

Music at Ravenscliffe High School

Purpose of this Document	This document outlines the intent, implementation and impact of Music at Ravenscliffe High School. It is designed to inform staff, leaders, governors, parents and other stakeholders, and reflects the school's inclusive ethos and commitment to high-quality musical provision for pupils with SEND. The curriculum aligns with statutory guidance for Key Stages 3 and 4 and contributes positively to pupils' Spiritual, Moral, Social and Cultural development and British Values. It outlines the following: • The Intent – The purpose of the Music Curriculum at Ravenscliffe. • The Implementation – How we meet this purpose through the delivery of a broad, balanced and robust Music Curriculum • The Impact – Our intended outcomes in Music and how we assess, evaluate and monitor these over time. This document also contains key information about Leadership, Cross Curricular Opportunities, Extra Curricular Opportunities and links to other relevant documentation
Intent	Intent Statement At Ravenscliffe High School, the Music curriculum is ambitious, inclusive and aspirational for all pupils, regardless of starting point or complexity of need. Music is recognised as a powerful means of communication and expression, enabling pupils to develop musically, socially and emotionally through purposeful and meaningful experiences. The curriculum is designed to ensure equitable access to a broad, balanced and coherent Music curriculum through carefully adapted pathways. These pathways respond to pupils' cognitive, physical, sensory and communication needs while maintaining high expectations for engagement and participation. Music makes a significant contribution to pupils' personal development, supporting wellbeing, emotional regulation, confidence and social interaction. Through shared musical experiences, pupils are supported to listen attentively, take turns, respond to others and participate positively within a group or ensemble. Cultural capital is promoted through exposure to a wide range of musical genres, traditions and historical contexts. Pupils encounter music from different cultures and time periods, developing an understanding of music as a universal and valued aspect of human culture. Progress in Music is defined by increasing independence, intentional musical response, sustained engagement and purposeful choice, rather than comparison with age-related expectations. <u>Musical Skills</u> In Music lessons, the key skills of Listening, Performing and Composing are taught through a blend of practical exploration and creative activities that help children develop confidence and enjoyment in music. Pupils learn to sing songs, play instruments, and explore musical elements gradually building their understanding of rhythm, pitch, and dynamics. Teachers often use games, movement, and storytelling to make learning engaging, while regular opportunities for performing—both individually and in groups—help children gain teamwork skills and musical awareness. As they progress, children begin to read some basic forms of notation, improvise short patterns, and compose simple pieces, allowing them to express ideas creatively and build a foundation for more advanced musical learning. <u>Musical Knowledge</u> The curriculum teaches musical knowledge across a wide range of global and historical styles to help children understand how music reflects different cultures, traditions, and purposes. Pupils might explore the vibrant rhythms of Samba, learning how layered percussion patterns create energetic group performances. They may listen to and perform simple Indian music, discovering how drones, ragas, and tala cycles shape its distinctive sound. When studying Rock and Roll, children learn about strong backbeats, electric instruments, and the genre's roots in blues and gospel, often trying out simple chord patterns on classroom instruments. Sea shanties provide opportunities to explore call-and-response singing and understand how music once supported teamwork and shared labour at sea. By engaging

	with these varied topics, children develop a broad appreciation of musical diversity, gaining insight into how music communicates identity, history, and community across the world. <u>Cross Curricular Links</u> Music connects naturally with many other subjects at Ravenscliffe, helping children make meaningful cross-curricular links. Rhythmic patterns support mathematical understanding through counting, grouping, and recognising sequences. Exploring song lyrics can strengthen literacy skills, such as vocabulary, rhyme, and comprehension. Music linked to historical periods—like wartime songs or medieval music—helps bring the past to life, while studying instruments from around the world enhances geographical and cultural awareness. Even in science, children learn about sound vibrations, pitch, and materials through musical exploration. These connections make learning richer, more memorable, and more engaging across the curriculum. <u>Extra-Curricular Opportunities</u> Our school offers a wide range of extra-curricular musical opportunities that help children develop their skills and confidence beyond regular lessons. We run regular lunchtime rehearsals where pupils can sing, play instruments, and prepare ensemble pieces in a supportive and enjoyable environment. Throughout the year, children take part in a variety of performances—such as school concerts, community events, and seasonal celebrations—which give them the chance to showcase their hard work and experience the excitement of performing for an audience. These opportunities help nurture teamwork, creativity, and a lifelong enjoyment of music. We also invite local schools in throughout the year to perform for our students so that they experience different musical ensembles and styles. We also work with the local music hub as part of a cluster group to create performance opportunities and share resources and promote new initiatives.
Implementation	Implementation Statement <u>Meeting the needs of all learners</u> Music is implemented through four clearly defined pathways: Formal, Semi-Formal, Emergent and Sensory. This structure ensures curricular coherence while allowing teaching to be precisely adapted to individual need. Teaching prioritises practical, multisensory musical experiences rooted in listening, performing and composing. Learning is carefully scaffolded and differentiated, with staff using professional judgement to adapt activities in response to pupils’ engagement, regulation and communicative intent. A broad range of musical styles is explored, including Samba, Indian music, Rock and Roll, Programme Music, Sea Shanties and contemporary genres and the works of the great composers. This breadth supports engagement and strengthens pupils’ understanding of music beyond their immediate experience. Learning takes place through whole-class, small-group and individual activities. Ensemble work is central to delivery and supports collaboration, shared attention, turn-taking and positive musical interaction. Most pupils access a regularly timetabled Music lesson. Sensory music is delivered through targeted multisensory sessions where appropriate, ensuring meaningful access for pupils with complex needs. • Formal learners are students who communicate fluently and can make informed musical choices. They are able to collaborate effectively in small group music-making, work independently on musical tasks, and respond to varying levels of support when rehearsing, composing, or performing. • Semi-formal learners are students who communicate through simpler, supported means (such as Visual symbols, AAC, or signing). They require a moderate level of support to engage with musical activities and benefit from structured guidance when exploring instruments, rhythm, and sound. • Emergent learners are students whose musical learning is supported through structured patterns of communication, repetition, and shared musical interaction. Music activities are designed to encourage engagement, attention, and the development of positive social behaviours through joint music-making.

