

Music Development Plan

School: Linwood School

Local music hub: Soundstorm Music Education Agency – South Coast Music Partnership (SCMP)

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Subject Development Plan for Music – Linwood School

Music is a fundamental feature of human existence. It is found in all societies, throughout history and across the world. As such, it rightly demands a vital place in Linwood School's curriculum.

1 – Overall vision

Vision (Music):

Enjoying music and taking the expressive qualities of sound as its starting point, music allows students to explore, create, select, organise, practice, present and communicate their thoughts and ideas. It also enables pupils to listen critically, to analyse and to respond to the world of sound in a way which helps them to express their feelings and emotions. Music is an important vehicle for the development of aesthetic sensitivity and creative abilities in all students.

Aims:

- to enable students and to engage with, and value, music as a form of communication
- to promote better understanding of music by developing learning of musical elements and skills through a wide range of musical styles and conventions
- to promote confidence and build self-esteem through musical engagement
- to use music in a way which enhances and enriches the wider curriculum
- to promote self-awareness of social interactions

These aims can be achieved through active involvement in making music, both individually and collaboratively. Enabling students to share music together, whatever their abilities, can be extremely rewarding for all concerned and foster a sense of belonging. We acknowledge that musical learning experiences can look very different across our different curriculums and learning pathways – and this is reflected in both planning and assessment. Music features in many areas of the curriculum, supporting learning across many domains. Where appropriate, Music supports topics or themed learning, helping students to consolidate acquired knowledge across a variety of contexts.

At its core, we believe that Music is a route to communication and a medium through which ideas and feelings can be expressed. The impact of Music as a therapeutic tool cannot be underestimated – and its place in supporting the mental health of all students continues to be vital. Music forges a sense of community, enabling students to develop social skills and awareness of others through collaborative music making experiences. At Linwood, we aim to provide a balanced programme of activities which enables pupils to work individually, in pairs, in groups or as whole classes.

Inclusivity and accessibility guide the planning and delivery of Music experiences. Where appropriate, the effective use of ICT can enable individuals with specific learning needs to access the music curriculum. This may be through the use of technologies such as: switches, iPads, Soundbeam, digital audio workspaces (DAWS), interactive whiteboards and Eye Gaze technology.

Within musical experiences, students are given opportunities to develop critical awareness and a personal appreciation of a wide range of musical sounds and styles. Students are given rich opportunities to develop practical skills, such as controlling sounds and performing with others. Students are encouraged to compose and communicate different musical ideas, listen to and develop their understanding of music from different times, cultures and places and respond to (and evaluate) live performances and recorded music. Through practical music making experience, students develop a progressive understanding of musical elements (pitch, duration, dynamics, tempo, timbre, texture) and the use of these within the structure of music).

VISION TOWARDS BECOMING A CENTRE OF EXCELLENCE IN THE ARTS

Linwood School is currently developing a plan towards moving towards becoming a Centre of Excellence in the Arts. Recent recruitment within the Arts team (including appointing a Subject Leader for Music with TLR remuneration) will enable us to develop this plan on a strategic level.

Vision (Expressive Arts):

‘It is our school's intention to enhance curriculum **continuity, consistency, balance and progression** and to ensure that all pupils are given opportunities to experience and participate in expressive arts. The expressive arts are social activities, requiring pupils to communicate, co-operate and collaborate. Expressive arts and design give pupils a voice and an outlet for expression and builds confidence. The arts foster connection, engagement, creativity and thinking skills, raising pupils’ self-esteem and confidence through self-expression and building a sense of community and importantly, joy!’

- Paragraph 3, Expressive Arts Curriculum vision

Overview of Intent, Implementation and Impact (becoming a Centre of Excellence in the Arts)

Music specific aims have been fed into section 3b of this subject development plan

Intent

- To enhance the Expressive Arts curriculum in terms of continuity, consistency, quality, balance and progression
- To increase the Expressive Arts offer at Linwood to enable and encourage student voice and expression
- To ensure a rich Expressive Arts offer, derived from high expectations and excellence, is available to all students at all campuses
- To conduct ongoing research regarding the impact of the Arts on the mental health and well-being of students (explore avenues regarding the Arts as a therapeutic tool)

