

Music Provision at Calthorpe Academy

Ambition and Access to Music



CRC Article 31 recognises every child's right to participate in cultural life, the arts, and leisure activities, including music.

Calthorpe Academy's music provision is tailored to meet the needs of learners with ASD, SLD and PMLD ensuring inclusivity and active participation, respecting their unique needs and abilities.

Calthorpe Academy believes in the importance of providing **equal access to music** for all learners, particularly those with **complex SEND**, who are often **culturally and play deprived** (Lacey and Cavett). Many learners do not have access to creative and play experiences that are crucial for their development.

In alignment with **Cultural Capital**, music offers learners the "essential knowledge, those standard reference points, that we want all children to have, which are normally outside their daily experience" (Ofsted 2019). Through music, learners can access a wealth of **SMSC** (Spiritual, Moral, Social, and Cultural) opportunities:

- **Social opportunities:** Music helps learners explore different cultures, form preferences, and foster a sense of **belonging** as part of a group.
- **Moral opportunities:** Learners develop an understanding of diverse **people, places, and cultures** through music.
- **Spiritual opportunities:** Music encourages learners to **develop their identity** by forming personal preferences.
- **Cultural opportunities:** Music allows learners to explore the **richness and diversity** of various cultures, customs, and traditions.

Our approach ensures that all learners can engage with meaningful cultural and creative experiences, enhancing their overall personal development.

Ambition – What are we aiming to achieve in this subject?	Access – What amendments are made to the subject in order to help our learners with SEND to achieve?
<p>At Calthorpe Academy, all learners, regardless of their SEND, are encouraged to achieve and fully participate in music at their own level.</p> <p>The school's music curriculum fosters an inclusive environment where each learner is supported to explore how different genres and cultures of music make them feel, expressing this through individualised communication methods tailored to their unique needs.</p> <p>Learners are encouraged to create music using instruments or technology, which are adapted where necessary, allowing them to reflect their understanding and appreciation of various musical stimuli.</p> <p>Through this personalised approach, the curriculum promotes self-expression, engagement, and enjoyment in music for every child, ensuring their abilities are developed without limitation.</p>	<ul style="list-style-type: none"> • Personalised Curriculum: The music curriculum follows the Sounds of Intent framework, which is highly adaptable to the diverse needs of learners. This framework ensures that lessons are personalized to each child's abilities, focusing on developing proactive, reactive, and interactive music skills for communication and self-expression. • Sequential and Functional Learning: The curriculum is structured to provide a step-by-step progression that is functional, age-appropriate, and relevant to each learner's future aspirations. This allows learners to build skills at their own pace, with measurable progress along the way. <p>Differentiated Learning Approaches:</p> <ul style="list-style-type: none"> • Whole-school singing assemblies are differentiated by pathways. For instance: LFL learners engage with action songs to support movement and rhythm. FFL and EFL learners experience sensory exploration activities that are linked to music, facilitating engagement through different sensory inputs. • Staff Training and Support: Continuous CPD music training is provided to staff, ensuring they are equipped to deliver music lessons that meet the needs of children with SEND. Staff across departments (FFL, EFL) have undergone specialised training through Jessie's Fund to enhance musical interaction skills and to support the EFL 'Thinking Skills' and FFL 'My Creativity' curriculum. • Music as Communication: Music is integrated into the curriculum as a tool for communication and language development, especially important for learners with more profound communication difficulties (ASD, SLD, PMLD). Learners are given opportunities to use music as a medium to express themselves where verbal communication may be limited. • Use of Adaptive Instruments: To accommodate physical and sensory needs, adaptive instruments and technology are employed, making it possible for all learners to engage in music-making regardless of their physical abilities. • Collaborations with External Experts: Partnerships with organizations like MAC Makes Music, Birmingham Music Service, and Live Music Now bring in specialised knowledge and resources that further support access and achievement through tailored workshops, performances, and therapeutic sessions. • Performance Opportunities: The curriculum includes performance opportunities for all learners, regardless of their ability, including Music of Life Choir performances and a Summer Singing Talent Show. These activities allow students to demonstrate their learning in an inclusive, celebratory environment.

