



## Music Development Plan

**School:** Hebden Green School

**Trust/local authority:** Cheshire West and Chester

**Local music hub:** Edsential (Alex Harper- Open Orchestras/ Tom Cameron- Piano Tuition/ Sharon Thomas- Amber Trust Tuition on percussion/ Adam Johnson- Drum Tutor and Guitar Tutor)

**Music lead:** Vicky Ormerod-Jordan

**Music specialists:** Vicky Ormerod-Jordan/Emily Riley

**Headteacher:** Mrs Helen Ashley

**Date written:** 17.4.24

**Review date:** 17.4.25

	<b>Music Development Plan</b>
<b>1 – Overall objective</b>	<p>To create a fully inclusive Music offer, which has a positive impact on learning and well-being and strives to enrich the lives of every Hebden Green pupil.</p> <p>Our Vision:</p> <ul style="list-style-type: none"><li>• For pupils to engage with and appreciate a wide variety of music, including different styles, periods and cultures</li><li>• For pupils to have opportunities to explore and express ideas and feelings about music, in a variety of ways, including through live and improvised music</li><li>• We will encourage active involvement in exploring, improvising, creating and developing musical ideas using voice and instruments</li><li>• We will nurture a sense of group identity and togetherness through group work and where appropriate, rehearsing and performing music for an audience</li><li>• We will use music to enhance the curriculum and to develop communication and interaction across the various pathways</li></ul>



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|--|---|
|  | <ul style="list-style-type: none"><li>• Music will play a role in supporting transitions and daily routines and structures, as well as helping pupils to feel calmer and to self-regulate</li><li>• We will enable all pupils to have access to high quality music teaching, resources and high-quality equipment</li><li>• Pupils will influence the music offer through communicating ideas at pupil council and during lessons, having a pupil voice</li></ul> |
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## 2 – Key components

- *Music curriculum, including use of music technology in all five pathways at EYFS, KS2, KS3 and PFA.*
- *Classroom instrumental teaching delivered by music specialists*
- *Creative Me team to work with the Music Lead to improve staff CPD, so they feel confident to use Music to enhance other curriculum areas, music for transitioning and for enrichment*
- *Succession planning- Teachers/HLTA's to feel confident to teach Music in the absence of the Music Specialist. CPD to upskill staff.*
- *Visiting music teachers from Edsential- First Access Course- Begin instrumental music tuition led by Edsential Tutors.*
- *Links with external music organisations- Live Music Now/ Edsential/ Drake Music/ The Halle/ RNCM/ English National Opera- Finish This Composing project*
- *Hebden Harmonies Signing Choir at KS3 and PFA/ Music Enrichment Clubs, eg Ukulele Club, Keyboard Club, Music Club at Primary, Karaoke Club, Boom Box Disco*
- *Whole school singing and signing assemblies*
- *Performance opportunities. Each key stage to share their Music achievements at least annually with parents and carers. Teachers to work collaboratively with the Music Specialist to deliver this.*
- *Musical engagement with neighbouring schools and our wider community at least annually*
- *Additional funding from hub/charities/fundraising, eg The Amber Trust, The Arts Council, Live Music Now, English National Opera*



