# Music development plan summary: Stanton Vale School

## Overview

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| 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 | Alison Wilson |
| Name of school leadership team member with responsibility for music (if different) |  |
| Name of local music hub |  |
| 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, 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.

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| **The Curriculum**  **Briefly, how is the curriculum in the school designed? (e.g. different routes / models). This contextualises your provision and plan.**  Our five curriculum Pathways and Avenues are broad, balanced and ambitious. Our Pathways are from Years 2 -8 and from here pupils move into an Avenue in Years 9-14.  Discover EYFS and Year 1  Support Pathway and Avenue for children who are sensory learners with profound and multiple learning difficulties.  Explore Pathway and Avenue for sensory learners with complex needs who may struggle to access a structured curriculum.  Nurture Pathway and Avenue for pupils with severe learning difficulties who can access a curriculum that includes subjects.  Aspire Pathway and Avenue for pupils who typically have severe or moderate learning difficulties who access a subject specific curriculum.  Our curriculum drivers of communication, independence and physical and emotional development (CID) run through all areas of the curriculum and adapted to each individual pupil.  Stanton Vale School ensures that the music curriculum is meaningful and engaging: Hands-on experiences, multi-sensory activities, and real-world connections spark curiosity and ignite a love for engagement and learning.  Our curriculum is bespoke to the students of Stanton Vale which allows all students to explore a range of musical genre through four elements; listening, instrumental, improvision and composing.  Our curriculum Pathways and Avenues have been designed to enable pupils to be active learners. Music lessons consist of a range of learning opportunities and are taught four half terms out of six, for one hour each session. For the support pathways music is taught weekly, every term for 40 minutes and cross curricular.  • Listening – exploring a range of musical styles and genres from around the  world and from different periods of music. This includes visually watching performances both via the internet and more importantly through visiting local concert venues to watch live performances.  • Whole class instrumental teaching facilities students to utilise their voice or individual instruments (percussive instruments, recorders) and enable students to begin to read music progressively from a stave in addition to exploring improvisation and more formal composition methods.  • Improvisation provides students with the freedom to sing or play instruments to explore their own creative talents.  • Composing facilitates opportunity for students to work individually and as both a small and large group to make music together.  **What are all the things you would like to celebrate and share about music in your school?**  At Stanton Vale, we provide our students with a wide range of musical experiences, this includes taking part and attending the ‘Halle orchestra’, ‘Alfreton Park school open orchestra festival’ ‘The snowman’ performance and in school we have performances for all, these include ‘Wellies’ opera and ‘Blink Dance threatre’.  **What do and would other say about it? Include their views too.**  Students voice – we would like more music opportunities, musical experiences in and out of school  Dinner time music clubs  **Does your school have a mission statement? What is it? How does music support this? Does your school define its values? What are they? How does music enhance them?**  Vision & Values  Vision  Stanton Vale School is a vibrant, stimulating and specialist community in which pupils and staff value themselves and others.​ We aim to challenge, motivate and empower individuals with the skills and knowledge for a life beyond school.​ We want the students and staff of Stanton Vale to be both aspirational and inspirational.  Values  Our core values of Working Together, Respect, Aspiration and Potential are the make-up of our ethos and culture and what we as adults endeavour to model and instil amongst our children and young people and go hand in hand with our curriculum approach.  Working Together – Team work and collaboration (Open Orchestra)  Respect – Celebrate and embrace our differences (Assemblies)  Aspirations – To be the best you can be (celebrating achievement)  Potential – Reaching everyone’s individual goals (Personalised learning & opportunities for all)  2024 -2025 School Improvement Priorities  Quality of Education 2024-2025 Elevate the quality of education by embedding robust curriculum delivery and assessment practices, particularly in Foundation subjects and the Explore curriculum. This includes enhancing the learning environment through effective feedback and integrating digital technology to boost student engagement and progress. Additionally, a strong emphasis will be placed on person-centred practices, reading and writing development, prioritising teacher workload and staff well-being. Music supports students learning and along stand alone lessons, music is used as a cue to start key parts of the day. A music scheme of work is being trialled to support Teacher planning and delivery.  Behaviour and Attitudes 2024-2025 Enhance behaviour and attitudes by implementing a comprehensive, needs based and trauma-informed approach. Strengthening attendance systems further to support pupil well-being, promote positive behaviour, and reduce persistent absence. The focus will include involving families and the wider school community in understanding and supporting the school’s expectations on behaviour, bullying, and harassment, both online and offline, to ensure the continuation of our safe and nurturing environment. Music can help support students emotions and 1:1 music sessions are being delivered as part of the Open Orchestra.  Personal Development 2024-2025 Cultivate and extend the holistic and adventurous Personal Development offer to extend learning beyond the classroom, foster individual character development and actively involve pupil, parent, and carer voices. This approach will integrate school values, enhance the use of community resources, such as experiencing and attending musical performances in the local community and provide comprehensive work experience and careers advice, ensuring that students are well-prepared for their journey into adulthood.  Leadership and Management 2024-2025 Strengthen leadership and management across the school by enhancing staff induction, development, and well-being while ensuring the effective deployment of staff based on skills and experience. This includes promoting clear role definitions, distributed leadership, staff professional development and developmental appraisal, and embedding sustainability and inclusivity in all school operations. |

