

Music development plan summary: Yeoman Park Academy

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	July 26
Date this summary will be reviewed	July 27 (termly)
Name of the school music lead	Alisha Smith
Name of school leadership team member with responsibility for music (if different)	Libby Cheetham-Blythe
Name of local music hub	Nottinghamshire Music Hub (Culture, Learning and Libraries (Midlands))
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

The Music offer sits within the My Creativity Curriculum group that encompasses Art, Design & Technology, Food Technology, Music & Drama. Music forms a separate strand. Each class teacher plans bespoke sessions for their class and individual learners ensuring that they gain the most from music session and have a rich and extensive exposure to different music genres and instruments.

Our intent is for every learner to engage with the world and people through creative activities to develop their curiosity of the world around them. Initially, learners' experiences are all accidental but as time progresses their actions become intentional, and their creativity emerges.

All learners regardless of their additional needs can access music developing their curiosity, initiative, spontaneity, and pleasure in their actions.

At Yeoman Park, we aim to ensure that all learners have engaging, exciting and motivating opportunities that can greatly enhance their learning not only academically


but also socially and emotionally. This will include facilitating opportunities to access theatres and art activities in line with the SEND and inclusion policies.

Within this strand of the curriculum, we plan whole class sessions linked to our Long-Term plans, which focus on providing learners time to explore and create. Learners are observed when exploring and creating. Many times, their response is predictable but sometimes they demonstrate a new action, which is developed by providing new and challenging experiences to encourage further risk taking. To support learners to develop their creative skills and take part in the whole process, tasks and skills are repeated to build up familiarity.

Learners are provided with opportunities to engage in experiences, including immersive days, visits, immersive events and music from outside providers as well as opportunities to explore the cultural calendar outside of many of our learner's experiences within the local community. There are creative opportunities facilitated for learners through a deep understanding of the learners and supporting them with new experiences, such as multi-sensory musical performances


Learners who display a talent/an interest for any area of the arts have opportunities to build on their talents/interests through targeted interventions.

Learner skills and knowledge are measured through the Music Assessment Continuum which identifies next steps of learning.

Long-Term Plan		Curriculum Strand	My Creativity	
Trust	Diverse Academies	Subject	Music and Drama	
School	Yeoman Park Academy			

	Autumn	Spring	Summer
Year A 2022-23 2026-27	<u>Roman Invasion</u> Music: Exploring Roman Musical Instruments to Make Sounds Drama: Roman Myths – Romulus and Remus, Pandora's Box, King Midas and the Golden Touch	<u>Extreme Earth</u> Music: Using Percussion Instruments to Explore Pitch, Tone and Rhythm Drama: Earth Poetry Performances	<u>Tomb Raiders</u> Music: Exploring Egyptian Musical Instruments to Make Sounds Drama: Egyptian Myths – The Story of Re, The Isis and Osiris, The Underworld and Anubis.
Year B 2023-24 2027-28	<u>Awesome Autumn/Winter Wonderland</u> Music: Using String Instruments to Explore Pitch, Tone and Rhythm Drama: Seasons Poetry Performances	<u>Viking Raiders!</u> Music: Exploring Viking Musical Instruments to Make Sounds Drama: Norse Myths – Odin creates the world, Freya and the Goblins, Thor and the Giants	<u>Going for Gold!</u> Music: Exploring Musical Instruments and Songs from the Host Country Drama: Exploring Performances from Opening and Closing Ceremonies
Year C 2024-25 2028-29	<u>Britain at War</u> Music: Exploring War Songs, focusing on language and rhythm Drama: Life in the Trenches and Air Raid Shelters – Immersive Experiences	<u>There's Only One Me!</u> Music: Body Percussion – Using Body Parts to Make Sounds Drama: All About Me Poetry Performances	<u>Light It Up!</u> Music: Using technology to make Music, e.g. iPads, sound buttons Drama: Using Lights/Torches/Sun to Create Puppet Shadows
Year D 2025-26 2029-30	<u>Victorious Victorians</u> Music: Exploring Victorian Musical Instruments to Make Sounds Drama: Puppet Shows – Punch and Judy	<u>What is your Superpower?</u> Music: Using Woodwind Instruments to Explore Pitch, Tone and Rhythm Drama: Superhero Stories and Re-enactments	<u>Football Fever!</u> Music: Exploring Musical Instruments and Songs from the Host Country Drama: Freeze Frames – Using Famous Football/Sport Scenes

Each learner will be exposed to music and drama, linked to the suggested ideas and activities for each topic, within our four-year rolling plan. However, learners will also be exposed to these skills, within music and drama, throughout other aspects of our curriculum, such as communication sessions, and through annual events, including the Christmas Performances and Theatre Visits.

