

# Music development plan summary: Bracken Hill School

## Overview

| Detail   | Information  |
|--|--------------|
| Academic year that this summary covers   | 2024/2025    |
| Date this summary was published  | January 2025 |
| Date this summary will be reviewed   | July 2025    |
| Name of the school music lead  | Alison Lakin |
| 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.

### The Curriculum

Bracken Hill has three pathways tailored to our learners.

**Explorers** pathway is designed for students with complex needs who find it difficult to access a structured subject led timetable. This facilitates learning in a more experiential, sensory led style. Our focus is on students reaching their potential holistically. Students have access to a range of percussion instruments and keyboards under supervision. Singing and signing sessions are carried out by class teachers and the music lead one session per week. Planning is informed by the Government document "Development matters)

**Adventurers** pathway is designed for students with SLD or MLD who can follow a subject led timetable but need support with focus or understanding. In Key Stage 1 and

2 they receive one hour's music tuition per week, delivered by the class teacher, which is based on the topic for the term. Teachers are encouraged to use the LTP and Progression document provided by the Music Lead to produce their own MTP.

At Key Stage 3 students receive a weekly music session delivered by the Music lead based on the termly topic. Students learn about musical features such as pitch, volume, rhythm and mood, as well as cultural aspects and genre. They are encouraged to sing and move to music. Basic composition and score reading using note names is also visited.

**Pioneers** pathway is designed for students with MLD who can access a full subject led curriculum. Students at Key Stage 1 and 2 receive a weekly music lesson led by the class teacher. This includes the same musical features as the Adventurers pathway, but with more complexity and expectation of independent work.

At Key Stage 3 music lessons are led by an enthusiastic and knowledgeable teacher. Once again this is topic based, and students are encouraged to develop their composition skills to provide a beginning, middle and end to their music.

Students in Adventurers and Pioneers pathways have the opportunity to take part in performances using the hand chimes or the djembe drums

### **Reasons to celebrate music**

Music has helped and is still helping staff to engage with students and enabling students to engage with the world around them in ways that nothing else can. Providing some students with a keyboard to play has revealed hidden skills, and has given them a focus, helping with regulation.

### **Staff and Student views of music at Bracken Hill School**

*"L has taught herself to play the keyboard and when we talked about a song she knew when she was on the keyboard, she started to play it. Her memory for songs and music is amazing."*

Miss O'Reilly

*"L has a natural sense of rhythm. He loves music and really comes to life in music lessons"*

Mr Jackson

*"F is really talented on the keyboard. He plays with both hands. He liked the thunder-maker. He managed to get a note from Mrs Lakin's saxophone and was trying to play Jingle bells. Music really calms him down."*

Mrs Waterhouse

*“We have been trying Alesha Dixon’s ‘The Boy Does Nothing’ as our tidy up song. E dances to it. O always asks for the tidy up music but his favourite is definitely ‘Count To 100’ which he does every week.”*

Mrs Robinson

## **Vision**

*At Bracken Hill School our curriculum intent is to enhance knowledge, develop skills and provide enriching experiences that enable our young people to embrace opportunities and be successful in the modern world.*

Bracken Hill School Intent

Our vision for music at Bracken Hill School is to establish a dedicated music space where students can explore individual and group music skills using secure, well-maintained instruments. With access to tailored tuition from skilled external teachers where appropriate. We aim to create inclusive opportunities like a signing choir and after-school clubs.

Students will perform at least twice a year, with achievements celebrated across the school community. High-quality teaching will be supported by strong leadership, and partnerships with organizations like Inspire Music Hub will provide workshops, external events, and exposure to live performances across diverse genres.

Through this, we will nurture creativity, celebrate achievements, and inspire a lifelong love of music.

## **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.

We have an annual competition called “Bracken Hill’s got talent” where students can showcase their musical skills. This is open to all pathways, with performances on video for those students who would not be able to access a large noisy space. There is also an afterschool Singing club, led by TA’s. In our Explorers pathway music is used to signal transitions, helping students to anticipate changes to activities. Relaxation times are key for these students, and music is used to good effect to help with self-regulation.

## 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.

Our older students, in Key Stage 4 and 5 also have the opportunity to visit “Takeover radio”, based at Sutton in Ashfield. Here they can use “Garage band” technology to produce jingles and backing tracks, even going on live radio to introduce songs and talk about their favourite singers. Key Stage 5 usually invite their parents in to see their performance of music and drama at Christmas and the end of the year.

Several students in Key Stage 4 have learned to play guitar and formed a rock band with the help of Mr Simpson. This is a skill they can take with them and further develop throughout their lives

In Key Stage 1 and 2 our Explorers pathway regularly sing in their assemblies, and we plan to extend this to the other pathways.

## In the future

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

In future years, our Music Development Plan aims to achieve the following:

Short term (next term):

- Establish clear expectations for music at Bracken Hill to make sure that a suitable music space is created for each lesson.

Medium term (next year):

- Audit existing instruments and identify areas for development. Acquire headphones and cables to ensure that existing instruments can be used to their full potential.
- Establish program of external providers and performers including Inspire Music Hub to provide new opportunities for students across all phases.
- Identify opportunities to support staff to develop confidence performing and showcasing their talents within school.
- Establish a singing and signing choir with frequent opportunities to practice and termly performances.

Long term (3-5 years)

- Establish tuition programme for students that show aptitude for music.
- Identify adaptive instruments to support access to music where required.