Implementation

	<ul style="list-style-type: none"> • To strengthen the teaching and delivery of Music at Springwood campus – aligning the offer between campuses by enabling a Specialist Music teacher to work across site (see curriculum vision) - consequently enabling excellent outcomes for students. • Termly meetings with all teachers within the Expressive Arts network – scheduled, focused, notes taken and consequently shared within network group • To re-establish Creative Arts Week within the annual calendar at all campuses • To offer live performance opportunities for all phases (all campuses) • To ensure the Music Hub offer is maintained and utilised effectively across all campuses • To ensure that long-term planning is acknowledged, applied and adapted to suit relevant cohort for all arts related subjects at all campuses. • To subscribe to and deploy the Cultural Hub offer (congruent to management of the Music Hub), ensuring that offers are organised, supported and utilised effectively across all campuses. • To consider the role of industrial placements and our use of the Linwood Teaching School Alliance in supporting students with skills sets in the Arts; gaining experience within Linwood School. • To ensure longevity of Linwood Radio, whilst also increasing access to students of all abilities and from all campuses. <p><u>Impact</u></p> <ul style="list-style-type: none"> • Feedback from teaching staff at Springwood will indicate increased confidence/subject knowledge through the observation of specialist teaching of music • Increased number of art-based projects undertaken across all campuses through the effective use of both the Music hub and Creative Hub memberships • Evidence will provide examples of high-quality teaching and learning within the arts – where excellence and high expectations are evident. Assessment data will show students making academic progress within the arts, but also importantly providing evidence of the impact of the arts within broader areas of learning – including overarching EHCP (+PLP) targets/outcomes, positively impacting the mental health and wellbeing of all members within our school community
<p>2a - National Plan for Music key features of high-quality music provision</p>	<p><i>The National Plan for Music Education 2022 (NPME) lists ‘key features’ of a high-quality music provision as follows:</i></p> <p><i>1)Music should be represented in the school leadership structure, with a designated Music Lead (or Head of Department)</i> There are music subject coordinators in each of the two largest campuses (Linwood campus and Springwood) who have been part of a creative arts team driving the development of the school's arts offer to this point. The Subject Leader for the Arts (based at Linwood Campus) works collaboratively with a variety of internal and external partners and organisations to drive a dynamic and rich offer for our students.</p> <p><i>2)Timetabled curriculum music of at least one hour each week of the school year for Key Stages 1 and 2</i> In addition to 45-minute whole class music lessons for all students within Key Stages 1 and 2, music is an integral feature of class routines. This may include the use of music in signalling key moments/actions within a daily routine, such as welcoming students to the learning space with a ‘Hello song’, or auditory cues for routines such as ‘tidying up time’. Weekly phase assemblies also encourage the collective celebration of music and share its place in supporting the wider curriculum.</p> <p><i>3)A school choir or vocal ensemble</i> The Local Vocals are a well-established community choir which pulls together many members of our Linwood School community – accessible to students, parents/carers and school staff. The Locals Vocals come together on a weekly basis and frequently work alongside Linwood School – performing at annual events and offering community support across a variety of platforms.</p>

4) A school orchestra/ensemble/band/group

Linwood School have been part of the Open Orchestra programme since 2018. This Nationally recognised programme has had a significant impact on the CPD of staff leading music at Linwood Campus. Through the understanding of social practice theory and the social model of disability, staff ensure inclusivity is paramount within group music making experiences, tailoring practice to ensure music making is both meaningful and accessible to student participants.

Linwood Campus has an emerging staff band who have begun to rehearse on a weekly basis.

Springwood Campus has a staff band who also perform at Linwood School events – modelling to students what is possible in the realm of group music making whilst also supporting the mental health and well-being of staff involved.

5) Space for rehearsals and individual practice

At Linwood and Springwood Campuses, there are music rooms which can be timetabled for whole class and small group teaching. At other campuses there are classroom spaces which can be used for timetabled lessons. The halls can be booked when a larger space is required but this is a challenge due to the high demands on the hall spaces. Across campuses, individual rehearsal spaces remain challenging – but flexible timetabling of music room spaces enables small group and 1:1 peripatetic teaching to take place where logistically possible.

Linwood Campus is in the process of developing a Music Practice Room as a parallel working space to the main Music Classroom. This is a space which aims to be multi-purpose – supporting group rehearsals, individual practise sessions and for supporting students who may be sensitive to environmental factors present within the main Music classrooms.

6) A termly school performance (in or out of school)

Students at Linwood have opportunities to perform in a variety of environments. These include within the immediate school context through the use of hall spaces at both Linwood and Springwood campus, but also outside of the immediate school context at our partnering local churches. For the past 2 years, students at Linwood campus have also had the opportunity to perform at larger spaces such as the Bournemouth Pavilion, to increasingly large audiences. Events such as Summer Music Festivals provide additional opportunities for students to perform in front of community audiences.

7) Opportunity to enjoy live performance at least once a year (in or out of school)

Our Music Hub partnership with Soundstorm enables Linwood to receive Live Music Inputs on a termly basis. Through Live Music Now, students gain opportunities to listen and respond to live music. A future consideration is how to further explore this offer to ensure access to students from other campuses.

