

Music and Drama Progression Model

Engagement

- ⇒ Music is implemented throughout the specific curriculum which focus on early interaction and engagement. Learners access music as part of their daily routine and relates to individual PLIM's and SCERTS targets. There is a focus on music exploration and making choices based on what they like/dislike. The role of adult led music activities with an emphasis on imitation are important in order to develop basic engagement skills,
- ⇒ Pupils explore music and drama through Attention Autism which works towards capturing interest in order to develop shared experiences. Through the use of 'Box Time' drama and music are used to engage the learner through action songs, imaginative play, sensory stories, dance and to promote positive emotion with an aim for the learner to focus for longer periods of time.
- ⇒ Some classes have adopted the use of music and songs to help aid transition times. By using particular songs or extracts of music at specific times the pupils are given non-verbal cues that become instantly recognizable to them allowing them to become more independent in their thinking in a creative and engaging way.
- ⇒ Some pupils have access to music therapy in order to support their psychological, emotional, cognitive, physical, communicative and social needs. This acts as a stimulus to achieve personal targets in other areas of schooling, providing a platform for learners to help develop skills in areas of social and emotional communication and interaction.

Core and Extended

Phase 1 - 3

- ⇒ Music is taught as a discrete subject where milestones and half termly aims are used to motivate and inspire pupils to learn. Milestones divide blocks of learning into manageable chunks for pupils following an adapted primary national curriculum which link directly to the child's individual learning plan (PLIM).
- ⇒ Pupils explore instrumentation and voice through the discovery of various tuned and untuned instruments. Learners will have the opportunity to listen to different genres of music and be encouraged to have an opinion on what they like/dislike.
- ⇒ Drama is embedded within the curriculum using techniques such as hot-seating, role play, circle time activities and interactive sensory stories to develop and instill confidence in order to promote communication, independent thinking and creativity.

Phase 4 - 5

- ⇒ Music and drama are taught under a performing arts umbrella when chosen as an option. Students have the opportunity to work towards gaining a BTEC qualification in performing arts.
- ⇒ The focus is on creating both group and individual projects. The use of music and media technology plays a key role in building a strong foundation of fundamental industry knowledge. Using a multi-faceted approach, the aim is to develop transferable skills to be used both in school but also in potential workplaces. These skills include problem-solving, effective communication, team building, personal development and confidence building.
- ⇒ There is the opportunity to build on cross-curricular skills with ICT as students can learn how to use digital audio/media workstations and software packages such as Steinberg's Cubase Suite and Premier Pro editing. Pupils are encouraged and ultimately take responsibility and ownership of their own projects and creations.
- ⇒ Pupils are given the opportunity to take part in three performances a year and rehearse weekly either through an after-school drama club or Friday options group. This is held at a local performance venue, Platform 1, where the pupils gain knowledge and experience of working within a theatre setting. They can develop sound and lighting skills, performance skills and learn how to use and manage music technology such as head mics in a realistic and professional setting. By working as part of an ensemble the pupils develop and improve skills in creativity, confidence, problem solving, perseverance, focus, accountability and resilience.

Music and Drama Progression Model

CPD: Links with a variety of creative partners/providers such as, M&M Productions, Phoenix Theatre, Theatre Royal, That History Bloke, Culture Bridge North East, Creative Classrooms. Yearly attendance of SEND Music Conference. Weekly tuition from external Music Therapist.

Content (Intent): Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 3 using the Music National Curriculum framework. Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioural, physical, communication and sensory needs. The order of teaching is based upon ensuring acquisition of skills and enabling character traits as well as empowering and inspiring pupils through progress linked to their EHCP/PLIM. Teachers plan systematic repetition of the most crucial content to make sure it is used functionally across different contexts (depth of learning). Our music curriculum prepares all pupils to grow into positive, responsible and independent people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential. Music and drama enables pupils to experience and see things in new ways, thus challenging their construction and culture. We value and mark the cultural capital that every child brings to school and support them to develop a positive sense of their own identity and culture. Drama is embedded within subjects that help develop skills in communication, confidence, independent thinking, creativity and social skills.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils and encourages them to step outside of their comfort zone in order to develop and foster self-confidence and self-esteem. Pace and depth of learning is personalized relating directly to their EHCP and PLIM targets, supporting pupil motivation and engagement. The music curriculum across the school aims to inspire students to develop a love for creative learning. It ensures that all pupils enjoy music through a rich variety of activities and opportunities in school and the wider community. It enables children to express themselves in a creative way. Teaching staff have high standards of teaching, learning and attainment across the music curriculum. Staff give all pupils equal opportunities to take part in all aspects of the schools music provision.

Assessment and Progression (Impact): Pupils make good progress and achieve highly by accessing appropriate content (age and stage) taught well. The music curriculum follows a progression model that identifies the most useful skills, concepts and knowledge for cumulative sufficiency. Assessment checks content is retained long term, identifying those pupils that need further support which is related back to PLIM targets. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of the sequence of learning and an individual pupils pathway, allowing challenging, relevant targets to be set. Interventions are put in place for those children that benefit from a more creative approach to learning. Children will be given the opportunities to gain qualifications within music and drama.

