

## 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	1 <sup>st</sup> September 2025
Name of the school music lead	Catherine Thirsk and Charlie Harrison
Name of local music hub	Lincolnshire Music Hub
Name of other music education organisation(s) (if partnership in place)	Sinfonia Viva Jo Jingles

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

Our intent for music is to allow all students the opportunity to experience music and be creative regardless of ability. We aim to achieve this through regular opportunities to perform, compose, listen and appraise across the curriculum offer. Children participate in a range of musical experiences, building up their enjoyment and confidence at the same time.

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 acknowledges that some pupils are working within the KS1 and KS2 curriculum (regardless of age).

Current provision within our formal curriculum pathway includes timetabled music lessons in years 7 and 8. Students work within a two-year cycle and the curriculum aims to revisit knowledge and skills and build upon these. Music forms part our options cycle for students as of year 9 onwards. At this stage music is taught with drama-based opportunities to bring Music to life through singing, performing whilst developing technical, constructive and express musical knowledge.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Autumn 3</b>	<b>Autumn 4</b>	<b>Autumn 5</b>	<b>Autumn 6</b>
Lower Sch Cycle A	History of Music – The Classics	Ukuleles	Rhythm and Notation – Rock and roll	Nursery rhymes and music - Recorders	Music of the world – African drumming	Jazz - Keyboards
Lower Sch Cycle B	History Of Music – Romantic period and beyond	Guitars	Rhythm and notation – Percussion	Film music	Music of the World – Salsa and steel drum focus	Composition - Keyboards
Middle Sch Cycle A	Developing Skills: Drama, Music and Dance		Romeo And Juliet		Devising and Performing: Pantomimes	
Middle Sch Cycle B	Developing Skills: Drama, Music and Dance		Stage Musicals		Devising and Performing: Educational Performances	

Students enhance their knowledge of different styles of music as well as getting an overview of composers and the sections of the orchestra. Within each component, opportunity is given for performance, composition, listening and singing. It aims to nurture fundamental music techniques as well as setting high expectations of pupils regardless of prior attainment.

Our curriculum introduces students to music from across the world and this allows them to have a better understanding of different traditions and cultures. They learn to respect different cultures and can begin to appreciate music that they may have previously been unfamiliar with. Students are encouraged to analyse how the music makes them feel and describe emotions that they think the composer is trying to convey. Medium term planning allows teachers to be clear about curriculum intent and key subject specific vocabulary that should be taught.

Within the formal curriculum pathway, children are given the opportunity to learn subject specific vocabulary in a meaningful context. As they work through the curriculum, they will be introduced to the ideas of pitch, dynamics, rhythm, pulse and timbre and begin to use these ideas in their own compositions. They will use sound box notation and some of the more able students may start to look at a staff and understand note values and names. We strive to remove barriers to learning for all students and adopt a positive and proactive approach so that all students can express themselves and be able to join in and take an active part in lessons.

Throughout the school curriculum, opportunities for music experiences exist. For example, when students were studying a topic area of Africa, they learnt to play the djembe drums which culminated in a class performance in forest school. Students improved their knowledge of sound and rhythm during these sessions and were able to confidently improvise and perform.

Within our semi-formal curriculum pathway, music forms part of the creative arts curriculum area, which is taught weekly, but also takes place across curriculum areas. Areas of learning such as counting maths, auditory input during good morning routines, vocabulary in languages and movement in dance can all incorporate different elements of music.

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.

The school is well resourced, and we have many percussion instruments and a class set of keyboards as well as a piano. We also have sets of guitars, ukuleles and recorders which are incorporated into the two-year cycle based on a given theme for the term. School iPads can also be utilised to aid composition and bring music technology into the learning.

Assemblies allow the children opportunities to develop their singing and communication skills. Performances, such as Christmas Plays, Concerts and School Discos demonstrate that music is important to the life of the school. Students learn about celebrations from around the world as well as fairy tales and myths.

### Part B: Extra-curricular music

Recently pupils have been involved and made links with the Lincolnshire Music Hub and completed a project with Sinfonia Viva. This took place over a 6-week period and involved professional musicians coming into school to work with a small group of students. Students were given the opportunity to sing and play new instruments and compose their own song. It was well received and culminated in a performance for parents and carers. It was recognised that this allowed students the opportunity to further consolidate skills including composition and performance and an improvement in confidence of students throughout the project was noticeable.

We have a school choir that is accessible for all which runs once a week at lunchtimes. We work towards a performance for parents and carers at points throughout the year. This year we have made links with a local primary school in our trust to do a joint

performance which included the use of Makaton signing to include our students with communication difficulties. This allowed students to experience a new setting and continued to build their confidence with performing.

We try to perform whenever possible. This year we had a Christmas Concert which formed part of an ongoing project.

We have also welcomed Jo Jingles who works with the children weekly with our semi and pre formal pupils. The songs, rhymes and actions support pupils' early communication and cognition skills, building on areas of engagement and being a valued part of their time in school. The sessions also facilitate SEMH opportunities for pupils for example, to join in with a group and self-regulate through music and movement.

### Part C: Musical experiences

Regular singing assemblies take place and pupils have a morning music session which looks at music based on a specific genre. This has included Music from Around the World, country, folk and RnB amongst others.

As a whole school we regularly attend pantomimes at the local theatre. We have also had visits from M and M productions who performed a pantomime to the students.

It is important to allow students exposure to as many music-based opportunities and musical performances as possible. This includes bringing external musicians into school to run workshops and perform. This past year workshops have included Indian drumming, linked to an Indian International day and Flamenco dancing which formed part of a Spanish themed day. Previously, we have had African drumming and rap workshops. In addition to this we have also had regular story music sessions and pupils have experienced music linked to Dragon and Bollywood dancing.

Some students were able to experience a professional orchestral rehearsal at the South Holland Centre. This was linked to the workshop that took place with Sinfonia Viva in school.

### 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:

- Develop opportunities for individual or small group music tuition.
- Create more opportunities where students can perform (both in school and within the local community).
- Extend opportunities of educational visits to view performances. Providing additional opportunities to build engagement and aid encouragement in music.
- Purchase adaptive music resources that can cater to pupils with physical disabilities.

- Develop Music expertise within our staff team.