Through our linked Music Hub partnership, students at Linwood campus annually take part in a bespoke project (led by Sam Mason -CODA), through which students compose their own piece of music on a given theme and perform alongside live musicians in front of a community audience.

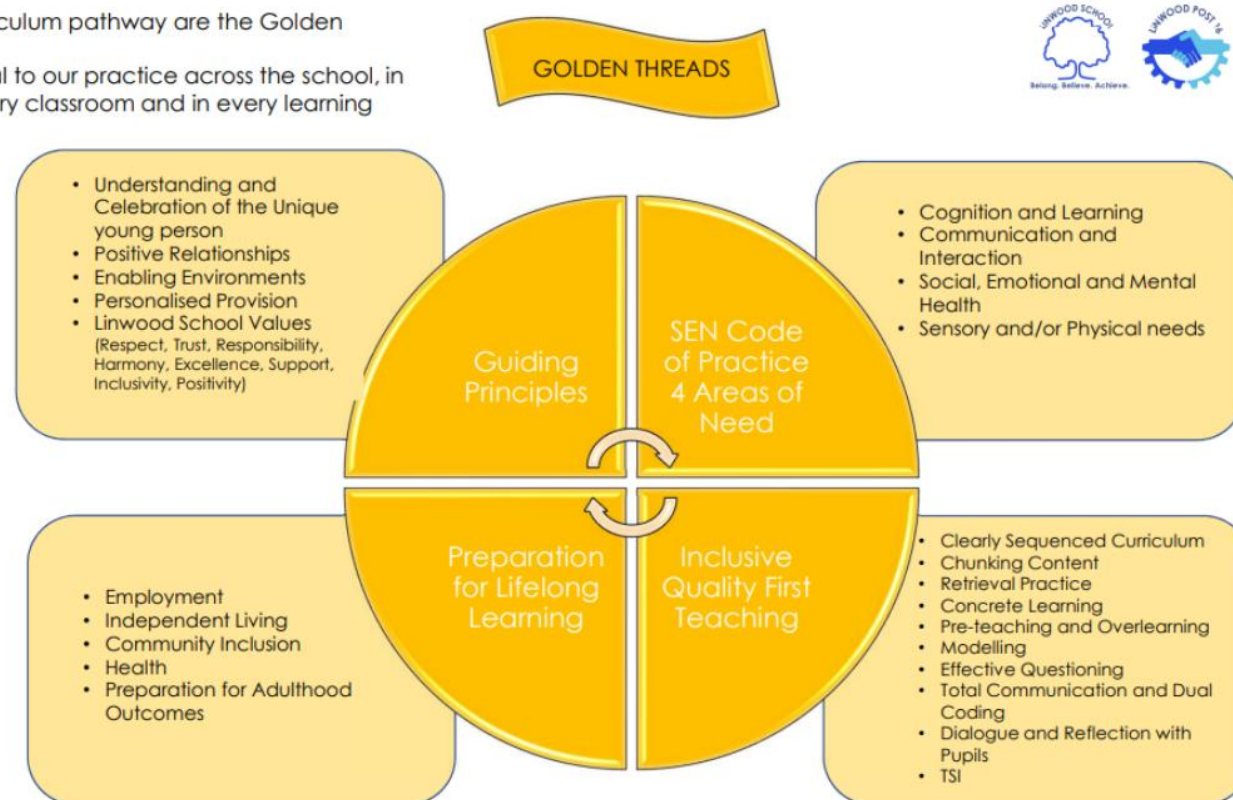
Students experience live performance as part of whole school celebrations, such as end of term services and Christmas celebrations.

At Linwood campus, students within the VITA and LUMOS phase also have opportunities to enjoy live performance through staff modelling within music lessons. Students within the ALMA phase enjoy live performance on a weekly basis via teaching from an externally employed specialist music teacher (CODA).

8) Access to lessons across a range of instruments, and voice

	<p>Currently there are 3 students at Linwood Campus who access 1:1 peripatetic sessions (covering both guitar, music technology and keyboard). These are delivered by staff within the Linwood campus music team. There is an aim to increase this with the development of the Music Practise room at Linwood Campus.</p>
<p>2b -Other important features of high-quality music provision</p>	<p><i>The National Plan for Music Education 2022 (NPME) lists other important features of a high-quality music provision as follows:</i></p> <p><i>1)A broad and ambitious music curriculum for EYFS, KS1, KS2 and SEND</i></p> <p>Linwood School is a SEND provision, comprised of multiple campuses to accommodate a wide range of students with differing educational needs and disabilities. We acknowledge and understand that learning for our students must be personalised in order to enable progress across all domains of learning. As such, curriculum pathways have been designed to ensure students make progress, both socially, emotionally and academically. Consequently, the information regarding the music curriculum below is not reflected as Key Stages, but within our bespoke curriculum pathways.</p> <p>It is important to note that the following 'Golden Threads' are central to all curriculum pathways. The curriculum planning of music is underpinned by these golden threads across all curriculum pathways,</p>

Central to every curriculum pathway are the Golden Threads. They are fundamental to our practice across the school, in every campus, in every classroom and in every learning opportunity.