Differentiated Learning Approaches

Learning for Life Pathway 'Creative & Expressive Arts'

Designed for learners with severe learning difficulties (SLD). The structured curriculum helps build their understanding of rhythm, melody, and composition. Where appropriate development of reading and applying music notation to instruments (e.g drums/ keyboards) is focussed upon.

Creative & Expressive Arts provides learners with opportunities to communicate and express themselves through music. Learners are given music as a stimuli and resources as a foundation for creativity to take place.

Based on the [Sounds of Intent framework](#), learners will develop their proactive, reactive and interactive music skills and how to utilise them as forms for their expression and communication.

Foundations for Life Pathway 'My Creativity'

Tailored for learners with autism and sensory needs (ASD). These learners engage with sound-making activities and musical interactions, often with the support of familiar adults. Their learning is exploratory and hands-on, promoting sensory engagement through music.

My Creativity incorporates Music in order to develop relationships with others, develop resilience and give them a creative outlet. The aim is to provide learners with opportunities to communicate and express themselves through music. Learners are given music as a stimuli and resources as a foundation for creativity to take place.

My creativity is used as a subject vehicle to enable learners to generalise cross curriculum targets and develop skills from the taught curriculum. Skills and key concepts are presented repeatedly throughout the curriculum, but with deepening layers of developmentally appropriate complexity, or in different applications each time the concept or skill is revisited.

Engagement for Life Pathway 'Thinking Skills'

Intended for learners with profound and multiple learning difficulties (PMLD). Learners explore music through adaptive instruments and assistive technology, and their engagement is primarily sensory. They are supported by familiar adults and are provided with opportunities to participate in music-making experiences.

Learners are supported to explore and develop curiosity of their expanding world around them. Learners are encouraged to develop their learning skills of awareness, exploration, control, cause and effect, problem solving and memory. Learners are encouraged to consolidate existing skills and develop new ones through highly personalised activities and the use of repetition and familiar routines to build up confidence.

All aspects of this strand compliment the [5 areas of engagement \(STA, 2020\)](#):

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

Learning For Life Pathway: Creative & Expressive Arts

The curriculum has been developed using two main curriculum models:

1) The national curriculum for music aims to ensure that all pupils:

- **Perform, listen to, review and evaluate music** across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- **Learn to sing and to use their voices**, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- **Understand and explore how music is created, produced and communicated, including through the inter-related dimensions:** pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations."

2) Sounds of Intent investigates and promotes the musical and artistic development of children and young people with learning difficulties. It is a framework of musical development covering a range of ability from profound and multiple learning difficulties (PMLD) to those with autism.

Curriculum Implementation

The curriculum is delivered with the three main Sounds of Intent strands in mind:

- **Reactive:** How we respond to sounds
- **Proactive:** How we create sounds
- **Interactive:** How we interact with others using sounds

These are all essential skills required for communication to develop; an important element taught cross-curricular and throughout Calthorpe's curriculum. Our pupils are not just exploring creative subjects to feed their creativity, but also to develop the communication skills they require to lead more independent lifestyles.

The three strands are split into six skill levels to give the broadness of experiences and achievable objectives required at Calthorpe in order for every pupil to achieve their best results.