Curriculum Continuum		Curriculum Strand	My Creativity	
Trust	Diverse Academies	Subject	Music	
School	Yeoman Park Academy			

		Key Descriptors	Key Vocabulary
Discovery Stage	Waypoint 1	<ul style="list-style-type: none"> I can reach for instruments offered to me. I can handle instruments of different sizes. I can hear and sometimes responds to a range of music. I can react to a familiar rhyme. I can vocalise in response to musical instruments. I can shake and squeeze an instrument placed in my hand, making sounds unintentionally. 	Music Touch Big Small Listen Shake Squeeze
	Waypoint 2	<ul style="list-style-type: none"> I can shake and squeeze an instrument placed in my hand whilst making unintentional sounds. I can deliberately shake, squeeze or hit an instrument to make a sound. I can hold an instrument with two hands. I can press keys to create a sound on an electronic keyboard, with support. I can use instruments powered by electricity. I can indicate whether a sound was liked or disliked. 	Shake Squeeze Instrument Hit Hold Sound Button
	Waypoint 3	<ul style="list-style-type: none"> I can experiment with vocal sounds and imitate sounds. I can experience a range of musical instruments. I can explore ways of using different instruments. I can use an access/control device to create a sound. I can select an instrument to indicate my preference. I can begin to move when music starts. 	Vocal Copy Listen Explore Choose Move Music

Discovery Stage	Waypoint 4	<ul style="list-style-type: none"> • I can explore a range of instruments in a group activity. • I can join in rhymes or jingles with babble and a few recognisable words, signs, or symbols. • I can match a picture to name a familiar instrument. • I can copy an action made on an instrument, demonstrating similar physical movements. • I can copy/imitate a sound of an instrument. • I can make vocal or physical sounds in response to music. 	Instrument Rhyme Jingle Song Action Copy Sound Music
	Waypoint 5	<ul style="list-style-type: none"> • I can play an instrument in a group. • I can search out a specific instrument when asked, including drum, triangle, shaker, tambourine and maracas. • I can make a sound, gesture or movement and expect a specific reaction. • I can select an instrument by function, e.g. striking/shaking to make a sound. • I can copy a simple rhythm. • I can stop and start when the music begins and finishes. 	Play Drum Triangle Shaker Tambourine Maracas Sound Movement Start Stop
	Waypoint 6	<ul style="list-style-type: none"> • I can try to play an unfamiliar instrument, with support. • I can use my body to create different sounds. • I can imitate others to create a sound either on an instrument or vocally. • I can take turns to make sounds with my instrument. • I can respond appropriately to the music of others. • I can use simple criteria to describe music: happy, sad, slow and fast. 	Play Sounds Copy Listen Turn Happy Sad Slow Fast

Exploration Stage	Waypoint 7	<ul style="list-style-type: none"> • I can explore a range of musical instruments, demonstrating what I have found out. • I can express my feelings through creative work. • I can observe changes in sound when listening to music. • I can improvise a simple musical rhythm. • I can move using simple rhythms. • I can listen to rhymes carefully and communicate if I like or dislike them. 	Explore Feel Change Listen Rhythm Rhyme Like Dislike
	Waypoint 8	<ul style="list-style-type: none"> • I can play an instrument at the same time as another person. • I can identify when to begin/stop playing or singing in an echo activity. • I can choose symbols in a computer program to create sound patterns. • I can choose an instrument which creates a specified sound. • I can communicate about how the music makes me feel. • I can articulate if music is fast or slow and loud or quiet. 	Instrument Start Stop Sound Feel Fast Slow Loud Quiet
	Waypoint 9	<ul style="list-style-type: none"> • I can follow a simple graphic score. • I can make different sounds from one instrument. • I can explore computer software to create a new sound pattern. • I can compose music with symbols to represent high and low notes. • I can change movements spontaneously with music. • I can describe the notes heard using the words 'high' and 'low' accurately. 	Graphic Score Sounds Pattern Compose High Low Notes

