



Music at Harvills Hawthorn

Intent

At Harvills Hawthorn, our school vision is for all members of our school “to be the very best we can be”. As part of this vision and in order to meet the national curriculum for music.

Our aim is to ensure that all children:

- perform, listen to, review, and evaluate music
- are taught to sing, create, and compose music
- understand and explore how music is created, produced, and communicated

At Harvills Hawthorn, music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them. Our children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres.

Our curriculum is deliberately ambitious for all pupils, including those with SEND. We are committed to developing a curiosity for the subject, as well as understanding and acceptance of the validity and importance of all types of music and an unbiased respect for the role that music may wish to be expressed in any person’s life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge, research-based CPD in addition to quality-first teaching on a daily basis. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what great teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.



At Harvills, we believe great teaching, learning and assessment must include the following:

- Understanding the Content
- Creating a Supportive Environment
- Maximising Opportunities to Learn
- Activating Hard Thinking (building ratio)

Each lesson begins with 'Rapid Retrieval' designed to improve children's retrieval skills. The purpose of this is to revisit prior learning in order to improve long term memory. Teachers ensure that Rapid Retrieval includes both recent learning and learning from previous topics.

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often. English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' English skills to ensure they can communicate effectively in today's society. All children are expected to follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script.

At Harvills Hawthorn, we have designed a music curriculum that ensures pupils have regular opportunities to sing, listen, play, perform and evaluate a range of music pieces. This is embedded through our classroom activities as well as weekly singing assemblies.

The emphasis of our teaching of music at Harvills is on learning through doing and we aim to help each child achieve confidence, competence, and control in:

- Singing and using instruments
- Making and classifying sounds
- Identifying pitch, dynamics, duration, tempo, form, timbre, and texture
- Listening, responding, and appraising
- Reading and using notation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of brass instruments and the opportunity to join our choir.

We provide regular opportunities for children to sing and to experiment with vocal and instrumental sounds across all Key Stages. These practical experiences encourage individuals to find enjoyment and build self-esteem in creating music and to see themselves as musicians.



They will be taught to develop an understanding as to how sounds are made and then organised into musical structures as well as how to use music to express ideas and feelings symbolically.

A peripatetic music teacher (from SIPS Education) will teach all classes for six weeks per year. Outside this time, class teachers will use the Sing Up! programme to deliver music lessons.

The elements of music are taught so that children are able to use some of the language of music to dissect it and understand how it is made, played, appreciated and analysed. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Progress in music requires pupils to develop musically across 3 pillars that interrelate in musicianship.

- The first pillar is the 'technical' development necessary for pupils to translate their intentions successfully into sound. This will often involve instrumental playing or singing.
- The second pillar is the 'constructive' pillar. This refers to knowledge of how musical components come together both analytically and in the creative process.
- The third pillar, the 'expressive' pillar, is focused on the more indefinable aspects of music: quality, meaning and creativity.

The practical nature of music ensures that the curriculum is accessible for all children and that they are able to access all lessons at a level suited to their needs.

Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. Music helps children to develop skills such as: self-confidence, interaction with and awareness of others, and self-reflection.

Music benefits children by improving concentration, phonemic awareness, literacy, memory, academic achievements, general creativity, and wider transferable skills

Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. The opportunities for children to learn an instrument, participate in clubs and perform will build children's confidence, self-esteem, and teamwork skills.