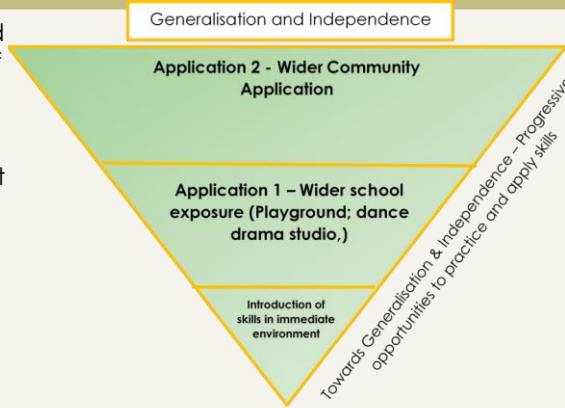


Foundations For Life Pathway: My Creativity

Vehicle Structure

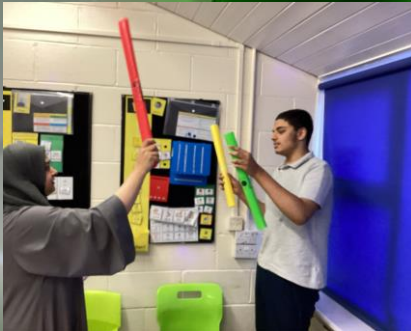
Curriculum Implementation

My Creativity is delivered through broad cross curricular activities with a range of opportunities to generalise, revisit and repeat past skills. It is imperative that autistic individuals are taught the same skill across different settings, times and people to help with the skill transference. Foundations for Life delivers activities in a 3 tiered approach to generalisation and mastery. Skills are revisited, with each return offering fresh learning opportunities.



Learners are encouraged to engage in a range of musical activities, exploring a variety of sensory stimulus, tools, objects and instruments. Skills are developed and practised through a series of exciting themes. Opportunities are provided for learners to make choices, express their preferences, and communicate their emotions. [Jessie's Fund](#) have supported the development of the musical element of the curriculum to support learners communication through the language of music.

Alongside this learners develop the ability to regulate their emotions and behaviours. My Creativity enables us to cultivate a healthy relationship with ourselves, others and the world around us. Learners have the opportunity to respond and express themselves.



Engagement For Life Pathway: Thinking Skills

Auditory Processing Skills

Musical is used with a focus on developing learner's auditory processing skills, supporting them to discover the significance of sounds in their environment. The ultimate aim of developing auditory skills is improved communication, enhanced environmental awareness and enriched social interactions. [Jessie's Fund](#) have informed the delivery of the curriculum to promote learners expressive and expressive communication skills. From music sessions to musical cues, music is utilised to develop listening skills and to elicit responses.

Repetition is key, delivering fun activities such as musical interaction, providing the opportunity for learners to generalise their skills through process based learning. Through developing cause and effect awareness and early problem solving, pupils learn that they can have an effect on their world and increase their independence.

Curriculum Implementation

The music curriculum implementation focuses on enhancing auditory skills and fostering communication through diverse sound-based activities. Learners engage in regular music sessions, exploring different rhythms, melodies, and instruments, which helps improve their listening and auditory discrimination. Sound discrimination games and interactive story time with sound effects further develop their ability to differentiate and associate sounds with actions. Musical cues are used to signal transitions, promoting better response to auditory cues. Learners are also encouraged to create their own sounds using various instruments in sound exploration sessions, while environmental sound walks heighten their awareness of everyday sounds. This multi-sensory approach strengthens communication, listening skills, and social interaction.



Partnerships Supporting the Music Curriculum

We work closely with external organisations and music hubs to enrich our curriculum:

Learning for Life Pathway

Music of Life run weekly singing sessions led by highly experienced professional musicians for our primary LFL pathway to develop our learner's vocal and communication development



Foundations for Life Pathway

Jessie's Fund helps children with additional and complex needs or serious illness to communicate by using music. Music can provide a powerful and profound way in which children can express themselves and connect with the world around them. Jessie's Fund is a registered charity working all over the UK.

They have supported us to enhance music provision and implementation of music within our FFL & EFL pathways ensuring learners have continued access to high-quality musical experiences tailored to their needs.

Engagement for Life Pathway

Freewheelin' Dance is an excellent inclusive dance approach, and integrating it with music access for learners with Profound and Multiple Learning Disabilities (PMLD) could greatly enhance their sensory and creative engagement. For PMLD learners, both music and dance offer opportunities for communication, expression, and sensory exploration.



Open Theatre specialises in non-verbal drama and integrates music as a central component of its performances, particularly for learners with complex needs. This approach supports the development of learners across all our pathways.

Their work enhances communication, creative expression, and engagement for these learners, creating meaningful, accessible experiences tailored to their abilities.



Arts Therapies UK provide support via musical interaction for individual learners or small group interventions through a qualified Music therapist to improve their mental wellbeing.