

Music development plan summary: Chellow Heights Special School

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	October 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Jack Stansfield
Name of school leadership team member with responsibility for music (if different)	Juliann Wagstaff
Name of local music hub	Bradford Music Education Hub
Name of other music education organisation(s) (if partnership in place)	Nordoff and Robbins Music Therapy

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

Here at Chellow, we believe that:

“Music, has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger.”

All of our children in school have a weekly music lesson within their classroom which focuses on objectives from our own specialist curriculum. The length of the sessions reflect the needs of the children but range from 30minutes to 1hour. The focus upon building a skill set for singing, listening, composing and performing.

In all classes, sessions include work around developing an awareness of rhythm and beat. Children sing songs and have opportunities to refine and perform music to a wider audience of their peers and or parents.

More detail is available in our progression documents for Music, which cover the skills and objectives covered within each pathway.

Our planning is derived on the National Curriculum and has been specifically written to meet the needs of all pupils across the pathways.

Part B: Co-curricular music

In addition to the stand-alone music sessions, children often learn new songs and sing familiar ones with their class team, music is a motivator for our pupils and the level of engagement is high for all. This is an opportunity to revisit some of the musical terms and skills they have learnt and also to explore music from other cultures and traditions and from different time periods.

Music, rhyme and song is a huge part of the daily structure of the school day for all classes. From morning routines, to transition times, weekly celebration assemblies, to home time routines, music plays a vital role in providing our children with an understanding and stable routines to help with regulation and wellbeing.

Our literacy lessons are often cross curricular, theme books can often be modified into call and response songs as well as some stories being specifically chosen due to their musicality and sensory aspects.

We have a Makaton singing and signing choir who often perform for internal and external events as well as two regular external dance academies who offer weekly sessions to support music and movement for our pupils.

We are a Rights Respecting School, our children learn call and response rhymes to show their understanding of the concepts involved.

Part C: Musical experiences

Children take part in concerts as well as visiting the theatre externally and engaging in internal music performances which are frequent within the academic year. Our connection with the Bradford Music Education Hub allows us to book bands and performers to allow our children to “see it live”.

We have engaged in a large-scale concert for over 5 years which takes place at St George’s Hall in Bradford, incorporating many of our pupils who play instruments, music and movement as well as call and response.

Within school, we have an annual Chellow Fest, which is an opportunity for all performing groups and individuals to showcase their talents! The day is filled with live music and dance and thoroughly enjoyed by all.

We have two Music Therapists assigned to our school. These therapists work on a 1:1 basis and with whole classes. The sessions involve handling and playing instruments and

exploring sounds. Each week, the therapists perform live music for the pupils, playing instruments such as guitars, flute, drums and Ukulele.

In the future

The 7 features of high-quality music provision are

- timetabled curriculum music of at least one hour each week of the school year for all classes
- access to a range of instruments, and lessons surrounding the use of voice
- a school choir inclusive of signing or/and vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year for all pupils

Through our work with the Music Education Hub, we hope that over future years our children will continue to learn to play a range of instruments.

We will endeavour to include further opportunity to enjoy live performance in our curriculum, to ensure that all children watch live music throughout their time at Chellow.