For further information, please see:

[Curriculum Pathways Schools | Linwood School](#)

Music curriculum pathways - Campus specific

Students at Littlewood campus follow the EYFS framework

Students at Springwood and Woodford follow the VITA curriculum. The VITA music curriculum is informed by the Model Music Curriculum – the resource ‘Charanga’ can be used by class teachers to support delivery.

Students at KS4 access the KS4 enrichment offer. This allows students to choose from a range of subjects with the domain of Expressive Arts.

The Post 16 creative arts offer is currently being developed, and a Music teacher has been recruited for this area of subject development.

Linwood Campus is our largest campus and supports students across all curriculum pathways – EYFS, ALMA, VITA, LUMOS and NEXUS.

EYFS

For further information, please see:

[EYFS-Curriculum-Handbook-Nov-2023.pdf](#)

Music within the EYFS is supported by the Learning Goals within the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception, matching the programme of study for music. At Linwood, we acknowledge the importance of a rich musical 'starting point' for young learners which encompasses the following areas of learning:

- Communication and Language
- Physical development
- Expressive Arts and Design

Examples of musical experience within these areas within the EYFS may include:

Communication and learning:

- *Singing a large repertoire of songs*
- *Listening carefully to rhymes and songs, paying attention to how they sound*
- *Learning rhymes, poems and songs*

Physical development:

- *Using and developing muscle movements in response to music and sound*
- *Combining different movements with ease and fluency*

Expressive Arts and Design:

- *Sing a range of well-known nursery rhymes and songs*
- *Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music*

ALMA

For further information, please see:

[Alma-Curriculum-Handbook-Nov-2023.pdf](#)

The ALMA curriculum is comprised of the following learning domains:

- Social Relationships and Emotional Development
- Communication
- Speech and language, communication and routines
- Conceptual Development
- Sensory Responses
- Understanding of Time and Place

- Orientation, Movement and Mobility
- Ownership of Learning
- Responses to Routines and Change

Musical learning encounters within the ALMA phase are documented within curriculum planning as supporting the domains of sensory responses, understanding of time and place and responses to routines and change. However, evidence and assessment data suggest that musical encounters for learners within the ALMA phase also impacts progress across other domains, including speech and language, communication, social relationships and emotional development.

Within the ALMA phase, students will have access to a wide range of instrumentation, with focus on instruments which provide sensory feedback and are appropriate to students access needs. Instruments include a wide range of percussion as well as adapted instruments, beaters, switches – with options to incorporate music technology to aid access where appropriate. Intensive interaction, copy back and a sensory approach (including the use of music in storytelling) are all techniques present within teaching in the ALMA phase. Music is used as a therapeutic tool, developing communication, socialisation, engagement and interaction amongst students and the music topic aims are planned to work alongside and enhance the class learning and phase topics. Students benefit from live music as an integral part of these sessions and processes – creating a positive, welcoming and musically rich learning environment. Live music presents the opportunity for students to respond to what they are hearing, with live interaction between themselves and the leading musician.

Music within the ALMA phase at Linwood Campus is led by a Specialist Music Teacher (CODA).

VITA

For further information, please see:

[Vita-Curriculum-Handbook-Nov-2023.pdf](#)

Music within the VITA phase at Linwood sits within the 'Expressive Arts and Design' domain. The Music curriculum has been shaped using guidance from the Model Music Curriculum.

[Model Music Curriculum](#)

Music within the VITA phase at Linwood Campus is led by Specialist Music Teacher (Linwood)

Music within the VITA phase at Springwood is led by a Specialist Music Teacher

Music within the VITA phase at Woodford campus is led by class a Music specific HLTA

Within Music in the VITA phase, pupils will be encouraged and supported to:

- ***Use their voices expressively and creatively by singing 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 inter-related dimensions of music.***
- ***Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression***

- *Improvise and compose music for a range of purposes using the inter-related dimensions of music*
- *Listen with attention to detail and recall sounds with increasing aural memory*
- *Use and understand informal musical notations*
- *Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians*
- *Develop an understanding of the history of music*

LUMOS

For further information, please see:

[Lumos-Curriculum-Handbook-Nov-2023.pdf](#)

Music within the LUMOS phase at Linwood sits within the 'Creative Arts' domain. Many students within the LUMOS phase build on their musical learning within the VITA pathway, further developing technical musical skill. Through deliberate curriculum design, students are encouraged to further explore the place of music in the world around them and develop their own musical identity.

