



## Music at Hanwell

### Intent

At Hanwell Fields, we believe that Music is fundamental to children's wellbeing, their emotional and physical health, their sense of belonging within the school community and their wider cultural identity. Children experience a broad and balanced Music curriculum that provides opportunities to develop skills in listening and appraising, singing, performing and composing. Lessons focus on developing practical skills as well as knowledge and vocabulary. Singing forms an integral part of teaching and learning in Music, with daily singing used to build children's confidence and enthusiasm and begin to develop their musical understanding. In Music lessons and assemblies, children develop an awareness of the history of western music and the great composers. However, the school also recognises and celebrates the diversity of our community and of modern Britain and this is reflected in the Music curriculum which draws upon a wide range of different cultures and genres of music.

### Implement

The Hanwell Fields Music curriculum in Years 1-6 is based on the ISM (Incorporated Society of Musicians) Assessment and Progression Framework. This framework sets out clear expectations for children's progression in their musical knowledge and understanding; these expectations have been adapted to create a comprehensive, skills-based curriculum that can be linked to cross-curricular learning where appropriate. This is complemented by the online Music scheme of work 'Charanga'; a comprehensive scheme of work with progression built in, which gives children additional opportunity to develop skills in listening, singing and performing. Charanga also provides an individual digital portfolio of each child's learning in Music. In Early Years, Music planning and teaching is based on 'Musical Development Matters in the Early Years'. Teaching is planned and carried out by Early Years staff in collaboration with the Music Lead.

Music skills and knowledge are taught throughout the school by a highly experienced and skilled music teacher. Children receive 45 minutes of music teaching a week for three academic terms per year. In addition, all children in Reception, KS1 and KS2 take part in a 30 minute singing assembly once a week. There is also a Year 1-6 choir that takes place once a week after school and a KS2 orchestra that practices once a week.

Daily singing takes place throughout the school, giving all children the opportunity to sing every day. These online sessions are led by the music teacher and focus on developing accuracy, technique, confidence and enjoyment of singing.

Appraisal and evaluation form a central aspect of children's learning in Music. At the end of every term, children self-evaluate their learning, identifying their strengths and next steps, based on the specific skills taught. At the start of their next term of Music teaching, children revisit these next steps in order to address them during their new unit of learning.

Assessment is carried out by recording musical outcomes in pairs, small groups or whole class. Each child has a digital portfolio, hosted by Charanga, which contains their end of term outcomes as well as other incidental and informal evidence.

### Impact

By the time they leave Hanwell Fields school, children sing confidently and tunefully. They take on different parts in a song, such as a short solo or small group part, a simple harmony or singing in canon or round.

They have an understanding of the key periods in the history of western music and knowledge of some of the great composers associated with each period. They can confidently discuss their own and others' music using accurate musical vocabulary, such as tempo, dynamics and timbre.

They can identify notes on the staff, recognising the difference between notes on the lines and the spaces and will record their own simple melody using accurate notation. They can identify different note values (semibreves, minims, crotchets and quavers) and explain how many of these they can use in a 4 beat bar.

They can 'read' rhythmic patterns using rhythm language (ta, ti-ti, ta-a, ta-a-a-a) and perform these patterns using instruments and body percussion.

They work collaboratively and creatively with others to compose their own music and soundscapes, demonstrating knowledge of musical elements such as dynamics, tempo, timbre and structure.