<b>3 – Classroom instrumental teaching</b>	<p>Hebden Green have annual visits from Edsential who offer our secondary pupils a ten-week taster session as part of the First Access programme. We see this as part of staff CPD and have had staff continue instrumental sessions in the past, once the ten-week course has concluded. We have been able to secure funding to extend this a further term in the past. Some pupils have gone on to learn instruments as a result of this. Offer- Guitar, piano, woodwind, brass.</p>										
<b>4 – Implementation of key components</b>	<p><i>PLEASE SEE OVERVIEW OF HEBDEN GREEN’S MUSIC CURRICULUM DOCUMENT BELOW. Also saved on the X Drive- Curriculum/ 2022-2023/Music folder.</i></p> <p><i>PLEASE SEE MUSIC SPECIALIST’S TIMETABLE BELOW</i></p> <p>Songbank: Hebden Green uses Sing Up Makaton songs/ Sparkyard/ The Amber Trust online resources/ Bespoke songs created by the Music Specialist/ Songs listed on the Model Music Curriculum are evident in Music Medium Term plans/ Respect Song bank</p> <p>Hebden Green will promote performance skills in Music and invite parents and carers to celebrate achievements at least once per academic year.</p> <p><b>Performance Timetable</b></p> <table border="1" data-bbox="501 1059 1447 1369"> <tr> <td data-bbox="501 1059 770 1129">Foundation Stage and Key Stage 2</td> <td data-bbox="777 1059 1144 1129">Christmas performance</td> <td data-bbox="1151 1059 1447 1129">Autumn B</td> </tr> <tr> <td data-bbox="501 1134 770 1230">Key Stage 3</td> <td data-bbox="777 1134 1144 1230">Musical performance/ Expressive Arts performance</td> <td data-bbox="1151 1134 1447 1230">Spring B</td> </tr> <tr> <td data-bbox="501 1235 770 1369">Post 14</td> <td data-bbox="777 1235 1144 1369">Arts performance (Share with both parents and the general public in a wider community setting,</td> <td data-bbox="1151 1235 1447 1369">Summer B</td> </tr> </table>		Foundation Stage and Key Stage 2	Christmas performance	Autumn B	Key Stage 3	Musical performance/ Expressive Arts performance	Spring B	Post 14	Arts performance (Share with both parents and the general public in a wider community setting,	Summer B
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Key Stage 3	Musical performance/ Expressive Arts performance	Spring B									
Post 14	Arts performance (Share with both parents and the general public in a wider community setting,	Summer B									



	where appropriate, eg The Cheshire Show.)		
<b>Signing Choir Performance Timetable</b>			
	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>
<b>KS3 Choir</b>	Hazlemere Song Celebration	Carols Around the Tree	Link to external Choir in community- Vivo Care
<b>Post 14 choir</b>	Hazlemere Song Celebration	Carols Around the Tree	Link to external Choir in community - Vivo Care
	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
	Link with other schools- eg Oaklands	Creative Me theme day event- eg Coronation	Hebdenbury Summer Fair/Link project with neighbouring school
	Link with other schools- eg Oaklands	Creative Me theme day event- eg Coronation	Cheshire Show performance/Performance in the community or with a link school
<b>5 – Communication activities</b>	<p><b>Music Communication Plan</b>          At Hebden Green, we aim to keep carers, parents and governors up to date about our Music plans, events and vision. We will share information in the following ways:</p> <ul style="list-style-type: none"> <li>• Curriculum overviews sent home to parents each half term informing them of musical and creative activities planned for that half term</li> <li>• At least half termly updates on Hebden Green’s Facebook page informing parents of musical updates and events, both in school and externally</li> <li>• Newsletters are sent home half termly which include musical achievements, latest news and updates</li> <li>• Our Music Vision and Music Development plan will be shared on our website and in the newsletter</li> <li>• Parents and carers are invited in to school to attend musical performances where we will ask for direct feedback from them. This is also an opportunity to share latest news about musical developments with our pupil’s families.</li> </ul>		



<b>6 – Evaluation process for the success of the Music Development Plan</b>	<p>The Music Development Plan will be evaluated on a termly basis, (Oct, Feb and June) with input from SLT and teaching staff. Any areas to be targeted will be flagged up and addressed. The Music Development Plan will be formally revised annually.</p>
<b>7 – Transition work</b>	<p>Hebden Green is a school for pupils aged 2- 19 years of age. Pupils at key stage 2 transition to our secondary key stage 3 department in Year 6. The transition process begins in Summer B and pupils actually spend time in their new groups ahead of September. Within this, Music plays an important role, as songs used to help transitioning around school remain consistent in Year 6 and 7 and all staff across school have the knowledge to use this consistently. We also use our Signing Choir and Enrichment Clubs as an opportunity for Year 6 pupils to mix with Year 7. We consider transition not just at Year 6, but for those transitioning from Foundation Stage to Key Stage 2 and from Key Stage 3 to PFA. These pupils will often attend Music sessions in advance of their full transition. We have planned a Choir event which links our Year 9 pupils with our Preparing for Adulthood pupils, so they can spend time together ahead of September.</p>
<b>8 – Budget materials and staffing</b>	<p><b>Annual costs:</b></p> <ul style="list-style-type: none"> <li>• Live Music Now Concerts- £50-£100 donation</li> <li>• First Access Tuition- 10 weeks with one class. £300.00</li> </ul>



