

Music Subject Leader Report 2024-2025

Merstone School Music - Intent and Implementation through the Pathways	
Intent	<p>Our intention and vision is to ensure each of our pupils is given the opportunity to experience music, play instruments and to listen to music of different cultures. We hope through our curriculum pupils will have the opportunity to have their own likes and dislikes, learn musical instruments, appreciate music from around the world and learn key skills and vocabulary linked to music. It is our vision that pupils engage in high-quality music education enabling them to develop a life-long love of music. We aim to increase pupil's self-confidence, creativity and sense of achievement through participation in a wealth of music-making activities including singing, performing, composing and listening. Singing and performing is encouraged during assemblies, Christmas productions and the older pupils participating in a performance of Shakespeare. In addition, we recognise that music can also be beneficial in the development of cognitive skills across the curriculum and can support the development of literacy, numeracy and listening.</p>
Implementation	<p>At Merstone School we are now following a pathways approach based on pupil's needs rather than age groups. Music is taught in discreet lessons throughout the week and is further supported through use of singing and music across all areas of the curriculum. Pupil's in EYFS (Pebbles and Moonstones) classes have access to a range of percussion instruments which they can self-select as part of their provision, encouraging them to explore and create sounds during free play activities. To support our music curriculum, we have music professionals Laura and Steven who are Intensive training teachers that visit classes in school weekly. The professionals are in the process of training up staff members to deliver their own music sessions.</p>
British Values and Spiritual, Moral, Social and Cultural Learning in Music	<p>Collaborative work in music develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, pupils develop a respect for the resources used and understand the importance of looking after them. As part of their music lessons, pupils are taught how to handle instruments correctly and play them appropriately. They learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people - and their views - are equally important. Pupils share their favourite songs during music lessons and collectively we appreciate all genres of music.</p> <p>We promote moral development by creating an awareness of, encouraging respect for and developing a tolerance of other people's views and opinions. This links well to our PSHE and RE</p>

Music Subject Leader Report 2024-2025

	<p>lessons, giving all pupils a voice through their chosen communication methods to express their likes and views. We promote cultural development by providing opportunities for pupils to participate in music and other cultural events, these include Chinese dragon dancing, Rubyfest, Open theatre and Shakespeare.</p>
EYFS Moonstones and Pebbles	<p>In Pebbles and Moonstones, pupils follow a learning through play curriculum. The classrooms are setup to access the seven areas of the EYFS curriculum and pupils always have access to musical instruments and music. During these first year's pupils learn the transition songs used throughout school and use this to support activity changes and transitions around the building. Music is taught class-based. Pupils participate in rhyme time, music and movement and singing and signing sessions. The pupils have access to musical instruments during free-flow activities and are encouraged to explore these. Children join in with and respond to music, dance and stories and practitioners support and encourage opportunities for imaginative role-play, both individually and as part of the group. In EYFS much of our learning is through exploration and play based activities. EYFS now have weekly music sessions with Solihull Music Services who come into class/ has the class in the music room to deliver sessions. These sessions are hands on and incorporate a range of sensory experiences for the pupils.</p>
Ruby	<p>Within the Ruby department, pupils follow a pre-formal sensory curriculum tailor made to support pupils with PMLD. The Sensory Curriculum offers an alternative way to learn away from a subject based timetable to a holistic individual based system which is more engaging and appropriate for our learners with complex learning difficulties and disabilities. Pupils engage with sensory activities that stimulate their five senses and allow them to access the curriculum through a play based approach, allowing for continuous provision and sensory exploration throughout the day. The Ruby department have music sessions led by our external providers that allow pupils to experience a range of instruments. In addition to this, pupils also have a musical theatre session where they explore music through the senses.</p> <p>One resource utilised well in the Ruby department is the Sound Beam. Sound beam is a 'touch free' device which uses sensor technology to translate body movement into music and sound. It gives pupils the opportunity, regardless of their impairments or disability, to play music. Sound beam provides a medium through which even individuals who have profound physical or learning impairments can become expressive and communicative using music and sound. These sessions are individual or group dependent on the</p>

Music Subject Leader Report 2024-2025

	<p>pupils needs, providing opportunities for individual awareness and sound creation, or for pupils to create a soundscape collaboratively with their peers. Another sensory resource used by the Ruby department is a resonance board. A resonance board is a wooden board that acts like a drum, amplifying sounds and vibrations which the pupil on the board can feel and/or hear. The board will give the learner a reinforced stimulation every time he/she moves. It provides opportunities for call and response/ intensive interaction type activities alongside proprioceptive awareness and sound/tactile tracking. Resonance board sessions will be themed according to the topics, and will include movement to music and repetitive actions to encourage response and initiation</p> <p>Amber Trust</p> <p>The Amber Trust provides weekly individual or group music therapy / opportunities for blind and partially sighted pupils in the Ruby department, and those pupils with more complex needs. Our visiting music therapist works alongside department staff to support pupils access to a range of music genres and instruments, developing their ability to respond and communicate and also to physically engage with instruments to create their own musical sounds.</p> <p>Open theatre</p> <p>Open theatre is a visiting company that uses nonverbal physical theatre to explore and enable our pupils to express their individual creativity. The open theatre practitioners visit the whole of the Ruby department each week leading to positive impact on learning outcomes, capacity to learn, confidence and sense of self, and the roles our pupils can play in the world.</p> <p>Nonverbal Physical Theatre involves play, simple props, music and movement. It's a highly adaptive and individual process, delivered by a small pool of specially trained facilitators and supported by staffing from the Ruby department.</p>
Sapphire	<p>Our Sapphire pathway follow the semi-formal Equals curriculum. Music is taught class based, they follow a scheme of work that supports the pupils to develop their skills within the areas of pitch, duration, tempo, arrangements and patterns. The termly rolling programme indicates which topic is to be delivered alongside a unit of work which matches the National Curriculum. These learning opportunities are taught during timetabled lessons and further enhanced across the entire curriculum. Pupils from this pathway also access our music programme with Solihull Music Services in small groups, these are held in the music room and explore a variety of music skills.</p>

