</p> <p>Charanga- Me and My Stories.</p>	<p>Singing- Assemblies and citizenship song: Imagine. What a wonderful world.</p> <p>Singing nursery rhymes.</p> <p>Charanga- Everyone, Our World.</p>	<p>Singing- Assemblies and citizenship song: Roar, Happy</p> <p>Charanga- Big Bear Funk.</p> <p>Reflect, Rewind and Replay.</p>
<u>Year 1</u>	<p>Singing- Assemblies and citizenship song: This is me, Stand by me</p> <p>Singing and Performing Christmas Songs.</p> <p>Charanga- Finding a beat. Adding Rhythm and Pitch.</p>	<p>Singing- Assemblies and citizenship song: Imagine, What a wonderful world.</p> <p>Musical Minds- Instrument Families.</p> <p>Charanga- Combining Pulse, Rhythm and Pitch.</p>	<p>Singing- Assemblies and citizenship song: Roar, Happy.</p> <p>Musical Minds- TBC</p> <p>Charanga- Having fun with improvisation. Carnival of the animals, Animal Boogie.</p>
<u>Year 2</u>	<p>Singing- Assemblies and citizenship song: This is me, Stand by me</p> <p>Singing and Performing Christmas Songs.</p> <p>Charanga-Exploring simple patterns, Focus on Dynamics and tempo.</p>	<p>Singing- Assemblies and citizenship song: Imagine, What a wonderful world.</p> <p>Musical Minds- Instrument Families. Curriculum: 1960s Music, African Drumming.</p> <p>Charanga-Inventing a Musical story. Exploring feelings through music.</p>	<p>Singing- Assemblies and citizenship song: Roar, Happy.</p> <p>Musical Minds- TBC</p> <p>Charanga- Music that makes you dance.</p>
<u>Year 3</u>	<p>Singing- Assemblies and citizenship song: This is me, Stand by me</p> <p>Singing and Performing Christmas Songs.</p> <p>Musical Minds- Contrast</p>	<p>Singing- Assemblies and citizenship song: Imagine, What a wonderful world.</p> <p>Musical Minds- Pulse</p>	<p>Singing- Assemblies and citizenship song: Roar, Happy.</p> <p>Musical Minds- Instrument</p>
<u>Year 4</u>	<p>Singing- Assemblies and citizenship song: This is me, Stand by me</p> <p>Singing and Performing Christmas Songs.</p> <p>Musical Minds- Percussion</p>	<p>Singing- Assemblies and citizenship song: Imagine, What a wonderful world.</p> <p>Musical Minds- Boom whackers</p>	<p>Singing- Assemblies and citizenship song: Roar, Happy.</p> <p>Musical Minds- Recorder</p>

<u>Year 5</u>	Singing- Assemblies and citizenship song: This is me, Stand by me Singing and Performing Christmas Songs. Musical Minds- Ukulele	Singing- Assemblies and citizenship song: Imagine, What a wonderful world. Musical Minds- Singing	Singing- Assemblies and citizenship song: Roar, Happy. Musical Minds- Glockenspiel/ Xylophone/ Keyboards
<u>Year 6</u>	Singing- Assemblies and citizenship song: This is me, Stand by me Singing and Performing Christmas Songs. Musical Minds- Ukulele	Singing- Assemblies and citizenship song: Imagine, What a wonderful world. Musical Minds- Keyboards	Singing- Assemblies and citizenship song: Roar, Happy. Musical Minds- Band

Music at Raeburn Road Map

Little
Owls

Singing and Performing
Christmas Songs.
Singing nursery rhymes.
Exploring different musical
instruments.

Singing nursery rhymes.
Learning names of the
different musical
instruments.
Listening games with
different musical
instruments.

Singing nursery rhymes.
Learning names of the
different musical
instruments.
Listening games with
different musical
instruments.

F2

Singing- Assemblies and
citizenship song: This is me
and Stand by me.
Singing nursery rhymes and
Performing Christmas Songs.

~~Chorus~~ Me and My
Stories.

Singing- Assemblies and
citizenship song:
Roar, Happy

~~Chorus~~ Big Bear Funk.
Reflect, Rewind and Replay.

Singing- Assemblies and
citizenship song: Imagine.
What a wonderful world.

Singing nursery rhymes.

~~Chorus~~ Everyone, Our
World.

Year
1

Singing- Assemblies and
citizenship song: This is me,
Stand by me
Singing and Performing
Christmas Songs.

~~Chorus~~ Finding a beat,
Adding Rhythm and Pitch.

Singing- Assemblies and
citizenship song: Imagine,
What a wonderful world.
Musical Minds- Instrument
Families.

~~Chorus~~ Combining Pulse,
Rhythm and Pitch.