The LUMOS curriculum has also been shaped using guidance from the Model Music Curriculum.

[Model Music Curriculum](#)

Music within the LUMOS phase at Linwood is led by Specialist Music Teacher (Linwood)

Within Music in the LUMOS phase, pupils will be encouraged and supported to:

- *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*
- *improvise and compose music for a range of purposes using the inter-related dimensions of music*
- *listen with attention to detail and recall sounds with increasing aural memory*
- *use and understand staff and other musical notations*
- *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*
- *develop an understanding of the history of music*

NEXUS

For further information, please see:

[Lumos-Curriculum-Handbook-Nov-2023.pdf](#)

Music for students on this curriculum pathway is designed and delivered using a bespoke approach that suits individual need. For some students, the emphasis on musical engagement may be the use of music as a therapeutic tool, or the involvement in musical practice and/or performance to support social and mental health.

It is important to note that the construction of music curriculum planning across all pathways is underpinned by understanding of the pillars of progression within music.

For further information, please see:

[Research review series: music - GOV.UK](#)

Pillars of progression in music

Technical

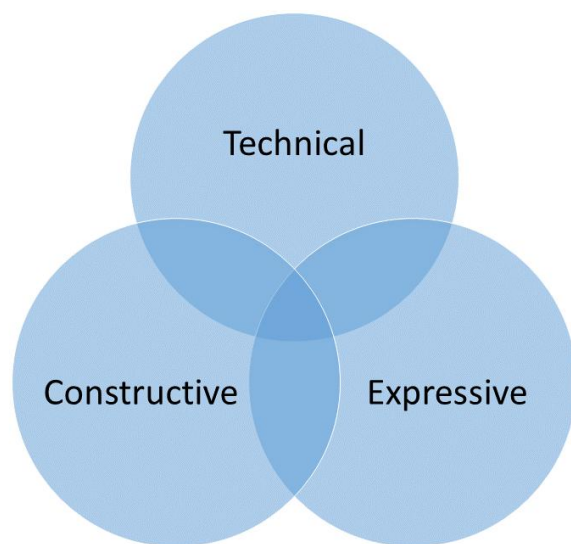
The development of motor skills for music is an important aspect of controlling and understanding sound. Pupils' ability to control sound, through singing, playing instruments, or using music technology, helps them to get better at performing, composing and listening to music.

Constructive

This refers to knowledge of how the building blocks of music come together, both analytically and in the creative process. It includes knowledge of the musical elements/interrelated dimensions of music and the building blocks of composition.

Expressive

This focuses on the less definable aspects of music: quality, meaning and creativity. Our research review identified that musical expression in performance depends on the highly developed technical expertise of the performer. This is combined with what a performer knows and understands about the music they are playing, both specifically and in terms of the wider culture in which the music exists.



[Research review series: music - GOV.UK](#)

Consequently, despite the delivery of music looking very different across Linwood School's campuses, we endeavour to ensure a music offer is available to all students which develops the technical musical skill of students, promotes developing understanding as to how the musical elements can construct and build music and, crucially, the role of music in the expressive domain. Enabling students with tools which support and enable expressive communication underpins curriculum design within music, fostering both enjoyment and engagement.

2)Classroom percussion instruments and music resources

Linwood Campus receives an instrument audit via Soundstorm annually. Linwood campus is well resourced in terms of classroom percussion, tuned instruments. The Music co-ordinator at Springwood will be a budget holder in the upcoming academic year (2026-2027) and will assess resourcing needs at Springwood campus and order accordingly.

Staff at Woodford, Littlewood and Post 16 are aware of new subject leadership structure, with links to those holding budgets and will communicate their needs in terms of musical resources where appropriate.

3)Space for class music teaching

There is a dedicated music room at Linwood campus. This is used for whole class music lessons, 1:1 peripatetic teaching and for small groups such as the Open Orchestras programme.

The development of a Music Practice Room at Linwood Campus is ongoing at this time of writing.

Springwood Campus now has a dedicated Music Classroom, and the majority of students are now accessing this space. For the few students who are unable to transition to the classroom, interventions are timetables in students own classrooms or appropriate areas.

The delivery of Music at Woodford must be fluid in terms of delivery space due to the needs of PE and the neighbouring school where space is shared and at a premium.

4)Music technology

Linwood campus has invested in a basic recording set-up to further support the implementation of music technology at Linwood. This is being delivered and led by a Music Specialist who works across campuses.

Students at Linwood can access (as appropriate) eye gaze technology, Soundbeam 6, Magix Music Maker, Oddballs and a developing range of music related apps via a set of Music specific iPads.