	<ul style="list-style-type: none"> <li>• Open Orchestras annual fee and tuition- £1,950 (part funded by Edsential)</li> <li>• Edsential visiting teachers- funded by The Amber Trust/ parents</li> <li>• Musical equipment is purchased at regular intervals across the year, following an annual audit. The Music Specialist liaises with wider staff and requests equipment from the SLT. This comes from a Primary and Secondary Curriculum budget.</li> <li>• The school employs a part time Music specialist for 0.5 per week. The school also has a full time member of staff who delivers music as part of their timetable.</li> <li>• Music Specialist's PPA time at points in the year is used to develop CPD for all staff</li> <li>• Enrichment activities are delivered by a wider team of employed Teaching Assistants and the Music Specialist</li> <li>• Kapow annual subscription for Pathway 3 Music- £205.00</li> <li>• Free subscription and CPD from rhymingmultisensorystories.com</li> <li>• Free resources used from Sing Up/Sparkyard</li> <li>• Equals schemes of work at Pathway 2- school subscribes to this for all Pathway 2 curriculum areas</li> <li>• Sounds of Intent resources and assessment- free</li> <li>• Halle Schools Concert- free or ticket cost paid for by parents</li> </ul>							
<b>9 – Summary Action Plans</b>	<b>3 Yearly- Music Action Plan- Sept 2023-July 2026</b>							
	<b>Intent</b>	<b>Implementation</b>	<b>Who?</b>	<b>When?</b>	<b>Resources</b>	<b>Budget</b>	<b>Expected Impact</b>	<b>Evidence gained</b>
	1. To improve singing resources by sharing access to new song banks across school.	Explore Sparkyard subscription/ The Amber Trust/ Sing Up.	V.O-J and Creative Me Team	Dec 2023	Sparkyard/ The Amber Trust website	Sparkyard subscription- free trials or 1 year- £180 plus VAT	Songs will be used in classrooms to support well-being and promote group listening skills. Improved confidence to use Music	Questionnaires by staff linked to music confidence.  Pupil feedback about the value of songs to them.



							in lessons by teachers and TA's	
	2. To investigate instrumental lessons by peripatetic teachers for Pathway 3 (Pilot group for Sept 24. Work with more pupils from Pathway 2 also by Sept 25 as Edsential staff are upskilled.)	<p>Book Music Roadshow for our First Access entitlement from The Hub.</p> <p>Register for Open Orchestras</p>	<p>V.O-J and SLT- DL and HA</p> <p>AK- Kestrels V.O-J Edsential staff and Alison Corten</p>	<p>January 24</p> <p>June 23</p>	<p>Timetabling of the event in Spring 24. March 21<sup>st</sup> 24</p> <p>Time to liase with Edsential staff. Communication time with parents to offer in school tuition. Begin training CPD in June and July 23 Start orchestra in Sept 23</p>	<p>£250.00 to Edsential for First Access.</p> <p>£1,895 to Edsential</p>	<p>A greater percentage of pupils will learn a musical instrument from Pathway 3 Improved well-being. Greater self-esteem and confidence. Performance skills will improve.</p>	<p>Pupil Voice-feedback from pupils learning instruments</p> <p>Feedback from parents at sharing concerts.</p> <p>Pupils will achieve better on Solar, linked to performance skills.</p>
	3. To develop music technology, staying up to date with the latest equipment	<p>To download free apps onto I pads across school and for Music.</p> <p>To investigate paid for apps and create a wishlist.</p> <p>To prioritise paid for apps and download to devices.</p>	<p>V.O-J Amanda Martin and Jodie ICT Technician</p>	<p>December 2024</p> <p>April 24</p>	<p>Thumbjam</p> <p>Garageband</p> <p>Aumi</p> <p>Clavion- Open Orchestras</p>	<p>£8.99</p> <p>Free</p> <p>Free as part of Open Orchestras fee.</p>	<p>Better access for pupils with limited mobility.</p> <p>Pupils with physical difficulties will make better progress.</p>	<p>Pupil Voice-opinions on feeling more empowered.</p> <p>Solar progress evident for pupils with physical difficulties.</p>





