



Markland Hill Primary School – Music Intent, Implementation and Impact Statement

	INTENT	IMPLEMENTATION	IMPACT
MUSIC	This country has a proud history of music-making. Down the generations, music has enriched our national identity, our community and our economy. Music education is essential to safeguarding and extending the musical life of our country for generations to come. Excellent music education opens opportunities, but it is not simply a means to an end: it is also an end in itself. It gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives. Our aim at Markland Hill is to develop pupils who: • Enjoy and have an appreciation for music. • Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions. • Can sing and use their voices to create different effects. • Create and compose music, both on their own and with others. • Use a range of musical language. • Make judgements and express personal preferences about the quality and style of music. • Take part in performances with an awareness of audience	The responsibility of coordinating music provision at Markland Hill Primary School lies with the subject leader. The National Curriculum is used to inform planning of music curriculum and we have implemented the use of the Sparkyard scheme, in order to provide a ambitious music curriculum for all pupils to access. We also work in partnership with Bolton Music Service. The music coordinator also attends regular Network Meetings with Bolton Music Service and schools in the local area. This ensures that any new research can be accessed and any relevant updates can be added to the curriculum. Music is timetabled to be taught for a minimum of 40 minutes per week, which includes a whole school Big Sing assembly. During these singing assemblies, children are given the opportunity to listen to new composers and genres of music and elements of the new music are discussed. As we work in partnership with or local music hub, music teaching is undertaken by both class teachers and Bolton Music Service. As we work in partnership with Bolton Music Service, we have adopted their progression of skills to ensure that children are learning new skills and building on existing skills year on year. In order to assess musical progress, teachers will assess 'in the moment' to ensure any errors are picked up and children are supported to meet learning intentions where needed. In addition to the Progression of Skills documented, we have adopted the Progression of Vocabulary document in order to broaden children's vocabulary knowledge and usage throughout each Key Stage. Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings. Singing is the golden thread of music and as a school we value its importance. Therefore we have a choir for both children and staff and there are opportunities for children to sing weekly during our Big Sing assemblies. In addition, singing opportunities are included in our class assemblies where children are given the opportunity to learn and perform new songs to both the school and to parents. We also take part in events such as the Mayor's Christmas Concert and Bolton Music Festival to ensure that children are given the chance to perform to others.	Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods: • Pupil discussions and interviewing the pupils about their learning (pupil voice). • Annual reporting and tracking of standards across the curriculum. • Photo and video evidence of the pupils practical learning.



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	Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional 1:1 music teaching by being offered the opportunity to learn a musical instrument with peripatetic teachers. Our peripatetic music teaching is organised by Bolton Music Service. All children are given access to the music curriculum, however, adjustments will be made for any children who require them in order to ensure that our music curriculum is inclusive and accessible for all. Please see the SEN adaptations document for further details. For disadvantaged pupils, or SEND children who wish to take part in extracurricular music tuition, bursaries can be accessed via Bolton Music Service and Trust Music. In order to ensure that staff have the knowledge and skills to deliver the curriculum, we work alongside Bolton Music Service who deliver lessons. Each Key Stage will receive two terms of lessons covered by the music service with the class teacher present. The class teacher uses this as CPD and then uses what they have learnt to deliver a follow on lesson the following week. As a school, we will be undertaking whole school CPD delivered by Bolton Music Service to further build staff knowledge on the music curriculum. We have started to use the Sparkyard scheme in order to support staff with the implementation of music curriculum. The music coordinator is available for any staff to ask any questions and will be supported in the delivery of music curriculum where needed.	
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