- **Sensory learners** are students whose musical needs are met primarily through direct, multisensory experiences. Learning is rooted in hands-on exploration of sound using concrete materials, instruments, movement, and vibration. This approach supports pupils with sensory impairments, physical disabilities, or developmental delay, progressing from sensory exploration to more structured musical activities.

Time Allocation

The subject of Music is allocated the appropriate amount of time, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For the majority of students in the Formal, Semi-formal and Emergent pathways, this equates to 1 single session of approximately 60 minutes per week.

Sensory Music is taught discretely through a range of sensory topics and experiences designed to engage our learners in the pathway.

The Curriculum Overview

To support effective teaching and learning in Music, a Curriculum Overview has been developed for each pathway (excluding Sensory). These overviews outline the key programmes of study (see Appendices A, B and C).

In Year 7, Formal and Semi-Formal students are grouped according to ability and taught a range of units that cover the National Curriculum Programme of Study.

In Years 8 and 9, students continue to be grouped by ability and follow a two-year rolling programme of study. This builds on prior knowledge and skills through a curriculum based on the Key Stage 3 National Curriculum, adapted to meet the needs and abilities of our learners.

At Key Stage 4, students are again grouped by ability and begin a new two-year rolling programme of study.

All units are designed to meet the aims of the National Curriculum and aim to *“engage and inspire pupils to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement.”*

Emergent students are taught similar units where appropriate. Teachers use their professional judgement, knowledge and experience of each group to deliver an effective and accessible version of the overall topics under the umbrella curriculum themes.

Knowledge & Skills

Music education teaches young people a rich blend of knowledge and skills that support their academic, personal and creative development. Through learning about rhythm, pulse, pitch, melody and dynamics, children develop a secure understanding of the core elements that shape how music is created and performed. They learn how different instruments work, how musical structures are organised, and how music from a variety of cultures, genres and historical periods connects to wider human experience.

At the same time, music education nurtures a wide range of practical skills. Children learn to sing with control and expression, to play instruments with developing technique, and to keep a steady pulse while performing rhythms of increasing complexity. They engage in improvisation and composition, exploring ways to create their own musical ideas and communicate them clearly. Through listening activities, they learn to identify musical features, analyse sounds and respond thoughtfully to what they hear.

Music also strengthens cognitive abilities by drawing on memory, sequencing, problem-solving and focused attention. Whether they are recalling a melody, following a pattern, or refining a composition, young people build essential thinking skills that support learning across the curriculum.

Social and personal development is another key outcome of music education. Working in ensembles helps children practise teamwork, cooperation and communication, while performing for others develops confidence, resilience and pride in achievement. Through sharing and listening, they learn to value the contributions of others and develop respect for diverse musical traditions and cultural identities. Music provides a safe and inspiring space for emotional expression, helping pupils explore

feelings, build self-esteem and experience the joy and wellbeing that come from creating and performing together. Music also provides relevant skills for a special school setting such as:

Attention and listening – developing focus, awareness of sound, and engagement with musical experiences

Communication and interaction – using music to support turn-taking, cooperation and expressive communication

Motor and coordination skills – improving fine and gross motor control through instrument use and movement

Creativity and exploration – exploring sounds, rhythms and musical choices in a safe, structured way

Confidence and emotional expression – building self-esteem and expressing feelings through music

Resources

Lessons are taught across several different spaces at the Skircoat Green site and in room 8 at Spring Hall. The main music room at SG is a bespoke music classroom and provides a rich and stimulating environment for students. Room 15 is in the process of being adapted to enable staff to deliver engaging lessons for students on the emergent and sensory pathways. Room 8 at SH is a multi-purpose room and work has been done over the last few years to improve the offer to students at this site.

