

## Music Development Plan summary

### Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Karyn McMahon
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	North East
Name of other music education organisation(s) (if partnership in place)	Nordoff Robbins Music Therapy Music North East

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. 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

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Cleaswell Hill School curriculum for Music is available on the school website. This Long Term Scheme of Work is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3, and adapted to suit our pupil learning needs, strengths and interests, along with linking to learning in other subjects ensuring a coherent, cumulative learning opportunity.

For more, see the school website and school information guidance on curriculum and on SEND for [maintained schools](#).

One hour per week is allocated for curriculum music for Phases 2, 3 & 4 across the full academic year. We are considering the benefits of collapsing the timetable for these Phases for a day during the Spring term to focus on music

Phase 1 follow Early Learning Goals, creating with materials, and being imaginative and expressive.

Pupils' have opportunities to sing and play an instrument during lesson time, and we are developing how we adapt and link music, bringing it into the fabric of our school day.

Pupils have the opportunity to follow BTEC Media and Performing Arts as an option in Key Stage 4 or 5.

Curriculum music is supported by the expertise of Music North East, and other music education organisations, including Nordoff Robbins.

### **Part B: Co-curricular music**

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

School have a Music Therapist from Nordoff Robbins delivering one day a week of music therapy on a 1:1 basis. This provision is subsidised by school.

Outside of what is taught in lesson time, all pupils can join lunch clubs with a musical focus including; Makaton Sign and Sing, Dance, Little Movers (2 times a week), Tiddly Winks and karaoke. Provision is subsidised.

School signpost to weekend, after-school or holiday provision such as local SEND music clubs and activities. The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school. We are currently working with the regional music hub on the offer of a musical after school club to create a school choir or djembe club.

Where a pupil wishes to pursue music beyond Key Stage 3, school will support the study of music at Key Stage 4 and beyond, including provision of 1:1 or small group instrumental tuition and vocal coaching, including rehearsal opportunities during the school day. Pupils can access qualifications or awards. Parents pay for tuition as per schools charging and remissions policy.

### **Part C: Musical experiences**

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Musical experiences are planned to fit in with the delivery of the music curriculum and bring this to life for all pupils.

Regular assemblies take place within Pathways. There is a musical element to these which may include singing, listening and solo or ensemble performance.

All pupils are able to attend the annual Autumn and Spring term pantomimes which are delivered in school by touring companies, M&M Productions and Image Musical Theatre. Pupils can participate or choose to be members of the audience. This is a subsidised event.

Pupils have the opportunity to be part of a school-led drama group who meet weekly at Platform One, Bedlington Station on Thursday evenings. This group includes opportunities to perform as an actor, musician, dancer, or with light and sound technology, and culminates in twice yearly large scale performances which run over 3 nights, with smaller scale performances, such as cabaret nights included throughout the year.

Pupils have opportunities to attend trips to shows, musical performances and concerts outside of school. Each pupil has an Enrichment Passport that serves as a tool to inspire and support individual development and achievements across various activities and experiences, including culture and the arts. Pupils access inclusive opportunities which will make a substantial contribution to cultural capital.

Links with Koast Radio enable pupils to enjoy a workshop in school and, for some, the opportunity of a work experience placement.

### **In the future**

This is about what the school is planning for subsequent years.

Music, as with all curriculum subjects, is continually reviewed following feedback from learners, teachers and parents/carers.

Our Music curriculum has been under review and now draws from the Model Music Curriculum. Further details are in the Music Rationale and Long Term Scheme of Work. We are developing knowledge organisers to support non-music specialists in delivering learning.

Although we offer opportunities for pupils to sing and play music during lesson time, we are considering how to extend the offer of music outside of lesson time, with a vocal or instrumental ensemble as part of our ongoing after school provision.

Initial links have been made with Open Orchestra, Sing Up! and The Glasshouse International Centre for Music.

We have plans to offer training on empowering teachers to be confident at using music (singing, listening, pulse, rhythm) at the start of a subject lesson.

In addition, as teacher researchers, we are keen to develop our understanding from existing research, and our own contextual research, on the impact of music for our pupil cohort.

We are also in discussion regarding the development and participation in a Music for SEND Working Group within the region.