



Music Policy – Key Stage one and above.

Ratifying Committee	Curriculum & Standards Committee
Date	June 2025
Review	Annually

School vision for Music

Exploration, creativity and **emotional expression** are at the core of our Music curriculum at The Bridge School. We encourage pupils to explore the sounds of the world around them, and how they can interact/manipulate with them to discover their unique musical voice.

We believe that music should be inclusive and is supportive for the holistic development of individuals. Our music curriculum facilitates our learners to experience a wide range of musical genres, cultures and history through an array of topics and themes outlined within the rolling programmes. Pupils have access to a wide range of motivating and engaging multi-sensory activities linked the music curriculum.

Within all music lessons, **personal expression, demonstrating preferences** and **choice making** are at the forefront of teaching and learning. These opportunities are scaffolded by practitioners who provide scope for pupils to extend their learning, promoting the development of musical techniques, e.g. tone, dynamics and tempo.

At The Bridge School, we use bespoke, sequenced, small-step descriptors that outline the key knowledge and skills within music. These descriptors provide an easy to use, aspirational framework that ensures all pupils make progress in what they know, what they can do and what they can remember.

Across all subjects and at all key stages, the overall intent is that the pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

Intent

Overall intent of the curriculum

At all key stages, the overall intent is that each pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

The school has mapped out:

- the intended progression of fundamental key skills and knowledge for pupils working at below pre-key stage standards that are pre-subject specific (Appendix A). School defines this as working at the level of Early Development (ED). The Music planned units of work provide a context/theme for pupils to engage in learning and to achieve pre subject cross curricular specific skills and knowledge/targeted outcomes linked to EHCP set with parents/carers and from any advice from other professionals.
- the progression/intended sequence of learning of early foundational skills and knowledge including linked key vocabulary and concepts for Music (Appendix B) working towards the NC programmes of study and links to the relevant area the EYFS Curriculum (Appendix C).

The Lead adult may need to break steps down into smaller steps or add or widen.

For each pupil their next step will be based on their assessed previous skills and knowledge rather than for their age or year group- it will be highly personalised. Due to the particular special needs of an individual pupil, some pupils may not have an even profile and steps may be broken down and further personalised. The curriculum provides the opportunity for pupils to access a broad and balanced curriculum at a differentiated level meeting statutory requirements.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

Progress within the Curriculum

- For our pupils, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge e.g. to different contexts, situations, with different people, in different environments.
- Retention of the underpinning fundamental learned skills and knowledge to embed into the long-term memory is also important- to know more and remember more. Key targeted areas link to the 12 month outcomes in the annual review set with parents/carers.

Implementation

- Music is taught as specific subject in Key Stages 1-3 In Key Stage 4 Music is delivered with Drama as part of Performing Arts. Each phase has a a rolling programme of units (enabling mixed year classes to support classes with appropriate groupings and friendships) (Appendix D) enabling the lead adult plan a lesson or a series of lesson to:
 - Support engagement of pupils in learning
 - Consolidate existing skills and knowledge to retain them and embed in the long-term memory.
 - Work on the next steps (understanding for some pupils this can be an uneven profile linked to their SEN's) and break steps down further if needed.
 - For some pupils exposing them to the foundations of higher skills as pupils may have particular strengths or motivations and it may lay foundations for later learning.
 - Work on the application of the skills and knowledge e.g. using in a different context, with different materials, with different people or applying within a different task.
 - Work on early underpinning foundational knowledge that build into different types of knowledge (e.g. substantive and disciplinary- see Appendix E)
 - To have varied content to widen engagement and experiences of pupils.
- Music skills can also be consolidated in delivery through other subjects. It has strong links to PE, Science, English, Maths and History.
- High quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.

- Time in a lesson if required to target and consolidate a specific skill, this may include a skill covered in a previous unit that may be learned or mastered with continued repetition but not covered in the current unit.
- Correct modelling by staff and the addressing of any misconceptions linked to Music (Appendix F- common misconceptions)
- Exciting, motivating and varied content to support engagement with opportunities taken to enhance cultural capital within curriculum delivery in school and out of school when possible. The key aspects will include: using voices including singing songs, chants and rhymes. Playing tuned and untuned instruments. Experience and listening to high quality recorded music and creating sound. Play and perform in solo or ensemble contexts.
- Time Allocations:
 - The DFE Model Music Curriculum recommends that in KS1 -KS3 pupils should receive a minimum of 1 hour a week.
 - Most classes in each key stage have a weekly lesson (Music or Performing Arts). For pupils who are working at pre-subject specific levels and pupils in specialist classes, teachers may reduce content and cover reduced units to enable other priority areas including therapy programmes to be implemented.
- There are planned work packs to support remote learning and the lead adult of the class can provide specific work linked to the pupil and skills as needed.
- Primary and Secondary phase have a coordinator linked to the Music curriculum. EYFS has a coordinator for the linked area of the EYFS curriculum. The Primary and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum)- See Appendix F for roles and responsibilities
- Some pupils may have specific needs that need to be carefully considered and planned for to support their access the Music curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness. Through the planning and delivery process the coordinator may need to consider the following:
 - Alternative access e.g. use of software programmes, Omnivista technology.
 - Use of adapted tools
 - Providing opportunities to participate and engage with adult support to ensure pupil has access to any relevant curriculum opportunities based on prior assessment
 - Alternative Music activities.
- Music lessons enhance cultural capital experiences and wider experiences are provided when possible and appropriate to needs of a pupils.