We have a large variety of instruments and resources available for students and staff to explore and use in music lessons

- 3 drum kits
- PA systems and microphones
- Several electric pianos and keyboards (with headphones)
- Several acoustic pianos
- Acoustic and electric guitars
- Bass guitars
- Samba percussion kit
- A large variety of handheld percussion
- Ukuleles
- Soundbeams and KAOS pads

We are continuing to enhance music provision across the school through targeted improvements to our facilities and resources. We are exploring options for a new PA system in the main hall to support performances, assemblies and whole-school musical experiences, ensuring high-quality sound and increased pupil confidence during performance opportunities. In addition, Room 15 is going to be further developed with improved facilities and additional specialist equipment to better support pupils on the Emergent pathway. These enhancements enable more accessible, engaging and appropriate musical experiences, allowing pupils to explore sound, movement and music-making in a supportive and well-resourced environment.

Further opportunities in Music

Looking ahead, the Music department aims to further enrich pupils' experiences through a range of performance opportunities and collaborative events. Planned developments include external performances and strengthened links with SPC, alongside increasing engagement with external music providers to broaden pupils' exposure to different musical styles, expertise and experiences. Seasonal projects such as *Summer Sounds* and courtyard performances will offer accessible, inclusive performance opportunities, while the annual Christmas show will continue to be a key highlight, celebrating pupil progress, confidence and achievement across all pathways.

Other Documents

Appendix A – [Ravenscliffe Curriculum Plan](#)

Appendix B – [Music Development Plan 25-28.pptx](#)

Appendix C – [Why Music?.pptx](#)

	Key Strands			
	Performing	Composing	Listening & Appraising	
	Links to:			
	Reading	British Values	Character Education	SMSC
	Listening skills, vocabulary development, phonological awareness, rhythm and syllable awareness, storytelling and narrative understanding, sequencing and order of events, speaking and verbal expression, reading musical symbols as early decoding skills, comprehension through song lyrics, memory and recall, confidence in communication, collaborative discussion and turn-taking.	Democracy through group decision-making, rule of law through following musical rules and structures, individual liberty through creative choice and expression, mutual respect through ensemble work, tolerance of different cultures and beliefs through exploring diverse musical traditions	Evaluating our findings and our method, working together, respect, resilience, compassion and integrity taught throughout all sessions.	Perseverance and resilience, teamwork and cooperation, confidence and self-belief, empathy and understanding others, responsibility and self-discipline, creativity and imagination, reflection and self-evaluation, respect for others' contributions, patience and turn-taking, motivation and commitment
Maths Counting & Number Sense, Fractions, Patterns & Sequences, Spatial Reasoning, Measurement & Time, Problem-Solving & Logical Thinking, Memory & Working Memory Development, Multiplication & Division	PSHE Emotional expression and regulation, self-confidence and self-esteem, social interaction and teamwork, communication skills, active listening and attention skills, cultural awareness and respect for diversity, empathy and understanding others' perspectives, managing stress and promoting wellbeing, cooperation and problem-solving, resilience and perseverance, sense of identity and personal development, responsibility and self-management	ICT Digital literacy, understanding digital audio tools, sequencing and pattern recognition, sound recording and editing skills, responsible use of technology, problem-solving with software, developing creativity with digital media, teamwork through collaborative digital projects, critical thinking about digital content, improving attention and focus through technology-enhanced tasks, confidence using ICT equipment and interfaces		