				April 24				
	4. To improve staff confidence in Music, through targeted CPD	<p>Summer 23- Residential training- Drum Skills</p> <p>Autumn 23- Pathway 1- Intensive Interaction training using Music</p> <p>Pathway 3- Kapow – Open Orchestras</p> <p>Spring 24- Musical Roadshow for Pathway 3- How can staff further develop this? In school clubs led by TA's.</p> <p>Autumn 24- All staff- ILS training</p>	<p>V.O-J</p> <p>Edsential tutors- Tom Cameron</p> <p>Stacey Sawicki- Written into SIP.</p> <p>Open Orchestras CPD</p> <p>Annabelle Kennedy/ Melanie Whyles-Yr 1/Alex Harper-Yr 2</p>	Over the course of the next 3 years	<p>Staff questionnaire</p> <p>Time for VJ to lead CPD</p> <p>Edsential tutor for a morning for a full year.</p> <p>Access to Open Orchestras schemes of work</p>	<p>Open Orchestras- Registration fee- £1,895</p> <p>Roadshow and First Access- £250.00</p>	<p>Staff will feel more confident to deliver Music across the week for curriculum and enrichment activities.</p> <p>Better progress in Music.</p> <p>Improved self-esteem.</p>	<p>Staff questionnaire</p> <p>Solar</p> <p>Pupil questionnaire.</p>



		Autumn 25- Foundation Stage and Pathway 2 training- Ideas for Music in class.						



## 1 Year- Music Action Plan 24-25

**Green= Completed    Orange= In progress    Red= Not started**

Intent	Implementation	Who?	When?	Resources	Budget	Expected Impact	Evidence gained
<p>1. To offer instrumental lessons by peripatetic teachers. Completed Sept 24.</p> <p>BOOK FIRST ACCESS for Autumn Term 24 or Spring 25.</p>	<p>Book assemblies to showcase piano, guitar, brass and woodwind tuition. Pupils to have a go. Letter to go home from Edsential inviting parents to pay. LOOKED AFTER PUPILS TO HAVE LESSONS FOR FREE.</p>	V.O-J/FB and SLT-	Sept 24	Timetabling of the event in Summer 24.	£300.00 to Edsential for First Access.	<p>A greater percentage of pupils will learn a musical instrument. Improved well-being. Greater self-esteem and confidence. Performance skills will improve.</p>	<p>Pupil Voice-feedback from pupils learning instruments</p> <p>Feedback from parents at sharing concerts. Faye Bye taking a lead on communicating with parents.</p> <p>Pupils will make progress on Solar, linked to performance skills.</p>
<p>2. To develop a music technology offer which is tailored to each pathway</p>	<p>To download free apps onto I pads across school and for Music.</p> <p>To create a tech offer which is different for each pathway, eg Pathway 1</p>	V.O-J/ Jodie ICT Technician	Sept 24	<p>Thumbjam</p> <p>Garageband</p> <p>Chrome Music Lab</p> <p>Blob Opera</p>	<p>£8.99</p> <p>Distribute across more ipads.</p>	<p>Better access for pupils with limited mobility.</p> <p>Pupils with physical difficulties will make better progress.</p>	<p>Pupil Voice-opinions on feeling more empowered.</p> <p>Solar progress evident for pupils with</p>



	(Soundbeam/Eye gaze)  To investigate paid for apps and create a wish-list.  To prioritise paid for apps and request			Aumi eye gaze app			physical difficulties.
3. To improve staff confidence in Music, through targeted CPD	<b>FIRST ACCESS MUSIC TUITION- Can any staff take a lead on this? Develop their skills further.</b>  Music Specialist to create TAC PAC half term modules staff can do when music specialist is not there, eg on Dynamics or a certain composer etc.  Music Specialist to observe the practise of other Music teachers.	V.O-J  Edsential tutors/ /TA's/Teachers  V.O-J  V.O-J	Autumn 24/Spring 25  Autumn 24/Spring 25  Spring/Summer 25	Staff questionnaire  Time for VJ to lead CPD  Edsential tutor to deliver First Access.  Leftwich High collaborative projects.	First Access- £250.00	Staff will feel more confident to deliver Music across the week for curriculum and enrichment activities.  Better progress in Music.  Improved self-esteem.  Understanding of mainstream approaches.	Staff questionnaire  Solar  Pupil questionnaire.  Better outcomes for Pathway 3 pupils.
4. To create a specialised music offer which	<b>PURCHASE OF NEW SPEAKERS</b>	V.O-J  FB	Autumn 24	Time for VJ to audit instruments and	£ from primary or secondary budget?	Pupils will make better progress due to high quality	Improved progress on Solar for pupils