Music Subject Leader Report 2024-2025

Emerald	Through the Emerald subject-specific Equals Curriculum, music is taught class based following a termly rolling programme indicating which topic is delivered alongside a unit of work. These learning opportunities are taught during timetabled lessons and further enhanced across the entire curriculum. Pupils from this pathway also access our music programme with Solihull Music Services in small groups, these are held in the music room and explore a variety of music skills.
Topaz	Topaz follow a learning through play curriculum. Pupils explore a range of sensory activities and use music to enhance these. Pupils are encouraged to make their own music using instruments and everyday objects. Music is not explicitly taught in this pathway but pupil have lots of opportunities to develop their music skills.
Diamonds	Music is taught class-based. Music is taught in discreet lessons and learning is based around modules from ASDAN towards independence. Pupils from this key stage also access our music programme with Solihull Music Services in small groups, these are held in the music room and explore a variety of music skills, pupils look at key music skills like pitch, tempo and chords of music. Pupils from this pathway also access our music programme with Solihull Music Services in small groups, these are held in the music room and explore a variety of music skills.
Interventions and Extra-Curricula	<p>Each week Creative sounds visit school to deliver sessions to identified pupil across all year groups on a Wednesday afternoon. These sessions are for identified pupil where the staff members feel the child will benefit from the music session. Open orchestra come into school to deliver sessions weekly on a Monday morning, this is for pupil across all year groups who have been identified by staff members for having an interest or a flair for music.</p> <p><u>Extra-Curricula</u></p> <p>Karaoke club - Karaoke club is run by the 6th form staff for Upper school</p> <p>Solihull Music run a choir at Merstone on Wednesday evenings for invited pupils</p> <p>Open orchestra run sessions for PMLD and SLD pupils on Mondays</p> <p>Musical theatre run sessions on a Friday for our Ruby department</p> <p>Our music therapist works with selected students on Tuesdays for half an hour each</p>

Music Subject Leader Report 2024-2025

Music Data									
	Data taken from the autumn term of 2023 and shows progress over a one-year period. For some of our pupils this was a baselining activity as they were new to Merstone School.								
	Pupils in our Ruby and Topaz department were assessed on our sensory curriculum which is not subject specific but focusses on communication throughout all subjects so were withdrawn from the data analysis.								
	Pupils in our Diamonds department access geography through their ASDAN modules which is internally and externally moderated so were also withdrawn from the data analysis.								
	<table border="1"><tbody><tr><td>Sapphire 1</td><td>0.28</td></tr><tr><td>Sapphire 2</td><td>0.09</td></tr><tr><td>Sapphire 3</td><td>0.36</td></tr><tr><td>Average sapphire achievement</td><td>0.24 levels of progress</td></tr></tbody></table>	Sapphire 1	0.28	Sapphire 2	0.09	Sapphire 3	0.36	Average sapphire achievement	0.24 levels of progress
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If you walk into Music lessons at Merstone School, you will see:

- ✓ A respectful environment of opinion, choices and preferences
- ✓ Pupils engaged, participating and offered to join in with a variety of Music activities
- ✓ Pupils expressing choices and their personal opinions
- ✓ Pupils developing their own music preferences
- ✓ Pupils exploring a range of musical instruments and learning how to play them
- ✓ Staff in EYFS and some lower school classes using song cues throughout their day to support pupils transitions and know what is coming next

Music Subject Leader Report 2024-2025

Outstanding examples of learning outcomes in music at Merstone School

See examples of planning and lessons in curriculum folder



Music Subject Leader Report 2024-2025

Music successes in 2021-2022

- ✓ There is a strong music link throughout school through the use of songs and singing for different activities
- ✓ Pupil have access to a range of instruments especially with access to Open Orchestra as an intervention
- ✓ Music training has started with certain staff members to deliver good quality lessons

Music successes in 2022-2023

- ✓ Pupil have access to extra-curricula activities that interest them
- ✓ Pupil have access to a well-equipped music room for their music lessons
- ✓ Music training has supported staff to now deliver their own Music lessons in class

Music successes in 2023-2024

- ✓ Our different pathways have music support and interventions dependent on their needs
- ✓ Links with arts week to explore musical activities – this year linked to countries and an Indian dance workshop will be run
- ✓ Pupils are able to share their own likes and dislikes for Music, staff know pupil's favourite songs and use these to support their pupils.

Priorities for 2022-2023

- ✓ Link with arts week for some music activities
- ✓ Music training for INSET day

Priorities for 2023-2024

- ✓ Establish music within our new Pathways
- ✓ Link music specialists within pathways to offer the best intervention and support for the pupils

Priorities for 2024-2025

- ✓ Audit musical instruments and go back to centrally storing them in the music room so they are accessible to everyone.
- ✓ Extend our music provision from Solihull Music services to a full day.
- ✓ Staff CPD for EYFS staff to upskill teachers
- ✓ Explore a new curriculum for Emerald department to support their subject specific curriculum, staff consultation has found that Charanga would be more relevant for the pupils.