Resources

The Subject Co-ordinator will be able to advise staff on resources in school and where to locate them. This includes on-line resources, unit resource boxes, detailed medium term planning and shared PowerPoints. Each phase will have a wide range of instruments available to pupils and also access to specific music technology such as the OptiMusic and Soundbeam. Further shared planning and shared resource making is encouraged with the proviso that the teacher is clear for their individual pupils what they want them to learn/next steps and the planned lesson enable this learning to take place. All of these structures reduce teacher workload.

If a specific resource is needed that is not readily available due to a pupils interest or skill level this can be requested through the Music Coordinator and agreed through Head of Phase.

Subject coordinator and teachers if appropriate have access to direct support from the Telford and Wrekin Music Hub which can include specific advice relating to the music curriculum and its implementation, music tutors and the delivery of external music activities within school.

Training of staff

For new staff, there will be some essential initial training priorities e.g. Safeguarding/ Prevent, Fire and Health and Safety, Safer feeding, Safer Positioning, Moving and Handling etc. New staff induction year also prioritises underpinning skills and knowledge e.g. linked to communication and understanding and also the school ethos and values. The Lead adult will support new and existing staff in understanding the pupils work tasks and expected learning/ access for the pupils staff are working with. The Lead adult may provide some wider training on skills and knowledge relevant to the class and pupil. Staff will during their induction period and for staff on an on-going basis have training in subject knowledge. Subject training packs are completed (or in process of being amended) for staff to access. Staff can access with personal work devices. Further training is prioritised through self-review process.

Where there is specific training required for Music technology, this can be requested from the music coordinator in the linked phase.

Other relevant information

Health and Safety

Staff should work in accordance with the School Health and Safety Policy and risk assessments.

- Lead staff member alongside all staff are responsible for checking that there are no obvious breaches of Health and Safety guidelines.
- Lead staff member will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment. Staff to assess hazards and risks specific to individual pupils' pupil.
- All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
- Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
- Visits risk assessments need to be completed and agreed.
- Lead adult needs to ensure that COSSH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
- Electrical item checks should be carried out as per risk assessment. Visual checks on equipment and environments for safety before use
- Lead adult ensures assessments are compiled and followed for all visits and permission has been granted.
- All health guidelines are followed when handling substances that could be harmful to health.
- Sensory rooms are used appropriately and guidelines followed.
- All pupils are aware of safety issues when using accessing equipment – at a level appropriate to their learning needs and understanding

- All staff understand hazards and risks when using tools and equipment

Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development. All pupils who attend the Bridge School, have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6 month review meetings with parents/carers.
- Pupils making progress/achieving in the Music curriculum planned by teachers either demonstrating pre subject cross curricular skills and knowledge or subject specific skills and knowledge. Progress and achievement in all subjects are within reports to parents in either EHCP (Annual Review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils e.g. OCR accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

NB

- *Please note that the intended skills and knowledge are on school tracking documents and may have been updated. If there have been any revisions this will be updated in this policy when it is reviewed annually.*
- This policy is set alongside the Curriculum (Key stage one and above policy), Teaching and Learning Policy, Engagement Policy, Planning Assessment and Reporting Policy (EYFS / Primary / Secondary) and subject curriculum policies.

Appendix A

Early Development (ED) descriptors are detailed on our online assessment system – Onwards and Upwards, and within the Curriculum Booklet – T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A SCHOOL SUBJECT POLICIES\Curriculum Progression Booklet.

Appendix B

Subject Specific (SS) descriptors are detailed on our online assessment system – Onwards and Upwards, and within the Curriculum Booklet – T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A SCHOOL SUBJECT POLICIES\Curriculum Progression Booklet.

Appendix C

EYFS

ELG: Personal, social and emotional

- Music and emotional expression
 - Music encourages children to express their emotions, helping them to manage their feelings, Singing, dance, and playing instruments in groups also foster social skills like co-operation, turn taking and empathy.

ELG: Communication and language

- Language development
 - Songs, rhymes, and musical vocabulary, listening skills and comprehension. They help children with phonemic awareness, rhythm and rhyme which are essential for language development.
- Listening and Attention
 - Engaging with music requires children to focus, listen attentively, and respond, which strengthens their concentration and listening skills.

ELG: Physical development

- Fine and gross motor skills
 - Playing instruments develops fine motor skills while dancing and movement activities promote gross motor development.
- Co-ordination and control
 - Moving to music helps children gain control over their bodies and improves their hand eye coordination.