English, Communication and Reading: Range of resources sourced to support pupils and staff. Pupils use appropriate texts and visual support. Pupils that partake in performances develop a love of reading and are motivated to engage more fully in scripts and independent research. Pupils develop understanding through real life and practical situations and with support from outside agencies and partners. Pupils have a plethora of opportunities for

Cultural Capital: Through music and drama pupils are able to engage in cultural capital by encouraging creativity, improving self-esteem and confidence, fostering positive relationships with others and enabling pupils to explore cultural aspects of life. Project based learning enables pupils to ask questions, explore key themes including gender, power, politics, diversity and empowerment of self. Trips to the theatre and visiting specialist performances and workshops as well as in school performances and assemblies allows students to develop and improve skills to prepare them for future opportunities.

Pupil Premium: Music and drama opportunities lay a key role in encouraging pupils to experience a different way of thinking and support developing their wider skills and capabilities including group work, communication, resilience and self-confidence. Our approach, reinforced by research from the EEF prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We prioritise the opportunities for pupils to fulfill their creative ambitions during their time at school and in clubs and satellite provision. Alongside these opportunities, there will be scope for pupils to develop technical support skills which help us to reinforce the message that pupils are not only recipients of learning activities; that they can do more than watch and listen, they can participate, experience, be curious, creators, appreciators and critics.

Music and Drama Action

Area	Deep Dive	Action	Time (aim)	Who	Impact
Early Years	Music and drama are not discrete curriculum subjects within the statutory EYFS Framework. However, pupils in Early Years start their creative development through creative expression. They work to be imaginative across their personalized curriculum. Pupils sing songs, make music and dance. There is an emphasis on imaginative play and role play, building stories around toys and dressing up in order to promote creativity and independent thinking. Sensory stories and imitating adult led scaffolding behavior play an essential part of the curriculum. Music is used to engage and foster positive emotion and to capture interest through shared attention.	Create a tracker for Sounds of Intent to monitor pupils progress in the different areas of this. Seek and deliver training in 'Sound Beam' and 'Makey Makey'. Conduct an audit of music resources appropriate to the age/stage.	January 2023 May 2023 September 2022	KH, SO KH, SO KH, SO	Staff are able to track and monitor progress within sounds of intent to show patterns and levels of development in attention. Being able to successfully manage the equipment will enable whole classes to fully engage in the resources and foster creativity and independent thinking. Children will be able to engage in high quality relevant resources to develop better interaction and engagement.
Engagement	Music is embedded within the curriculum to support understanding across each personalised curriculum. Taught in line with PLIM and MAPP to ensure meaningful progression. Through music therapy interventions pupils are using music to develop skills in engagement, meaningful interactions, making choices, independent thinking and communication.	Music lead to be more involved with planning and implementing of musical interactions. Meetings with music therapists to give feedback on individual pupils . Online file set up to share successful implementation of music within lessons.	By the end of September 2022. Termly Ready for September 2022.	KH and teachers GH, HM, class teachers KH	Music lead has a better understanding of how music is being implemented within the engagement pathway. Teachers are ambitious and make necessary adjustments to maximize opportunities and enjoyment. Strong, successful, sequential learning between engagement classes.
Core/ Extended Phases 1-3	Pupils developing skills alongside termly milestones. Music is successfully being used to support students meet PLIM targets. Clear links to National Curriculum KS1 and KS2 music. Discrete lesson once a week as well as embedded within other subjects to foster interest and engagement.	MPN to deliver whole class music projects. Conduct an audit of music resources appropriate to the age/stage. Online file set up to share successful implementation of music within lessons. Shared lesson plans.	Autumn term 2022 September 2022 Ready for September 2022	KH and class teachers KH and phase leaders All staff	Working alongside agencies to deliver professional tuition will enable the pupils to develop skills in something that gives them motivation and pleasure fostering confidence and self-esteem, encouraging a sense of self-worth. Children will be able to engage in high quality relevant resources to develop better interaction and engagement. Strong, successful, sequential learning between phases.
Core/ Extended Phases 4 - 5	Vocational Options and accreditations. Student-directed learning. Project based learning. Development of key skills. Students working towards personal goals. After school performing arts group available. Opportunities to take part in theatre visits, weekly visits to Platform 1, projects with media agencies and school run shows.	Offer music tuition for those pupils interested in learning how to play an instrument (keyboard, drums, guitar) Offer vocal coaching. Planning created and developed between creative subjects.	Ready for September 2022 Summer term 2022 Ready for September 2022	KH, MPN KH, SC KH, CC, DE, JM	Working alongside agencies to deliver professional tuition will enable the pupils to develop skills in something that gives them motivation and pleasure fostering confidence and self-esteem, encouraging a sense of self-worth. Teachers are ambitious and make necessary adjustments to maximize opportunities and enjoyment. Strong, successful, sequential learning between pathway classes.
Whole School	Evidence of all phases successfully giving pupils music and creative opportunities on a daily basis in CHS. Music is being taught both discretely and embedded within the engagement curriculum. However, not all teaching staff are confident in delivering music lessons and feel like they would benefit from more support in this area. There is also a lack of good quality music resources.	To research and order new music resources relevant for each pathway. Work with teaching staff to help plan and implement high quality music lessons.	September 2022 September 2022	KH KH and teaching staff	Teachers will be more confident in delivering music lessons and the standard of teaching will improve. Planning will be well supported and relevant to the learners needs. Higher quality resources will help build confidence in both teachers and pupils.