Exploration Stage	Waypoint 10	<ul style="list-style-type: none"> • I can play from a graphic score. • I can try different methods of gaining new sounds from instruments. • I can create sounds to accompany a story, picture or feeling. • I can compose music with symbols to represent loud and quiet notes. • I can evaluate music I've heard using simple words. • I can state whether a note is high/low, quiet/loud, fast/slow. 	Graphic Score Sound Compose Loud Quiet High Low Fast Slow
	Waypoint 11	<ul style="list-style-type: none"> • I can complete call and response melodies choosing from different voices, • I can explore and describe different sounds from one instrument. • I can create a short musical sequence that combines long and short sounds. • I can create a rhythmic sequence which changes tempo. • I can suggest reasons why I like a certain piece or style of music. • I can recognise the difference between loud and quiet sounds, and silence. 	Call Response Melody Sounds Sequence Tempo Rhythm Loud Quiet Silence

Consolidation Stage	Waypoint 12	<ul style="list-style-type: none"> • I can sing songs with and without an accompaniment. • I can suggest which instrument would make a certain sound. • I can create a musical sequence which has a beginning and an end. • I can create a pattern which shows a contrast in dynamics. • I can listen to a recording of my music and say which parts worked best. • I can recall songs or sound patterns from memory. 	Sing Song Sequence Beginning End Pattern Dynamics
	Waypoint 13	<ul style="list-style-type: none"> • I can control the level of dynamics when playing a tuned or untuned instrument. • I can hold and play simple instruments correctly. • I can create a sequence of sounds which have a beginning, middle and end. • I can communicate about music I like, commenting on musical elements. • I can identify similar rhythmic patterns. • I can show awareness that tempo relates to speed. 	Dynamics Tuned Elements Rhythm Pattern Tempo Speed
	Waypoint 14	<ul style="list-style-type: none"> • I can perform a short piece alone and in a group with symbols as support. • I can change the sound of an instrument. • I can create rhythmic patterns which include rests. • I can evaluate a piece of music using a simple grid as a guide. • I can tap the pulse whilst listening to a recording of my music. • I can recognise crescendo and diminuendo in music. 	Perform Change Adapt Beat Crescendo Diminuendo

Part B: Co-curricular music

All learners have opportunity to take part in a Makaton Choir during Monday lunch times which is well attended.

We often have visiting musicians and specials that can work with our learners. A music teacher is employed to offer 1:1 tuition for learners who show an aptitude for an instrument which has included drumming & keyboards.

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.

Music is an integral part of the school day. Every learner adopts their own song that is used to greet them during class registrations. They are free to change these when they please and it forms part of their identity. They often respond to their music that has a meaning to them.

Assembly is a key focal point for music where learners can sing along with and sign to popular songs. They are also given opportunities to choose the music played, increasing engagement and ownership.

Learners take part in a Christmas Production that is organised by each department ensuring that all can contribute, participate and enjoy themselves.

Learners also contribute to end-of-year celebrations, including the Certificates and Record of Achievement presentation. Older learners are involved in planning their Prom and selecting the music playlist, further promoting independence and personal expression.

In the future

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

The school now has a dedicated music and drama room that can also be used for music sessions, events and 1:1 tuition, providing a flexible and purposeful space to enhance musical experiences.

The school will continue to extend music tuition throughout the year, increasing opportunities for learners to access high-quality instrumental and vocal teaching.

The My Creativity team will continue to update staff on effective approaches to teaching music and any developments within the curriculum. They will actively pursue:

- further partnerships with visiting musicians, specialists and external providers
- opportunities for live performances, both within school and in the wider community
- the development of inclusive, multisensory musical experiences to support all learners
- staff training and professional development to build confidence and expertise in delivering music
- the expansion of resources and instruments to broaden learners' exposure and engagement
- increased opportunities for learners to showcase their musical skills and creativity through performances and events

Further information (optional)

Nottinghamshire Music Hub (Culture, Learning and Libraries (Midlands))

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