Singing- Assemblies and
citizenship song: Roar, Happy.

Musical Minds- TBC

~~Chorus~~ Having fun with
improvisation.
Carnival of the animals,
Animal Boogie.

Year

Singing- Assemblies and
citizenship song: This is me,
Stand by me

Singing- Assemblies and
citizenship song: Imagine,
What a wonderful world.

Singing- Assemblies and
citizenship song: Roar, Happy.

Musical Minds- TBC

Year

5

Singing- Assemblies and citizenship song: This is me, Stand by me
Singing and Performing Christmas Songs.

Musical Minds- Ukulele

Singing- Assemblies and citizenship song: Imagine, What a wonderful world.

Musical Minds- Singing

Singing- Assemblies and citizenship song: Roar, Happy.

Musical Minds- Glockenspiel/ Xylophone/ Keyboards

Year

6

Singing- Assemblies and citizenship song: Roar, Happy.

Musical Minds- Band

Singing- Assemblies and citizenship song: Imagine, What a wonderful world.

Musical Minds- Keyboards

Singing- Assemblies and citizenship song: This is me, Stand by me
Singing and Performing Christmas Songs.

Musical Minds- Ukulele

Music at Raeburn Progression Map

	<u>Foundation 1</u>	<u>Foundation 2</u>
Perform	<ul style="list-style-type: none">• Remember and sing entire songs.• Sing the pitch of a tone sung by another person.• Sing the melodic shape of familiar songs.• Play instruments with increasing control to express their feelings and ideas.	<ul style="list-style-type: none">• 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 in solo and groups.• Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with others.
Compose	<ul style="list-style-type: none">• Create their own songs or improvise a song around one they know.	<ul style="list-style-type: none">• Explore and engage in music making and dance, performing in solo and groups.
Transcribe	<ul style="list-style-type: none">• Use drawings to represent ideas like movement of loud noises.	
Listening and Describe	<ul style="list-style-type: none">• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.	<ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and responses.

National Curriculum Key Stage 2	Milestone 1 Years 1/2	Milestone 2 Year 3/4	Milestone 3 Year 5/6
Perform Play and perform in Solo and ensemble contexts with instruments and voice, with increasing accuracy, fluency, control and expression.	1. Take part in singing following a melody. 2. Follow instructions on how and when to sing / play an instrument, 3. Make long and short sounds using voice and instruments. 4. Imitate changes in pitch.	5. Sing from memory. 6. Sing in Tune and clearly. 7. Show control of voice. 8. Play simple part with group. 9. Play clear notes on an instrument. 10. Perform with control and awareness with others.	1. Sing from memory, expressively and in tune. 2. Sing a harmony and a drone. 3. Perform solos with ensemble. 4. Hold a part within a round. 5. Perform with controlled breathing and skilful playing.
Compose Improvise and compose music for a ranger of purposes using the inter-related dimensions of music.	1. Create a sequence of long and short sounds. 2. Clap Rhythms. 3. Create short, musical patterns. 4. Create short, rhythmic phrases.	5. Compose melodic songs. 6. Create repeated patterns. 7. Create accompaniments. 8. Use Digital technologies	1. Create rhythmic patterns with awareness of timbre etc. 2. Combine melody, rhythm and chords. 3. Use Melodic Ostaniti based on pentatonic scale
Transcribe Use and understand staff and other musical notations	1. Use symbols to represent a composition and use them to help with a performance.	2. Devise non-standard symbols. 3. Recognise music stave notes, names and lengths.	1. Use standard notation to indicate length of notes. 2. Read notes on music stave. 3. Sharps and flats. 4. Understand time signatures.
Listening and Describe Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of music of different traditions and composers.	1. Identify the beat of a tune. 2. Recognise change sin timbre, dynamics, and pitch.	3. Use key terms: duration, timbre, pitch, tempo etc. 4. Evaluate music using musical vocabulary. 5. Understand and discuss layers of music.	1. Use wide range of music Vocabulary to describe and accurately appraise music. 2. Describe how lyrics often reflect the cultural context of music.
History	Develop understanding of history of music		

Music at Raeburn Weekly Lesson Structure

Sticky Time

Review previous learning and recap skills learnt in the topic so far, revisiting key vocabulary. This could be a recap of prior learning from a previous year group or recapping the skills that the children will need for the upcoming lesson.

Introduction

Listening aspect- to create a broader musical context insight into what they are doing.

Main

Teach the children a new feature building on what they have done/learnt before.
e.g. a new chord.

Practise this new feature/chord following the notes.

Performance element- Children will follow the notes to perform using the instrument they have been learning.

Plenary

Recap key elements of the lesson, ensuring vocabulary is referred to.