<p>recognises each pathway's specific musical needs and approach</p>	<p><b>INCLUSIVE INSTRUMENTS-</b> Audit existing instruments and purchase new ones.</p> <p>Enrolment Open Orchestras for appropriate pathway.</p> <p>Enrolment on First Access instrumental tuition for appropriate pathway – To start Spring 25</p>	<p>Open Orchestras staff member</p>		<p>create a wish-list.</p>	<p>£ Secondary budget/ Team Hebden</p> <p>£300</p>	<p>equipment being available and accessing a relevant and bespoke curriculum.</p> <p>Equipment will promote inclusivity and better access.</p>	<p>Better access and engagement to the curriculum</p> <p>Pupil feedback from student council meetings about equipment.</p>
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## Overview of the Hebden Green Music Curriculum

Hebden Green’s Music Curriculum and Music assessment approach, has been created through the culmination of research and collaboration with several other music practitioners, including Music Coordinators in neighbouring special schools and training with Edsential- Musical Routes (Music Hub) and Professor Adam Ockelford, (Sounds of Intent) Roehampton University. This enables our music curriculum to be bespoke to us, reflecting the age range and differing needs of pupils in each pathway at Hebden Green.

	<b>Intention</b>	<b>Implementation</b>	<b>Impact</b>
<b>Foundation Stage</b>	<p><b>Why?</b> At Foundation Stage pupils will be supported to explore the rich variety of sounds and vibrations which surround them in the school environment. Early language and reading skills will be promoted at every opportunity by using the rhyming language in nursery rhymes, song books and song poems. Opportunities to use counting songs and rhythmic patterns to support early Numeracy will also be central to planning. Promoting the Characteristics of Effective Learning will be considered when musical activities are planned.</p>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Musical instruments and sound makers will be available in the playroom</li> <li>• Technology which incorporates music will be available</li> <li>• FS will have opportunities to listen to live music from visiting musicians</li> <li>• FS will receive ‘Can Do Music’ sessions delivered by a specialist teacher and staff in the department will be supported to deliver their own sessions</li> </ul>	<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Pupils will be more confident with the rich tapestry of sounds around them, at different volumes and made in a variety of ways</li> <li>• Pupils will explore music using the Characteristics of Effective Learning</li> <li>• FS will share their achievements with parents and carers at points across the academic year, including assemblies, sports day, parent open days and at Christmas.</li> </ul>



	<p>Music will seek to promote well-being, self-expression and enjoyment. Music sessions will be referred to as 'Can Do Music' sessions. Sessions will promote early communication skills and link in with a pupil's IEP targets where appropriate.</p> <p>Music will be used at every opportunity to help transitions, daily routines and lesson structures.</p>	<ul style="list-style-type: none"> <li>• Staff will have an understanding of the Sounds of Intent Early Years framework which will help inform how they can interact musically with the pupils</li> <li>• Opportunities to explore Music freely and in a non-structured environment will be promoted in the play room and outside</li> <li>• Communication resources linked to Music will be available and accessible for staff and pupils</li> <li>• Pupils will be assessed using Development Matters and online with Tapestry</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will have suggested and/or bespoke online Music videos they can use at home with their children</li> <li>• Early language and numeracy will be enhanced</li> <li>• Well-being will be promoted by encouraging self-expression</li> <li>• Communication skills will develop</li> </ul>
<p><b>Pathway 1</b></p>	<p><b>Why?</b></p> <p>Music sessions will recognise the importance of 'live' music for Pathway 1 pupils. Music which is created 'live' hugely benefits pupils in this Pathway. This enables Intensive Interaction to take place using musical instruments, pupils can influence and staff can improvise and adapt to the specific needs of each pupil. 'Live' music from visiting musicians and any opportunities to access live music in a wide variety of musical styles will be promoted. Within the Pathway, there will be</p>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Early Literacy considered in every session</li> <li>• Communication resources linked to Music and core vocabulary available and accessible for staff and pupils</li> <li>• Use 'live' music wherever possible</li> <li>• Multi-sensory resources of a high quality available</li> <li>• Music technology to support physical barriers, such as</li> </ul>	<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Pupils will be more confident with the rich tapestry of sounds around them, at different volumes and made in a variety of ways</li> <li>• Pupils will be more confident with the rich variety of sounds around them in different environments both in and out of school</li> <li>• Pupils have opportunities to express their feelings through music</li> </ul>