Impact	Impact statement The impact of the Music curriculum is seen in pupils' confidence, enjoyment and willingness to engage in musical activity. Over time, pupils demonstrate increased independence, sustained attention and the ability to participate meaningfully in shared musical experiences. Assessment in Music is ongoing, formative and purposeful. For pupils working below subject-specific national curriculum standards, assessment is underpinned by the Sound of Intent framework, ensuring musical development is recognised through observable engagement, response and intention. Evidence of progress includes teacher observation, annotated commentary, photographs, audio recordings and short video clips. Assessment information is used to inform planning and next steps, ensuring learning remains sequenced, coherent and responsive. While formal accreditation is not currently offered at Key Stage 4 and Key Stage 5, Music remains a valued and purposeful subject that supports wellbeing, communication, confidence and preparation for adulthood. <u>Assessment</u> Our music assessment approach ensures that every child's musical progress is understood, celebrated and used to shape future learning. We use a combination of ongoing observation, practical evidence and structured progression to track how pupils develop musically over time. A key part of our assessment strategy is the use of the <i>Sound of Intent</i> framework, which helps us identify pupils' musical behaviours at different developmental levels and map their progress in a clear and meaningful way. This approach allows us to recognise even the smallest steps of musical engagement, ensuring that every learner's achievements are valued. By regularly reviewing pupils' responses during lessons, performances and creative tasks, we build a rich picture of each child's musical journey and use this information to plan relevant, motivating and challenging next steps in their learning. Appropriate Music evidence in the form of a photograph, video or a picture of work is added to Evidence for Learning with a supportive description of the task, how it shows progress and 'next steps' for each student throughout the year. <u>Accreditation</u> There are currently no plans to provide accreditation pathways at KS4 or 5, although there might be an option to offer something at KS5 (Laser Awards) once the current re-modelling of the music curriculum has taken place satisfactorily.
Leadership and Review	<u>The Music Team</u> Matthew Grimes is the Music lead (TLR holder) and takes overall responsibility for the implementation of all aspects of this document. He has experience of teaching Music at mainstream Secondary and Primary level and leading a large and busy music department. He is fairly new in post (Year 2 academic year 25/26) and regularly reports to the Deputy Headteacher to review all aspects of this document as well as the Music Development Plan 25-28.pptx. Jack Goode, who has a specialist background in special education, delivers the majority of the Emergent and Sensory Pathway music offer and is currently in his second year of post at Ravenscliffe. There are significant opportunities for development within the music department over the next 5 year period and the school and senior management are fully supportive of this. Matthew and Jack (with support Lisa Hicklin) deliver the majority of Music lessons across both school sites and are supported by other non-specialist teachers to ensure continuity and high-quality provision. <u>Curriculum Review</u> Since the appointment of the new Head of Department, a completely redesigned Music curriculum has been introduced to improve clarity, progression and ambition for all pupils. Drawing on 25 years of experience in mainstream education, the new Head has reviewed and re-sequenced the curriculum to strengthen subject intent, ensure skills and knowledge build progressively over time, and better meet

	the needs of our SEND pathways. This new curriculum is a work in progress and continues to be refined as the department evaluates impact, responds to pupils' needs and adapts approaches to best suit the school context. Units have been updated to improve consistency, accessibility and engagement, while maintaining alignment with the National Curriculum and whole-school priorities. <u>Development Plan</u> The Music Development Plan 25-28.pptx is a working document that outlines key aims of development for the subject across a 3 year period and relates to the School Development Plan. It highlights key tasks, personnel, dates and success criteria and is reviewed termly with the DHT. <u>Supporting Teachers</u> Regular meetings, alongside more informal professional discussions, ensure that all Music teachers are supported and kept informed of key developments within the subject. Ongoing CPD supports staff confidence and subject knowledge, with further opportunities for Music-specific training planned. All teachers at Ravenscliffe are supported through regular lesson observations carried out by SLT and peer colleagues. A Formal learning walk is scheduled annually during the early Summer term. Teachers receive constructive feedback focused on professional development and the continual improvement of teaching and learning. This process also ensures that the key aspects of Music Intent, Implementation and Impact are consistently delivered. Work scrutiny in Music presents particular challenges, as much of the learning and progress is demonstrated through live, practical experiences such as performance, listening and collaboration rather than through written outcomes. While evidence is currently gathered through observations, recordings, photographs and teacher assessment, the department recognises that this is an area for further development. Moving forward, we aim to refine and strengthen our approaches to capturing and reviewing evidence to ensure progress is consistently and effectively demonstrated across all pathways, while remaining aligned with whole-school expectations for assessment and evidence collection. Moderation of planning and pupils' evidence takes place annually to support a shared and secure understanding of expected attainment levels, as outlined in the level descriptors (see Appendices D and E). This process helps ensure assessment is fair and consistent, while also highlighting opportunities to further develop practice in assessing the practical and experiential nature of Music. Next steps: • Develop a more consistent approach to capturing evidence of practical learning, including the use of audio and video recordings where appropriate (EfL will certainly help here) • Agree clear expectations across the department for what constitutes high-quality evidence in Music • Explore ways to align practical Music evidence more closely with whole-school work scrutiny processes • Increase opportunities for moderation focused specifically on practical outcomes and performances • Review and refine assessment methods to ensure they accurately reflect pupil progress across all pathways
Linked documents	This document should be read in conjunction with the Whole School Curriculum and Assessment Policy. Other documents that can be read for further information with specific relation to Science and this document are: • Self Evaluation Form • School Development Plan • Music Development Plan 25-28.pptx • Sound of Intent Website • Schemes of Learning and Resources
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Nurture, Believe, Achieve, Succeed

