



## Music development plan

### Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	1 <sup>st</sup> September 2024
Date this summary will be reviewed	1st September 2025
Name of the school music lead	Di Sawyer
Name of school leadership team member with responsibility for music (if different)	Demi Weir Aaron Bloodworth-Flatt
Name of local music hub	Lincolnshire Music Hub <a href="https://www.lincsmusicservice.org/">https://www.lincsmusicservice.org/</a>
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school delivers music education to all our pupils across three areas

- Curriculum music
- Co-curricular provision
- Musical experiences.

This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

### Part A: Curriculum music

As a special school, pupils are typically working significantly below their chronological age however this is not to say that some pupils do not have a special interest in Music and learning musical instruments.

Our school acknowledge that some pupils are working within the KS1 curriculum (regardless of age). For these pupils Music is taught through the school themes and joined with drama-based opportunities to bring Music to life through singing, performing whilst developing technical, constructive and express musical knowledge. Typically, pupils will have one afternoon a week for their creative curriculum of Music and Drama for the three half terms identified across the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS &amp; KS1</b>	Immersive music experience for pupils who are working before the National curriculum					
<b>KS2</b>	<b>Art &amp; Photography</b>	<b>Music &amp; Drama</b>	<b>Drama and Music</b>	<b>Art &amp; Photography</b>	<b>Art &amp; Photography</b>	<b>Drama &amp; Music</b>
	<b>DRAWING Self-Portraits</b> Line, tone, colour. <i>Paul Klee, Keith Haring, Yayoi Kasuma</i>	Happy Birthday around the world – Rhythm	Frozen heart – instruments.	<b>PRINTING &amp; TEXTILES</b> Traditional Textiles. Colour, and pattern. <i>Michael Phelan</i>	<b>SCULPTURE Art with Nature</b> Texture, form, shape, pattern. <i>Andy Goldsworthy</i>	Singing in the rain - performance
<b>KS3</b>	<b>Art &amp; Photography</b>	<b>Drama and Music</b>	<b>Drama and Music</b>	<b>Art &amp; Photography</b>	<b>Art &amp; Photography</b>	<b>Drama and Music</b>
	<b>PAINTING British Art</b> Line, Tone, Colour <i>John Constable, L.S Lowry</i>	Be our Guest (Beauty and the Beast) - performance.	Jack and the bean stalk – instruments	<b>TIE-DYE &amp; BATIK</b> Textiles Colour, pattern. <i>Yinka Shonibare</i>	<b>NATURAL MATERIAL SCULPTURE Art with nature</b> Texture, form, shape, pattern. <i>Jeff Koons (Puppy)</i>	Under the sea - Singing
<b>KS4</b>	<b>Art &amp; Photography</b>	<b>Drama and Music</b>	<b>Drama and Music</b>	<b>Art &amp; Photography</b>	<b>Art &amp; Photography</b>	<b>Drama and Music</b>
	<b>SCULPTURE &amp; COLLAGE</b> Cubism <i>Pablo Picasso</i>	Merry Christmas everyone – sing and sign	Hercules zero to hero - Instruments	<b>PAINTING Impressionism</b> Colour & Texture <i>Claude Monet, Henri Matisse</i>	<b>FLIP BOOKS Animation</b> Colour, line <i>Keith Haring, Otto Messmer</i>	A song about water – Andrew Huang

For those pupils working at pre key stage standards, Music is taught through an immersive continuous provision focusing on the priorities of their Education and Health Care plan targets. Music is an essential aspect of this provision as it supports pupils to draw their attention to a stimulus through different types and styles of Music. Music is used to support pupils' sensory tolerances, attention and engagement, communication and thinking skills. The strategies to incorporate Music include singing songs and Rhymes, using Music as a cue for transitioning within their daily routine, relaxation and personal interests.

For those pupils who show a keen and special interest and/or skill in Music, this is personalised to ensure they can make progress and succeed through their individual targets

## Part B: Co-curricular music

Currently there are no pupils who can access afterschool extra curriculum Music opportunities as most of the pupils' travel after school by transport.

In school we have a range of instruments for staff to use to support Music within school including:

- Small percussion including shakers, tambourines
- Large glockenspiels
- Boom whackers

## Part C: Musical experiences

we provide pupils with the opportunity to experience a variety of Musical experiences throughout the academic year including:

- Music based topics e.g. Disney
- Transition music and subject signifiers
- Annual Pantomime and London musical visits.
- Musical instruments provided in classrooms within continuous provision
- Specific therapies including STAR sessions, calming and attention time
- Topic linked music
- Performances to parents and the wider community

## In the future

As a school we value Music and what it can bring to our pupils. As a result, our priorities for this year to further develop the Music provision are:

- Expand the experiences of musical culture
- Expand the range of instruments that pupils can access
- Develop a range of enrichment opportunities to play and sing