



Music Intent, Implementation & Impact Statement

The National Curriculum for music aims to ensure that all children:

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

Intent: In line with our values at Hollinhey, our music curriculum allows children to express their creativity and individuality. It is also designed to enthuse, stimulate, delight and encourage pupils' love of music.

Honesty – Evaluating our own and others' performances.

Effort – Ensuring all children try their best in the key skills of music.

Achievement – Gaining a sense of success and achievement by learning and developing new music skills.

Respect – Being a respectful audience and demonstrating an unbiased respect for the role that music may play in any person's life.

Tolerance – Accepting the validity and importance of all types of music.

Implementation: We provide enriching opportunities throughout the school embedded across the curriculum to develop skills and knowledge of composition, performance, listening and appraising. At Hollinhey, we currently follow the Love Music Trust curriculum, our specialist music hub, which provides our teachers with step-by-step plans to deliver engaging music lessons from ages 5-11. This scheme provides clear assessment and progression steps for staff to provide fun and exciting music lessons. In addition, our Year 4 children have the unique wider opportunity of learning a brass instrument taught by a specialist teacher from Love Music Trust.

Impact: The integral nature of music enables children at Hollinhey to gain new levels of achievement, self-confidence, interaction with and awareness of others and self-reflection. Music at Hollinhey also enables our pupils to develop a deeper sense of culture and history both in themselves and in others from across the world. Children experience music in different ways; as listeners, creators and performers. They dissect music and comprehend its parts. They sing and feel a pulse. They have an understanding of how to further develop skills should they ever develop an interest and other stages in their lives.