

# Music Development Plan Summary

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of local music hub	North Yorkshire Music Hub <a href="#">Home - North Yorkshire Music Hub</a>
Name of other music education organisation(s) (if partnership in place)	North Yorkshire Music Therapy Centre

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

### Purpose and role of Music in the Springhead School Curriculum

The Springhead Curriculum for Music aims to ensure that all pupils develop both skills in auditory cognition, as well as music specific knowledge and insight. Music is a universal language which embodies one of the highest forms of creativity, and the foundation for understanding music is development in auditory cognition. Musical cognition is multi-seated in the brain. As pupils progress, they will develop greater engagement with everyday sounds, speech and music. As pupils learn to react to sound, they will make progress in skills related to communication and interaction. As they react to, make, and share sound making, pupils experience and develop transferable cognition related to pattern and ordering. Listening to, making and using sound to interact with others supports and is related to speaking and listening in the broadest sense. Musical cognition is intimately connected to social, emotional, and mental health. As pupils interact musically with others, they develop social skills. Engagement with music through reacting to, performing and sharing music making is a powerful agent in emotional self-regulation. Proactively making sound and sharing sound using instruments and vocalisation is a sensory and physical activity.

## **Aims**

The Springhead School curriculum for music aims to ensure that all pupils:

- Develop their ability to react to sound and music
- Develop their ability to be proactive in making sounds using everyday objects, musical instruments and their voices
- Develop their ability to interact with others, sharing sounds playfully to both communicate and make music

## **Level of Attainment**

The Springhead School curriculum for music has six clearly defined Levels. Each Level contains components related to 'Reacting to sound', 'Proactively making sound', and 'Using sound to interact with others. These are clearly defined and can be used to make assessments of both linear and lateral progress.

## **Subject Content**

Students at all 'Levels' of development will be present at all Key Stages. The following are very broad statements of intent and implementation. However, when planning for music, the content should be interpreted according to both the 'Levels' of the curriculum and individual outcomes for students. As such the themes from an earlier or later Key Stage could be referred to.

### **Key Stage 1**

Pupils should be taught to:

- Distinguish between sound, vision, taste, touch and smell. Listen to a wide variety of music. Creatively make sounds using their voices, everyday objects and musical instruments.
- Interact with others using sounds to communicate meaning.

### **Key Stage 2**

Pupils should be taught to:

- Listen to sounds, distinguishing individual qualities within them. Identify loud sounds, soft sounds, long sounds, short sounds, harsh sounds, mellow sounds and awareness of silence. Listen to a wide variety of music.
- Develop proactive skills in making sounds which have these varying qualities.
- Engage in shared and parallel sound making with other students.

### **Key Stage 3**

Pupils should be taught to:

- Listen in a more focussed way to music. Reacting to sound should be scaffolded to include developing awareness of dynamics, the steady beat, salient rhythms, pitch and tempo. Pupils will develop their reactions to the elements of music.
- Proactively make sounds and music, investigating the pitch and duration of sound. Pupils will begin to repeat simple sound patterns in order to make and perform music.
- Develop an awareness of the patterns made in sound by others, refining this awareness such that interaction during shared sound making gradually moves from 'parallel' to 'shared' play.

### **Key Stage 4**

Pupils should be taught to:

- Listen to and react to sounds. This will become progressively more sophisticated as pupils identify structures such as 'verse' 'chorus' 'instrumental' 'phrase' and 'riff'.
- Proactively make sounds which are based on simple musical structures. These could be the steady beat, a pattern of notes or a rhythm. Pupils should be encouraged to suggest their own ideas. For example, they could be given a limited number of chime bars to arrange into a pitch pattern.
- Interact and engage with others when making sounds. Particularly, they could experiment to play their original and repeating ideas together. Additionally, pupils could engage in 'call and response' and 'question and answer' themed activities.

### **Key Stage 5**

Pupils should be taught to:

- Listen to music, develop reaction and response to whole pieces of music. React to music developing musical preferences. Respond to the emotional content of preferred and new music.
- Proactively experiment with sounds and music developing improvisational skills within simple structures.
- Interact with others, performing simple improvised pieces simultaneously. Perform an improvised piece as a constant background is performed. Suggest and develop musical suggestions made by others.

### **Springhead School Music Curriculum**

This curriculum is concerned with the developmental cognition of music. Developmental cognition is a familiar concept within SEND. The content leans heavily on Sounds of Intent. The curriculum is presented within six levels of developmental cognition. Each level has a

short introduction, defining the characteristics of each stage. Each level is located within the within the Springhead Curriculum. This should give a starting point for pupils following an informal, semiformal, or adapted curriculum path.

Each level has three components. These indicate how pupils:

***React to Sound,***

***Are Proactive in making sound,***

***How pupils interact with others when making sound.***

Each of these components has four 'descriptors' attached to it. These are used on the school EFL app to indicate attainment. When planning for music, these could be used to form simple statements of 'intent' and 'implementation'. The individual descriptors have been simplified slightly to remove daunting music specific vocabulary. The descriptors have been uploaded as a framework on the Springhead EFL app, such that they could be used to document 'impact'.

Linked to each of the descriptors is either video and explanation, or a description. The video clips are in the public domain and have been filmed in various specialist settings. These suggest themes and activities for development. The video clips only depict one interpretation of the descriptor. In practice there are several.

Staff have access to a PowerPoint: 'Familiar pupils, Sounds of Intent'.

This document contains a vast amount of information. However, it is likely that individual pupils will remain at one level and make lateral progress at that level. This should simplify matters considerably. This document has drawn on the following sources of information:

- Historical National Curriculum Models (music)
- Springhead School Curriculum Model
- Music for Children and Young People with Complex Needs (Adam Ockelford)
- Comparing Notes, How we make sense of Music (Adam Ockelford)
- Music, Language and Autism: Exceptional Strategies for Exceptional Minds (Adam Ockelford)
- Sounds of Intent Website / Post Graduate course in SOI

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

All pupils have daily access to music in the classroom. Whether this is part of taught time, self-chosen activities, continuous provision or directed sessions. All pupils and families are invited to join our Handy Tunes session on a Tuesday after school provided by our Music Therapist.

All pupils have access to our dedicated Music Room based within our Therapy Bungalow where there is a wide range of instruments including piano, drums, guitars and percussion instruments.

Classes also use Musical Cues so children and young people know what is happening next as part of their daily routines.

## **Part C: Musical experiences, Events and Performances**

All pupils take part in regular singing activities whether this is using their voice, switches, signing, symbols or dancing.

Some classes visit other settings to sign for others such as care homes and shops.

We have a number of musical performances throughout the year provided by external professionals. This includes drama and music. The whole school visit a local church for our Christmas Service and singing plays a huge part of the service and have trips to the theatre.

## **In the future**

Music plays such a vital part of our curriculum and support any opportunities to incorporate music into our curriculum. We plan to offer more experiences for music off site including theatre and concert visits when these become available.

## **Further information (optional)**

Our Long-Term Curriculum plan is available from our Curriculum Lead.