	<p>opportunities for pupils to access accredited units as they move into secondary. The sessions will seek to promote communication, well-being and physical skills, linking in with individual targets on IEP's. Developing early literacy will form a major part of all sessions. SMSC education will be embedded into planning.</p> <p>Pupils will access, dependent on cohort either Rhythmasise or Soundaround sessions. Rhythmasise sessions promote creativity, communication, engagement and positive self-esteem by exploring sound, movement and music. Sessions include improvised live music which is responsive to an individual's feelings and helps to empower the participants. These sessions are aimed at Pathway 1 pupils working at a higher level. Soundaround sessions are aimed at pupils who need a multi-sensory approach, working at the beginnings of early musical development.</p>	<p>Soundbeam, Clip Hits, Kaossilators, music apps and Beamz.</p> <ul style="list-style-type: none"> <li>• SMSC education implemented into planning</li> <li>• Links to IEP's considered in assessment</li> <li>• Regular visits by live musicians and opportunities to experience live music in different venues</li> <li>• Pupils will be assessed musically using the Sounds of Intent Assessment Framework. Supporting staff will use Tapestry to upload observations made which link in with IEP's.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills will develop and pupils will feel empowered to influence what happens musically</li> <li>• Opportunities for pupils to engage with one another musically, developing better social skills and listening skills</li> <li>• Physical skills will develop as pupils are motivated to make 'live' music using quality live instruments and accessible music technology</li> <li>• Secondary, Pathway 1 pupils will complete accredited units</li> </ul>
<p><b>Pathway 2</b></p>	<p><b>Why?</b>          Music at Pathway 2 will link to topics in the long-term planning, both at primary and secondary. The Attention Autism approach, where appropriate, will be used to gain shared attention and to help develop turn taking, listening and social interaction skills. Music</p>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Termly assessment using Music WSP Steps on Solar</li> <li>• Attention Autism approach</li> <li>• SMSC education implemented in planning</li> </ul>	<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Better social skills through creating and performing music as part of a group</li> <li>• Improved shared attention through the Attention Autism approach</li> </ul>





	<p>outcomes linked to Singing, Composing, Improvising, Playing, Critical Engagement and Social, Moral, Spiritual and Cultural will progress alongside targets identified on a pupil's IEP. Where possible, there will be a strong focus on linking music to the current reading text. The Pathway 2 music outcomes have been devised by Equals, using their Semi-Formal 'My Music' curriculum. Pupils will participate in Music across the day, where it is used to help with transitions and daily structures. Music will form part of many lessons and help learning in Maths and Literacy. It also exists as a Creative Me subject in its own right. Pupils will have access to quality melodic and rhythmic instruments. They will also have opportunities to participate in music using the latest technologies and musical software. Assessment will take place using a variety of means including listening to and observing children talking about music, making music, exploring music, responding to music and where applicable using notations. All pupils will be assessed using the whole school marking sheet. Termly assessments using the Music WSP Steps will be made on Solar.</p>	<ul style="list-style-type: none"> <li>• Regular instrument audits and updating of musical instruments and equipment</li> <li>• Regular visits by live musicians and opportunities to experience live music in different venues</li> <li>• Virtual performance opportunities</li> <li>• Links, where possible, to the Literacy focus texts</li> <li>• High quality music flashcards and communication resources linked to music available</li> <li>• Relevant and up to date music technology resources available</li> <li>• Opportunities to share successes with parents and peers in school</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Literacy and Maths outcomes through the inclusion of Music to support learning</li> <li>• An understanding of Music around the world and how Music plays a role in traditions and spirituality</li> <li>• Opportunities to link with people in our local community and neighbouring schools</li> <li>• High levels of engagement when pupils celebrate their achievements at performances</li> </ul>
<b>Pathway 3</b>	<b>Why?</b>	<b>How?</b>	<b>Outcome</b> <ul style="list-style-type: none"> <li>• Resilient and reflective learners</li> </ul>