Springwood campus is currently assessing music technology needs, but this would require staffing to allow CPD being passed on to class teachers to implement such technologies within both music lessons and within wider curriculum.

5)Whole school singing & singing at the core of the curriculum

All campuses can access 'SingUp' to support singing across all campuses. The Subject Lead for the Arts at Linwood campus supports staff in accessing Charanga which supports singing opportunities here at Linwood. Singing plays a particularly significant role during the EYFS and throughout the VITA curriculum, ensuring that

	<p>younger students encounter a culture of singing from an early point in their music education journeys. Singing also features within the daily routines of many classes, particularly within EYFS, ALMA and VITA pathways. ‘Sing Up’ is a key resource which is also accessed by members of the Music delivery team who work across Springwood, Woodford and Littlewood Campuses.</p> <p>6)Links with external music organisations</p> <p>Linwood Campus has established a strong working relationship with our Music Hub – Soundstorm. Through this external organisation, Linwood can access Live Music Now performances (x3 per academic year), in house projects, Soundstorm practitioner placements and a project budget to support a specific area of development. Soundstorm also offers CPD opportunities through Music Network meetings which are held on a termly basis.</p> <p>Linwood Campus benefits from a specialist music teacher (external via CODA) who delivers whole class music lessons to the majority of students within the ALMA phase.</p> <p>Linwood have been recognised by the organisation ‘Music Mark’ for the 4th consecutive year, recognising Linwood School’s commitment to high quality music education. The Subject Leader for the Arts at Linwood Campus was asked to present and share their insight and knowledge regarding inclusive music making at the South Coast Music Partnership conference in January 2026.</p> <p>7) Musical activities for the benefit of the community</p> <p>The Local Vocals form an integral element of the community music offer for young people at Linwood. This community choir embodies inclusivity, bringing together a diverse population of our Linwood community, including staff, parents/carers and students.</p> <p>Linwood Radio was established in 2022 and has become an important platform to share a variety of musical material. Examples of this include: students own songs and recordings, rehearsal and performance audio by our Open Orchestra as well as live recordings from performance events both inside and outside of the immediate school context.</p> <p>Partnerships with mainstream Primary schools remain important in regard to both music and inclusion, having just enjoyed taking part in the BSMA (Bournemouth School Music Association) Christmas Performance at the Pavilion. This is a partnership we hope will continue to thrive over upcoming years.</p>
<p>3a – Key components (and implementation) which comprise current music provision at Linwood School</p>	<p><i>List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school.</i></p> <p><i>Music curriculum</i></p> <ul style="list-style-type: none"> • <i>Music delivered to students within the ALMA phase by Specialist Music Teacher (CODA/external)</i> • <i>Music delivered to students within the VITA and ALMA phase by Specialist Music Teachers (Linwood Campus)</i> • <i>Music is delivered to students within the VITA phase by Specialist Music Teacher (Springwood Campus). This is supported by a Music specific HLTA based primarily at Springwood Campus</i> • <i>Music is delivered to students within the VITA phase at Woodford via HLTA for Music</i> • <i>Music is delivered to students within the EYFS stage at Littlewood via class teachers</i>

- *Whole class music teaching is currently 45 minutes per week. There is an understanding that music is bolstered through exposure to music within other subject areas and within daily classroom routines and whole school celebrations.*
- *There is currently limited opportunity for students displaying interest and/or aptitude for instrumental tuition with capacity for x 3 students (keyboard, music technology, guitar). However, the recruitment of an HLTA at Linwood Campus aims and the development of the Music Practise room aims to increase our offer in this area.*
- *Linked external music organisations – Soundstorm, Southampton & IOW music, CODA, Absolute Music, Live Music Now, Music Mark, Open Orchestras*
- *Parents/carers signposted to organisations where musical learning may continue beyond Linwood. E.g. - Absolute Music or NOYO pathway for Open Orchestra participants*
- *Subject coordinator and Lead School opportunities for CPD within Soundstorm membership offer and for holding Lead School for Music status (SEND/BCP)*
- *Choirs & instrumental ensembles – The Local Vocals (community choir), Springwood staff band, Linwood staff band, Open Orchestras programme*
- *Whole school singing assemblies – at Linwood campus, we are considering a digital platform to enable access for classes (VITA phase) who can partner up to engage in collective singing experience. This is due to limited hall space availability.*
- *Performance opportunities – these are dependent on campus and appropriateness for students. We recognise the value of performance but understand the need to consider the scale for which this is appropriate. For some students, a large audience in an out of school context is both exciting and an opportunity to engage with the wider community. For some students, an ‘in house’ performance to a smaller audience is less daunting and supportive of social and emotional needs.*
- *Funding & Staffing (see section 8)– The subject has an allocated budget each year which is based on the subject development plan that they submit to the Finance team. Staffing information can be found in section 8 of this Subject Development Plan.*

