

## School Music Development Plan

| Detail                                 | Information                                                                                                                                             |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic year that this summary covers | 2026 - 2027                                                                                                                                             |
| Date this summary was published        | September 2026                                                                                                                                          |
| Date this summary will be reviewed     | September 2027                                                                                                                                          |
| Name of the school music lead          | Daniel Cobley                                                                                                                                           |
| SLT Link                               | Fay Malia-Wallwork                                                                                                                                      |
| Name of local music hub                | <a href="https://lincs-music-service.org/for-schools/music-hub-partnership-2/">https://lincs-music-service.org/for-schools/music-hub-partnership-2/</a> |

Aegir School caters for learners age 11 to 19 with special educational needs. Our school curriculum consists of three pathways and is geared at meeting learners' specific needs and harnessing independence while promoting well-being and social inclusion. Music is right at the centre of that journey and we share that responsibility with a broad range of artistic partners from our wider community, as well as our local Music Hub.

Learners at Aegir, access high-quality music making, both in the context of their curricular music provision and as part of the wider curricular opportunities. In these lessons, learners have scope to learn, create and share their music in a broad selection of genres and media that aims to reflect our school community. This starts right from KS3 and informs our practice throughout a young person's school career.

Music is an inclusive and engaging subject that enables all learners to express themselves, communicate and connect with the world.

Our vision is to provide accessible, meaningful and enjoyable musical experiences that:

- Develop confidence, creativity and independence
- Support communication, regulation and wellbeing
- Celebrate achievement at all levels
- Promote a lifelong engagement with music

### Part A: Curriculum music

Our curriculum offer in music is broad and is a skills-based, where learning environments are created for pupils so they take incremental steps within the specific areas of pulse, rhythm, pitch, improvisation, expressive elements, interactivity, music literacy and listening. Learners are assessed regularly, barriers and strategies are identified and targets are set ambitiously.

Music is delivered once per week (50 minutes) across Key Stages 3, 4 and 5, following a pathway-based curriculum:

### ***Explorers Pathway (Sensory/Experiential)***

Focus on sound exploration, cause-and-effect, and engagement.

Learning through movement, sensory input, and repetition.

Use of props, switches, and simple instruments.

### ***Adventurers Pathway (Semi-formal)***

Focus on developing musical skills and participation.

Activities include rhythm work, listening, performing in groups.

Increasing turn-taking, control, and musical awareness.

### ***Pioneers Pathway (Formal – Entry 3 to Level 1)***

Focus on developing musical knowledge, skills, and independence.

Includes composition, performance, listening and evaluation.

Use of notation, structure, and discussion of music elements.

Curriculum Content (Informed by LTPs).

## **Part B: Co-curricular music**

Our learners experience significant access barriers (financial, cultural and cognitive) into the arts and we endeavour to facilitate this engagement through a broad range of co-curricular experiences. As we are highly specialist provision our catchment area is geographically large. The transport needs of our learners further limit the appropriateness of any provision scheduled before or after school. For that reason (and as part of the school day), we offer every learner a range of co-curricular enrichment activities to engage with.

At Aegir School, we work in partnership with Lincolnshire Music Service and their ‘Music MEHEM’ programme. This provides bespoke group lessons for our Adventurers and Explorers as well as individual tuition in a variety of instruments, and vocal coaching.

We aim to provide inclusive opportunities beyond lessons:

- Music clubs (e.g. singing, percussion, technology-based)
- Opportunities to explore instruments during unstructured times
- Small group or class-based music enrichment sessions
- Development of student-led music activities

## **Part C: Musical experiences**

Every young person has the opportunity to perform at a school show at least once a year. This includes:

- Performances within school (assemblies, showcases).
- Celebration events (end of term / seasonal performances).
- Perform to peers, share recordings, experience live or recorded music.
- Use of music technology (e.g. GarageBand, Chrome Music Lab), Creating and sharing digital music projects.

Events are free to learners and are funded directly from our departmental budget or (where necessary) through especially raised funds. Wherever possible, these events include neurodivergent artists who can provide our learners with visible, aspirational role models.

### **In the future**

|                    | <b>Targets</b>                                                                                                                                                                                                                                                                                                             |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Short Term</b>  | Ensure consistent delivery of weekly music lessons across all pathways.<br>Develop clear expectations and structure for lessons.<br>Begin audit of existing instruments and resources.<br>Audit clubs' attendance<br>Engage with Music Leads across the trust                                                              |
| <b>Medium Term</b> | Develop a dedicated music space and improved access to resources.<br>Invest in instruments, headphones/technology<br>Introduce regular performance opportunities, eg ensembles accessible to all pathways.<br>Build links with external providers/music hubs.<br>Support staff confidence through CPD and shared planning. |
| <b>Long Term</b>   | Develop music technology provision across KS4–5.<br>Establish external partnerships and workshops.<br>Create opportunities for accredited music pathways (where appropriate).<br>Introduce adaptive instruments for accessibility.<br>Embed a whole-school culture of music and performance.                               |