	<p>Music at Pathway 3 will seek to stretch pupils in their musical development and follow the National Curriculum. Lessons will be taught using the Kapow Music scheme, which will be adapted as necessary dependent on the current cohort. The Music curriculum will include Singing, Composing, Improvising, Playing, Critical Engagement and Social, Moral, Spiritual and Cultural. There will be opportunities for pupils to access accredited Music courses, such as Asdan awards, Ascentis and AQA units, depending on the current cohort.</p> <p>Pathway 3 pupils will be encouraged to take a lead in developing their musical ideas and progressing their performance skills. They will be encouraged to learn to play an instrument where appropriate, with external organisations, such as Edsential. They will participate in at least one performance annually to share their achievements with parents and peers. Assessment will be made termly using the Music WSP Steps on Solar.</p>	<ul style="list-style-type: none"> <li>• Assessment using Music WSP Steps on Solar, termly</li> <li>• Accredited Music courses and units</li> <li>• Focus on self- assessment and reflecting on how to improve own work</li> <li>• Annual performance opportunities both live and virtual</li> <li>• Educational visits to hear live music and to link with other schools</li> <li>• Participation in the WEP Choir choral project</li> <li>• Up to date Music technology available along with quality acoustic instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Positive self-esteem and confidence</li> <li>• Opportunities to celebrate achievements with a wider audience</li> <li>• Social engagement with peers</li> <li>• Possible future in the music industry</li> <li>• Accredited recognition of music achievements</li> </ul>
<p><b>14-19 Preparing for Adulthood</b></p>	<p><b>Why?</b> Music for pupils aged 14-19 will in some cases be an exclusive Music session. It may also form part of a Creative Arts session which is team taught with other Creative Arts Specialists in school, dependent on the pupil</p>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Accredited Music courses and units, eg Asdan, AQA Unit Awards</li> <li>• Focus on self- assessment and reflecting on how to improve own work</li> </ul>	<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Accredited recognition of music achievements</li> <li>• Resilient, reflective and confident learners</li> </ul>



	<p>cohort. At PFA, pupils will be supported to take ownership of their work, be as independent as possible and to work collaboratively with others. They will participate in regular performance opportunities to share their work both live and virtually. There will be opportunities to watch performances from visiting musicians and to also attend live performances. Pupils will work towards various accredited qualifications, such as Asdan and AQA Unit Awards. They will learn about Careers in the Arts and be encouraged to further develop their creative talents post Hebden Green if they wish. Opportunities to learn musical instruments with external bodies, such as Edsential peripatetic music teachers will be available.</p>	<ul style="list-style-type: none"> <li>• Annual performance opportunities</li> <li>• Educational visits to hear live music and to link with other schools</li> <li>• Virtual live performance opportunities</li> <li>• Participation in the WEP Choir choral project, for suitable pupil cohorts</li> <li>• Up to date Music technology available along with quality acoustic instruments</li> <li>• Termly assessment at KS4 using Music WSP Steps on Solar</li> </ul>	<ul style="list-style-type: none"> <li>• Positive self-esteem and promotion of independence skills</li> <li>• Opportunities to celebrate achievements with a wider audience</li> <li>• Social engagement with peers</li> <li>• Possible future in the music industry</li> <li>• Support with career pathways linked to the arts</li> </ul>
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## Secondary Music Timetable 2022-2023