Consider how the key components listed above will be implemented (excluding classroom instrumental teaching). For example, include a timetable of music across the school; attach documentation and assessment materials; write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school’s song bank

- *Long term goals for music are outlined with long term planning across curriculum pathways. Long term planning is reviewed by phase leaders and subject coordinators*
- *Music specific medium-term plans are submitted to the Subject Lead for the Arts (based at Linwood campus). Medium term planning is submitted by class teachers who deliver music to their classes. Through the recruitment of a subject leader of music, we aim to further examine how music is taught by class teachers through examination of planning and observation of delivery. An aim is to further support class teachers develop subject knowledge and competences via support from Subject leader.*

3b – Key components for development	<ul style="list-style-type: none"> • To ensure the Music Hub offer is maintained and utilised effectively across all campuses - (all campuses) • To conduct an instrument audit at Springwood campus. - (Springwood specific) • To further develop the music room at Springwood campus as a music specific teaching space. - (Springwood specific) • To develop the offer of instrumental progression via interventions at Springwood campus. • To develop the Music Practise room as a parallel teaching space at Linwood Campus and develop our music intervention offer (across all curriculum pathways) • To consider collective singing opportunities across all campuses • To consolidate long term planning for music across campuses – mapping updated offer due to recent recruitment within the Music staff team • To create further access to Linwood Radio as a resource to students beyond Linwood campus • To consider re-branding of the Linwood Music Festival to the Linwood Arts Festival - ensuring Arts team work collaboratively to showcase a broader range of expressive arts offers and opportunity
4. Staffing and CPD	<ul style="list-style-type: none"> • <i>Music delivered to students within the ALMA phase by Specialist Music Teacher (CODA/external)</i> • <i>Music delivered to students within the VITA and ALMA phase by Specialist Music Teachers (Linwood Campus)</i> • <i>Music is delivered to students within the VITA phase by Specialist Music Teacher (Springwood Campus). This is supported by a Music specific HLTA based primarily at Springwood Campus</i> • <i>Music is delivered to students within the VITA phase at Woodford via HLTA for Music</i> • <i>Music is delivered to students within the EYFS stage at Littlewood via class teachers</i>
5 – Classroom instrumental teaching	<p><i>Include details of the school's offer for each year group. How will pupils progress? Who will teach this? How will instruments be funded? How will lessons be inclusive? Where to next?</i></p> <p><i>Instruments are funded via allocated music budgets. Opportunities to loan instruments are also available via our Music Hub – Soundstorm.</i></p> <p><u>ALMA</u> <i>The ALMA phase taught music by a Specialist Music Teacher Anna Robinson (CODA). Students within the ALMA phase benefit from specialist music teaching where classes benefit from live music on a weekly basis. Students have access to a wide range of instrumentation, with focus on instrument which provide sensory feedback and are appropriate to students access needs. Instruments include a wide range of percussion as well as adapted instruments, beaters, switches – with options to incorporate music technology to aid access where appropriate.</i></p> <p><u>EYFS through to Lower VITA</u> <i>EYFS are taught by class teachers at Linwood and Littlewood. Lower VITA are taught by Specialist Music teacher at Springwood and a Music Specific HLTA at Woodford. Lower VITA are taught by Specialist Music teacher at Linwood.</i></p> <p><i>*See section 2b of this subject development plan</i></p>

	<p>As previously stated, the EYFS and Lower VITA pathways foster a culture of singing and begin to build a familiar repertoire of songs and rhymes. Students are encouraged to encounter and explore the musical elements through practical exploration of a wide range of percussion instruments and assisted technologies (where appropriate).</p> <p><u>Upper VITA</u> <i>Upper VITA are taught by class teachers at Springwood and Woodford. Upper VITA are taught by Specialist Music teacher at Linwood.</i> <i>*See section 2b of this development plan</i> In addition to a focus on singing and developing musical repertoire, students engage with tuned instruments such as the chimes, boomwhackers, desk bells and keyboard. Informal notation is introduced and students becoming increasingly familiar with graphic scores and methods which record sound and musical ideas and compositions.</p> <p><u>LUMOS</u> <i>Students within the LUMOS phase are taught by Specialist Music teacher at Linwood Campus</i> <i>*See section 2b of this development plan</i> <i>Students engage with a wide variety of musical repertoire and develop their understanding of genre, music history and world music. Students are encourage to further explore their musical identify, using an increasing range of musical vocabulary to describe what they hear (including</i></p>
5 – Communication activities	<p><i>Write a communication plan, including information about how you'll keep parents updated via the school website; how a leaflet might be produced to inform parents about the whole school music offering; how social media might be used.</i></p> <p><i>The key focus on Linwood School's SDIP this year is communication.</i> <i>Platforms to communicate music specific information with parents/carers (and the wider community) is well established at Linwood School. Communication methods include:</i></p> <ul style="list-style-type: none"> • The Linwood School website • The Linwood School Facebook page • Class newsletters • Staff bulletins • The 'My Orchestra' portal within Open Orchestras website • Information regarding important events can be shared directly to parents/carers via text.

