

Music development plan summary: Sladewood Academy Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Lorraine Cooper
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Gloucestershire Music
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, extra-curricular music 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.

<p>We will approach the teaching of music within ‘Expressive Art and Design’ in a ‘project-based’ fashion, with children working towards an end goal or outcome where possible. This will allow for children to share their work with others and understand the purpose of their learning, thus making it relevant and meaningful.</p> <p>We strive for a spiral approach which allows for the revision of ideas to become part of good practice and ultimately helps to build a depth to children's understanding. Through revisiting and consolidating skills, it will help students build on prior knowledge alongside introducing new skills, knowledge and challenges.</p> <p>Whilst each term will have an overarching ‘focus’ or ‘strand’ (DT, Art, or Music), the three strands will continue to interweave throughout each term. Children will, for example, be exposed to regular musical opportunities in a cross-curricular manner. The same will occur with the other strands – an ‘Our World’ activity, for example, may also incorporate art techniques and skills. For this reason, the teaching of Expressive Arts and Design will be as thematic as possible and supported by the use of, for example, a class text.</p> <p>We understand the importance of trips, visits, and opportunities within Expressive Art and Design. Teaching and learning will involve offsite visits to support curriculum content</p>

or linking with visiting specialists to enhance the learning experience for our pupils. These may be incorporated within a specific topic, or throughout the year.

We recognise that, due to the developmental needs and the nature of pupils, imagination and creativity may be somewhat abstract and challenging to understand. We recognise that some of our pupils may have delayed motor development and need to access projects, tools, or techniques from an earlier stage of the 'National Curriculum' – teaching and learning at Sladewood aims to be inclusive for all pupils and will find a suitable balance between age-appropriate projects and developmentally accessible projects.

Part B: Extra-curricular music

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

We recognise that music is a fundamental part of our pupils lives and can be used as both an environmental and sensory cue to support the pupils in transitioning between activities. Throughout the school, music, singing and the playing of musical instruments is used in different classes to signify key parts of the day such as when it is time to tidy up or when it is lunch time

Music, singing and the use of musical instruments can be very powerful in building relationships, supporting behaviour regulation and developing communication. As a school we have a music therapist who works with individual students developing these vital skills through music. In addition, music, singing and the use of musical instruments is used in all subject areas to develop shared attention and to motivate and engage the pupils.

During assembly we are introducing singing based upon the seasons. The songs will be chosen for their use of repetition and core language. The singing will be supported by the use of signing and symbols. Classes will be able to access the songs at other times to support the children in learning the vocabulary, signing and tune.

Part C: Musical experiences

This is about all the other musical experiences available

We aim to offer a wider range of musical experiences through visitors, trips and the use of recorded music and videos. These will include trips to the circus and a pantomime performance.

In the future

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

- Our plan is to review our music curriculum as part of a wider review of all the foundation subjects.
- Our aim is to investigate links with different musical organisations to broaden the musical experiences of our pupils