<b>Tuesday</b>	<b>Lesson 1</b> 9.15am- 10.00am	<b>Lesson 2</b> 10.10am- 10.50am	<b>Lesson 3</b> 10.50am- 11.30am	<b>Lesson 4</b> 11.30am- 12.15pm	<b>Lesson 5</b> 1.00pm- 1.50pm	<b>Lesson 6</b> 2.00pm- 3.00pm
	4MB/ 5CT	3SB	3RD	5CS/5CK	3TG/3NW	4LC/5FB

<b>Wednesday P.M</b>	<b>Lesson 1</b> 12.30pm-1.05pm	<b>Lesson 2</b> 1.10pm-1.45pm



<b>Enrichment:</b>	KS3 Signing Choir	PFA Signing Choir
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### Primary Music Timetable 2022-2023

<b>Thursday</b>	<b>Lesson 1</b> 9.15am- 10.00am	<b>Lesson 2</b> 10.00am- 10.40am	<b>Lesson 3</b> 10.45am- 11.30am	<b>Lesson 4</b> 11.30am- 12.00pm	<b>Lesson 5</b> 1.00pm- 1.30pm	<b>Lesson 6</b> 1.30pm- 2.00pm	<b>Lesson 7</b> 2.00pm- 2.30pm	<b>Lesson 8</b> 2.30pm- 3.05pm
	Kestrels	Falcons	Eagles/ Sparrows	Starlings	Enrichment: Music Lunch Club	Finches	Owls	Robins

**All music lessons are taught weekly and not on a carousel.**



## Music Timetable 2023-2024

### Thursdays- Primary

	9.10-9.40am	9.45am-10.15am	10.20am-10.50am	10.55am-11.25am	11.35am-12.05pm		1.10pm-1.40pm	1.55pm-2.25pm	2.30pm-3.00pm	3.00pm - 3.20pm
<b>Thursday</b>	Barn Owls (Becky Stedman) Continuous provision-informal session	Sparrows (Amber Cant)	Eagles (Terri Owen)	Snowy Owls (Terri Owen)	Starlings (Lisa Anderson)	Lunch-time	CHOIR IN SECONDARY	Robins (Emma Council)	Falcons (Chris Morris)	One to one
<b>Location</b>	Barn Owls	Sparrows	Eagles	Snowy Owls	Starlings		Orange Room	Robins	Falcons	TBC



	Play Room									
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**Music Timetable 2023-2024**  
**Fridays- Secondary**

	<b>9.10-9.50am</b>	<b>9.50am-10.30am</b>	<b>11.10am-12 noon</b>		<b>1.00pm-1.45pm</b>	<b>1.50pm-2.30pm</b>	<b>2.30pm-3.10pm</b>
<b>Friday</b>	3SB	3NW	3TG	Lunch	3RS	4LC	4MB



<b>Location</b>	Resi Lounge	Resi Lounge	Resi Lounge		Resi Lounge	Resi Lounge	Resi Lounge
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PfA Music sessions will be taught by PfA class teacher who is a Music Specialist on a weekly basis. Groups: 5FB and 5ER

## Music Timetable 2024-2025

### Thursdays- Primary

	9.00am-10.00am	10.10am-10.40am	10.50am-11.10am	11.15am-12.00pm		1.15pm-1.45pm	2.00pm-2.30pm	2.35pm-3.05pm
<b>Thursday</b>	Barn Owls and Robins	Sparrows	Starlings	Eagles and Snowy Owls	Lunch	P14 Signing Choir	Falcons	Kestrels
<b>Location</b>	FS Work Room	Sparrows	Starlings	Eagles and Snowy Owls		Music Room	Music Room	Music Room





## Music Timetable 2024-2025

### Fridays- Secondary

	9.10-9.50am	9.50am-10.30am	11.10am-12 noon		1.00pm-1.45pm	1.50pm-2.30pm	2.30pm-3.10pm
<b>Friday</b>	3SB	3AP	3TG	Lunch	3RS	4LC	Secondary Assembly-Communal singing/signing /playing



<b>Location</b>	Music Room	Music Room	Music Room		Music Room	Music Room	Hall
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P14 Music sessions will be taught by a P14 class teacher who is a Music Specialist on a weekly basis and by a visiting Music Tutor from Edsential, to deliver Open Orchestras sessions. Groups: 5ER and 5NH