## 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.

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| We hold a weekly choir, students are supported by familiar staff who encourage students to engage and enjoy using their voice.  Stanton Vale Orchestra allows our students to develop their skills on a weekly basis and build their self esteem to be able to perform to their peers and others.  Weekly assemblies allowing students to develop their listening, moving, singing and performing abilities.  The support pathway and Avenue access sound bath music, weekly sensory music activities, Dance massage and we use music and songs to as a cue to different lessons. |

## 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.

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| Students will have the opportunity to perform or experience high quality music this academic year.  To further enhance our students’ exposure to music from around the world and various musical genres and styles, Stanton Vale offers a range of music opportunities. Assemblies offer a chance to share, discuss and perform music, and as well as trips to local theatres and concert halls to see professional performances. All Students at Stanton Vale are given the chance to perform in a show hosted by the school. Traditionally, performing at Christmas, Easter and during summer festival. These are performed a number of times and we welcome our parents and local community in to enjoy these performances. |

## In the future

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

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| Our vision for music development at Stanton Vale, we aim to develop a music curriculum which empowers all teachers, both specialist and non-specialist to deliver high-quality lessons in which students can achieve their potential. This will be achieved by September 2025.  In future years, our Music Development Plan aims to achieve the following: -   * To ensure the music curriculum is delivered every term. * Introduction of a music scheme that ensures consistency and progression from EYFS through to Year 14. * Introduction of whole-class ensemble projects. * Further develop performance opportunities for our young musicians throughout the school year. * Further develop opportunities and engagement in extra-curricular music for all students. * Develop a dedicated music teaching space for use by ensembles and class curriculum lessons.   Short term (next term):   * Source adaptive instruments * Explore music through enrichment time * Trial music express scheme of work * Welcome outside performances * Introduction of the Open Orchestra   Medium term (next year):   * Buy adaptive instruments * Music is embedded into the curriculum * Visit & hold music festivals * Quality Long term & medium term planning in place for all. * Planning will reflect NC outcomes for Aspire & Nuture, where developmentally appropriate. * Scheme of work is provided for all * Teachers need to ensure that they have planning that well sequenced. This can be enhanced by the use of visual and auditory stimuli to enhance the students learning. Planning shows Teachers are scaffolding learning during lessons, modelling and giving examples of new ideas/skills   Long term (3-5 years)   * Professional music tuition is available * Open Orchestra is embedded * Full music curriculum is embedded * Offer CPD to other special schools |