



The Teaching of Music at Ravensdale Junior School

Music Education Intent – At Ravensdale Junior, we believe that it is very important for our pupils to engage with music for many significant reasons. Research has shown that the learning of music can lead to better brain development, encourages human connection and through enjoyment, can act as stress relief. It is a subject which incorporates many different subjects all at once: language, maths, reading and historical knowledge as well as science skills. Through music, children have the opportunity to explore, create and develop confidence as performers thus raising self-esteem. It is a subject in which children may excel independently or as part of a group. It is an all-inclusive subject through which children can learn about different cultures and music from all over the world and helps them to bind in to the wider life of the school.

National Curriculum aims to ensure that all pupils:

perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Should be taught to:

- 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

Implementation

Music is taught by teachers, teaching assistants and visiting peripatetic specialists. We use the ‘Charanga’ online music scheme (introduced Sept.2022) which is a fully resourced scheme providing planning for all the lessons and resources, as well as training (CPD). A school written progression document supports teachers to supplement ones on Charanga. There is a half termly focus on a composer, group/performer or genre: children listen to a selection of music and they may be given the opportunity to complete related work. Throughout the teaching of music at RJS, children will learn about the fundamental elements of music: **pitch**, **duration**, **dynamics**, **tempo**, **timbre**, **texture** and **structure**. There is provision for extra-curricular clubs: choir, recorders, and a variety of individual or shared paid instrumental tuition, including the Rocksteady School of Rock. All children in year 4 have access to learn an instrument through the Wider Opportunities scheme.

Impact

Children will accrue knowledge about important composers and performers throughout history whilst developing an appreciation of different genres of music. They will have the opportunity to learn to play an instrument and develop composition skills with increasing competence using stave notation by the end of Year 6. Children will be encouraged to develop self-confidence when performing in front of an audience: to peers in the classroom, to parents and the rest of the school during assemblies, at Christmas and other concerts and as part of the Year 6 End of Year Production.

Expectation in books/planning

3 pieces of work per unit (appraising the Charanga unit piece (L1), comparing/contrasting (L2/3), composition (L5/6). One composition unit per term to be recorded using notation/note names, one composition piece per term to be recorded on iPads and uploaded to showbie (on individual iPads/teacher iPad for year 3). Unit plans are a

Resources

Charanga online scheme. Percussion instruments are kept in the library along with a class set of glockenspiels. A class set of tuned bells. Electronic keyboards are stored in the year 6 stockroom. Piano.

Expectation in books:

Lesson 1- Appraising. Using step 1 of the Charanga unit, pupils will answer the 4 key questions about the piece in books:

1. Do you like the piece? Why/why not?
2. What instruments can you hear?
3. What style of music is this?
4. What is the structure of the piece? *The structure will need to be snipped from the bottom of the Charanga step 1 page and stuck into books for chn to label.*

During this lesson, key vocabulary from progression document should be referred to and children can be told which words to try and include in their responses. Teacher notes on each of these questions can be found on Charanga on the 'lesson plans' tab of lesson 1.

Lesson 2- Comparing/contrasting. Using step 2 of Charanga unit, pupils will compare/contrast the unit piece with another of a similar style (introduction to step 2). Children should be encouraged again to use the key vocabulary as shown on the progression grid. This can be completed in any way to suit the learner (e.g. double bubble/venn diagram/comparison sentences using speakwell mat). Continue with step 2 as shown on Charanga, no need for any more work to be put in book for this lesson.

Lesson 3- Learning the song (*optional in books*). In lesson 3, children are learning the piece. It may be useful to snip the accompaniment that they will play on the glockenspiels and ask children to label the notes. See example.

Lesson 4- Improvise/composition. Using step 4, children create their own piece of music. Some children will be able to write out their music using notation whereas others will only be able to write out the note names- adapt as needed for class needs. Composition can also be written on iPads (Showbie has a feature where you can add a staff for children to write on. Performances can be recorded on individual/teacher iPads.