6 – Evaluation process for the success of the Music Development Plan	<p><i>Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.</i></p> <p><i>The Music Development Plan will be reviewed by subject coordinators and Subject Leader termly.</i></p> <p><i>The Music Development Plan will be reviewed by SLT – January 2027</i></p> <p><i>In addition, the music subject coordinator at Linwood campus will meet on a termly basis with SMLT Network Link to evaluate progress towards CoEA vision. This Music Development Plan forms the foundation on which the vision towards a CoEA can be built.</i></p>
7 – Transition work with local secondary schools	<p><i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary schools.</i></p> <p>Transition opportunities within music at Linwood may look different to that of a mainstream model, but opportunities within music include:</p> <ul style="list-style-type: none"> • Link partnership with neighbouring SEND provision. For example – VEC and Linwood – collaboration of Open Orchestra programme within a performance event • Partnership with mainstream neighbouring Primary schools within wider BCP showcases and future performance (such as the BSMA Christmas Carol Concert) • A clear pathway for student musicians from the Open Orchestras through to NOYO (The National Open Youth Orchestra). • The school website and social media remains a key source of communication between wider school networks
8 – Budget materials and staffing	<p><i>Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used. Plan CPD.</i></p> <p>The subject has an allocated budget each year which is based on the subject development plan that they submit to the Finance team. These budgets cover subscriptions to services such as ‘Sing Up’, whereas other resources such as ‘Charanga’ are offered as part of the Music Hub membership. Subscription to MixCloud for Linwood Radio and technical support service via School Radio is also factored into budget costs.</p> <p>For more details information regarding breakdown of budget – please see budget plan.</p> <p>The following staff members hold budget responsibilities for the following areas within the Expressive Arts and Design/Creative Arts domain.</p>

	<div>Expressive Arts and Design / Creative Arts</div> <table><tr><td>MUSIC1</td><td>Linwood & Woodford</td><td>Hannah Swarbrick</td></tr><tr><td>MUSIC2</td><td>Springwood & Littlewood</td><td>Simon Whitbread</td></tr><tr><td>ART1</td><td>All campuses</td><td>Lyndsay Baker</td></tr><tr><td>ART2</td><td>All campuses</td><td>Jessica Johnson</td></tr></table> <p><u>CPD and subscriptions</u></p> <p>CPD opportunities vary and often are in response to staffing needs. Soundstorm are the main source of CPD opportunities for staff - these include access to network meetings, Open Orchestras training, reduced ticket prices for conferences and National Music education events, Charanga training and Open Orchestra training are funded via the Music Hub membership offer.</p>	MUSIC1	Linwood & Woodford	Hannah Swarbrick	MUSIC2	Springwood & Littlewood	Simon Whitbread	ART1	All campuses	Lyndsay Baker	ART2	All campuses	Jessica Johnson
MUSIC1	Linwood & Woodford	Hannah Swarbrick											
MUSIC2	Springwood & Littlewood	Simon Whitbread											
ART1	All campuses	Lyndsay Baker											
ART2	All campuses	Jessica Johnson											
9 – Summary Action Plan	<p><i>Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).</i></p> <ul style="list-style-type: none"><i>To develop the Music Practice room (Linwood Campus) as a learning space (heating/technology to be in place by end of February 2026)</i><i>To develop a timetable for the Music Practice room whereby additional interventions, 1:1 peripatetic style learning and Music with therapeutic benefits can be undertaken to support students across all curriculum pathways (end of Spring term 2026)</i><i>To have undertaken an instrument audit at Springwood Campus (end of Summer term) to assess further resource needs as part of development of main Music Classroom teaching space</i><i>For subject coordinators of Music to have met with Subject Lead for the Arts to explore long term planning for Music across campuses and curriculum pathways, ensuring coverage and progression of skills (end of Spring term 2026).</i><i>To have met as an Expressive Arts team to plan for the Linwood Arts Festival 2026 (beginning of Summer term 2026).</i><i>To consider access to the Linwood Radio resource for students beyond Linwood Campus (end of Spring term 2026)</i>												

With thanks

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[Building a musical culture in a primary school – the nuts and bolts for success](#)