ELG: Cognitive Development

- Problem solving and memory
 - Learning and recalling songs, rhythms and patterns in music, boost memory and cognitive abilities. Music activities often involve pattern recognition, sequencing and problem-solving.
- Creative and imagination
 - Music encourages creativity, allowing children to experiment with sounds, create their own music and use their imagination.

ELG: Understanding the World

- Cultural Awareness
 - Music from different cultures helps children learn about the world around them, fostering an appreciation for diversity and different traditions.
- Exploration and Discovery
 - Through musical activities, children explore different sounds, instruments, and rhythms, satisfying their curiosity and supporting their exploratory learning.

ELG: Literacy

- Phonemic Awareness
 - Songs and rhymes emphasise the sounds of language, helping children recognise phonemes, syllables, and rhyming patterns. This awareness is crucial for early reading and writing skills.
- Storytelling through music
 - Many songs tell stories which helps children develop narrative skills, understanding the sequence of events and building their comprehension and vocabulary.

The Bridge skills and knowledge curriculum leads to the skills and knowledge progression outlined in the National Curriculum below.

Music National Curriculum

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Attainment targets for National Curriculum

Key stage 1 – Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

KS4 Music is module based with external accreditation through OCR. It is a continuation of skills and knowledge studied at KS3.

Appendix D

The rolling programme of units provide an enriching context for pupils to be engaged, extend their motivation and enjoyment, new experiences whilst working on retention and application of skills and knowledge and also to progress to next steps. It is designed to reduce teacher workload. key remains that when using the units to support delivery the lead adult is clear on the learning in the lesson or series of lessons for each pupil is and that the unit content can be adapted as the priority is the targeted learning for the pupils in the class.

Rolling Programme of Music Units

KS1 Music

Programme 1	The Rock Show
	Rain Rain Go Away
	A Journey to the Caribbean
Programme 2	Fairground
	Transport
	In the Jungle

KS2 Music

Programme 1	The Rock Show
	Rain Rain Go Away
	A Journey to the Caribbean
Programme 2	Fairground
	Transport
	In the Jungle
Programme 3	Stomp!
	The Classics
	Going on Safari

KS3 Music

Programme 1	The Rock Show
	Rain Rain Go Away
	A Journey to the Caribbean
Programme 2	Fairground
	Transport
	In the Jungle
Programme 3	Stomp!
	The Classics
	Going on Safari

KS4 Performing Arts - Music

Programme 1	African Stories
	Cats (for an audience)
	Lost in a Cave/Sea Journey
Programme 2	Jack and the Beanstalk
	Time Machine
	Disaster at the Seaside

Appendix E

Different types of knowledge- examples and context of the Bridge School

Substantive knowledge. This is about learning established facts. For pupils with severe and profound learning difficulties this may be pupils understanding core words and concepts linked to the subject, e.g. knowledge of interrelated dimensions of music - tempo (fast/slow), dynamics (loud, quiet) etc.

Disciplinary knowledge. This relates to individual's understanding of subject matter concepts and how these concepts relate to form a larger body of knowledge. Within music, this may include applying knowledge of concepts to control sounds and create music.

Appendix F

Roles and responsibilities

Music Co-ordinator

- Ensure that the curriculum meets the statutory requirements
- Ensure the rolling programme provides coverage of the key aspects required
- Ensure the planned units are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.
- Ensure that they are professionally up to date in their subject area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.
- Liaise with the schools ECF coordinator/mentor to provide training and support for newly qualified teachers.
- Liaise with Head of Phase to support new teachers.
- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in Art and Design.
- Ensure that the unit delivery is well resourced including online shared resources.
- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the EYFS coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.

Teachers

Ensure that they have current subject knowledge to effectively teach their designated group of pupils.

- Ensure that they follow the medium-term planning for Music and liaise with subject coordinators over any content or specific resources.
- Ensure they differentiate the Music curriculum in the units of work and set appropriate unit objectives/lesson targets in line with pupils assessed levels and the intended skills and knowledge.
- Extends unit content/context for their designated group of pupils if necessary and feeds back to the Music coordinator.
- Ensure that Music work in other subjects links to the pupils assessed level of skills and knowledge.
- Ensure that they contact coordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of the Music curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

HLTA's

If this is the area of curriculum they are planning- work as above in liaison and with support of class teacher.

Support staff:

- Engage with training and self-identify if they require further training, advice and support in relation to the delivery of Music to their designated group of pupils.
- Implement the teacher/HLTA planning and direction and follow the whole school policy on assessment.
- Effectively support the pupils to access the curriculum
- Make accurate observations and feedback on learning to inform next steps. Complete assessment, recording and reporting in relation to whole school policy.

Governors:

- Task the head teacher (via the Music Co-ordinator) to ensure that the curriculum being taught meets statutory standards.
- Review the Art Policy by asking challenging questions to ensure that delivery matches the schools ethos and aims, inclusion for all, progression pathway and assessment shows pupil progress.
- Monitor the Music aspect of the SIP to ensure tasks are completed.

