

Music development plan summary: Kelford School

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	07.01.2026
Date this summary will be reviewed	07.01.2026
Name of the school music lead	Carl Haag
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Rotherham 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 music curriculum at Kelford has been carefully designed to meet the varying needs of our pupils. As a school for pupils with severe learning disabilities, where all pupils on roll have an EHCP, neither an off the shelf, nor a one size fits all curriculum would be appropriate and as such we do not follow any third-party music schemes.

Learning at Kelford is closely aligned to early years developmental stages as well as age related learning for years 1 -3 of the national curriculum. As stated in development matters, the development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Music at Kelford sits alongside Art and Drama forming our creative arts faculty.

We provide holistic opportunities to engage in and explore the world of music facilitated by topic- based learning in which the individual strands of music below are interwoven to create engaging and enriching learning experiences

- Performing
- Listening
- Composing
- The history of Music
- The inter-related dimensions of music.

Each of our topics provide cross curricular opportunities to explore all 5 of these strands which are designed to engage, capture pupils' imaginations and encourage them to explore music enthusiastically. The whole school topics are revisited 3 times during pupils learning in primary and secondary school. The cyclical pattern allows pupils to return to and revisit skills and knowledge build on their prior knowledge adding depth and increasing understanding.

All learners are provided with the opportunities to explore and develop their voices (where appropriate to need) using body percussion and whole-body actions. They are provided with opportunities to handle, explore and play a range of instruments learning to express themselves, their own and others music, explore sounds, listen actively, compose and perform. Engaging in and exploring music forms the fundamental core of our curricular offer for all pupils.

Learners on our semi formal and formal pathway focus their learning around the national curriculum. Throughout the carefully sequenced long-term plan there are opportunities to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes (where appropriate to need)
- 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. (including the development of the key vocabulary linked to this)

Where appropriate to need pupils are taught to:

- sing and play musically with increasing confidence and control. They are supported to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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
- 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.

As with all of our learning at Kelford, we follow a mastery approach with a firm belief that in order to progress and unlock new skills the knowledge and skills that underpin these need to be mastered and generalised. Teachers use formative assessment to develop an awareness of each individual pupil's musical ability and plan their next steps accordingly. Classes are grouped by need allowing teachers to plan coherent opportunities that follow the long-term plan and provide opportunities to develop next steps in learning.

Music is taught as part of our creative arts faculty (Music, Art and Drama). Teachers are given the flexibility to weave creative learning in to their topic following the guidance of the creative arts lead, however there is a minimum expectation that the equivalent of 1 afternoon per week (2 hours) is dedicated to the arts. Long term and medium-term planning reflect clear musical objectives during these sessions. These learning intentions are shared with pupils at the start of lessons. During each session there are opportunities to recap on prior learning and then build upon this. The end of each session then provides the opportunity to summarise and reflect upon the learning that has taken place.

Engagement in music also forms a key part of daily timetables, with music being used regularly to cue pupils in to learning, and to regulate them particularly at the start of the morning and afternoon as well at key transition times. This provides pupils with opportunities to practice and embed key skills such as using their voice, body percussion and reacting and responding to music.

The Model music curriculum states that “in Year 3 or 4, it is recommended that each class should start a whole class instrumental programme lasting a minimum of one term.” Due to the needs led approach to our curriculum, we do not offer a whole class instrumental programme. Developing links with our music hub to offer instrumental programmes to any learners who display interest and ability to engage in them is reflected in the last section of this plan.

Planning: The long-term plan ensures that there is sequencing, breadth, balance and coverage over our 3-year cycle. Topic overviews then provide clarity on the music intent, implementation and core vocabulary for each topic. Teachers then adapt this to develop medium term plans showing clear learning objectives and how learning is adapted to meet the needs of individuals.

Assessment: Ongoing assessment for learning practices are embedded within school practice. All staff are aware of learning objectives, success criteria and next steps and through the process of teaching and modelling followed by observing learning then reflecting and feeding back to learner’s, staff develop an ongoing awareness of the progress pupils are making. Kelford School makes use of the evidence for learning app to record learning observations, and teachers use them to inform formative assessments as to where pupils are within our music progression documents which in turn informs planning and next steps.

Resources: We have a range of untuned and tuned percussion instruments in school. Each class has a selection of untuned percussion, each department has been provided with a range of tuned percussion (boom whackers, xylophones, glockenspiels, bells.) There are several keyboards, guitars tuned to support easy play and ukuleles in central store as well as 2 large African djembe and a sound beam. Each class has access to an iPad with a range of music apps which support the varying needs of our pupils.

Part B: Extra curricular music and enrichment.

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.

Outside of lesson times, pupils are offered opportunities to engage in a range of musical extra-curricular enrichment activities:

- Assemblies provide a weekly opportunity to sing and explore music together.
- Pupils have the opportunity to join the Makaton choir, singing and signing and working towards performing at events.
- Weekly music club at lunch time where pupils are provided a range of opportunities and experiences to listen engage and enjoy live music sessions led by the creative arts lead. Pupils are offered varied opportunities to explore and play a range of instruments alongside opportunities to sing and play along.

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.

We are passionate about ensuring that our pupils have the opportunity to experience live music and take part in performances of their own.

This year we will:

- Ensure all pupils EYFS – KS3 have the opportunity to perform/sing/sign in school productions
- Welcome musicians from live music now to perform in front of pupils
- Welcome musicians from Rotherham music hub to perform live for pupils.
- Provide the opportunity for all learners to experience and engage in live music sessions with the music teacher from Rotherham music hub
- Provide opportunities for the Makaton Choir to perform to an audience both within assembly times and when we have external visitors on site.
- Organise live musicians for our end of year celebration event for all pupils to experience.

All pupils will have the opportunity to explore and engage in the musical activities that is tailored to their need. Where possible, performing musicians visiting the school will be funded directly by the school, however it is possible that we may ask for a voluntary contribution to support with performers at our end of year carnival.

In the future

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

In line with the creative arts action plan, we endeavour to:

- Continue to build on our emerging relationship with Rotherham music hub, exploring how we can expand the offer to give those pupils who may show promise within learning an instrument increased input from specialist music teaching.
- Achieve Arts mark Bronze status reflecting the developing offer of the arts at Kelford.
- Build relationships with music leads across the trust to share best practice.
- Continue to invite live musicians from live music now in to school to perform for pupils.
- Explore options to take pupils to musical concerts during the school day as part of their curriculum
- Expand on the range of technology available in school to support the music curriculum and ensure teachers are trained on how to use them
- Explore CPD opportunities to increase teacher confidence when delivering music at Kelford including following the sounds of intent model, little sound about and sound about life resources.