



Thames Valley School Music Development Plan 2024/ 2025



Music development plan summary: Thames Valley School

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	January 25
Date this summary will be reviewed	September 25
Name of school leadership team member with responsibility for music (if different)	Ciara Mallon
Name of local music hub	Berkshire Music Trust
Name of other music education organisation(s) (if partnership in place)	The Rock Academy Foundation

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.

Thames Valley School seeks to nurture a love of music in every child. We believe that music is a universal language that enriches lives and develops essential skills. To this end, we have thought carefully about how we craft a curriculum that develops pupil's love of music while managing their sensory needs.

Music is delivered to our primary and KS3 pupils by music specialist, The Rock Academy Foundation, supported by school staff. Lessons are delivered in their class groups for 50-minute sessions each week for 3 terms of the year.

In Music lessons, pupils compose and create music with the aid of technology software, allowing them the creative freedom to work on their own project, fostering a love of music. The pupils explore a range of

instruments and vocal recordings, mixing them together to create their own melodies and short pieces. These music projects are published and shared with the pupil's families.

The curriculum was developed in partnership with Rock Academy Foundation and informed by the model music curriculum. It is sequentially planned to build pupils confidence as well as the skills and knowledge required for the subject.

In our EYFS setting, music is delivered through the exploration of various musical instruments as part of their Expressive Arts and Design curriculum. The pupils regularly take part in music and dance experiences which are recorded and shared with parents.

In KS4, pupils complete an Arts Award either at bronze or silver level. The Arts award allows pupils to progress from their KS3 knowledge and develop confidence in creativity and reflective practice. As part of this award, pupils can choose to further study Music where they will explore careers in their chosen field, participate in events, review events and lead a session in their art.

Throughout the curriculum offer, EYFS through to KS3 have opportunities to experience all aspects of music; singing, listening, composing and performing. In EYFS and KS1 pupils are taught to play rhythmic instruments progressing onto a melodic instrument (piano) for KS2 and KS3. Year 8's are also offered to learn the drums as an additional lesson. Pupils are given opportunities to perform their music to the group and record it.

All pupils have the opportunity to listen and explore a range of music genres, set out by the music model curriculum, during weekly tutor sessions.

Part B: Co-curricular music

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.

When pupils at Thames Valley School show a particular interest in music, we work closely with families to seek opportunities for them to develop this outside of school.

Within school, pupils can attend a variety of musical clubs including our newly established Karaoke club, music club and drumming club. Our pupils have reported a lot of enthusiasm in our current offer of music clubs.

Many of our pupils find music therapeutic and use music as a strategy to de-stress and regulate. They can listen to it as a regulation strategy during breakfast club, break and lunch.

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.

Thames Valley School has a deep appreciation for music and the value it can add to children's lives. This is by no means an exhausted list of the ways we aim to enrich pupil experiences through music.

When our pupils have finished composing a piece of work, they publish it on a private You Tube channel which allows them to share their work with peers and their families.

We hold an annual carol singing assembly, where pupils sing a range of modern and traditional Christmas songs.

We also inspire our pupils through a range of trips, such as our Year 9 and 11 cohorts undertaking a recent visit to the theatre to watch The Snow Queen.

In the future

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

We understand that music is everywhere and is a constant presence in our lives, whether it is on the radio, a performer on the street or playing in an advertisement, and we know our pupils will be experiencing this and developing their own style and taste for music. As we continue to develop our curriculum, we aim to introduce informal assessment processes that will capture our pupils' strengths and their experiences with music so far, exploring what skills and knowledge they bring with them already. We wish to continue to build on specific interests as well as broaden their experiences with a range of genres and periods of music, understanding how this evolves through time. We also recognise that music can be a tool to support our

pupils to regulate and express themselves and we therefore aim to continuously seek further opportunities for our pupils to be part of musical experiences in environments that cater for their sensory needs.

Further information (optional)

As part of our school's commitment to inclusive and innovative music education, we were excited to participate in the Clem Burke Drumming Project, a research initiative led by Professor Marcus Smith, at the University of Chichester. This project explores the impact of learning to play the drums on the physical, social, and emotional well-being of autistic pupils. Over a six-week period, pupils in year 8 received two 30-minute drumming lessons per week, providing a structured yet creative outlet for self-expression and skill development. Previous research has shown that drumming can enhance coordination, reduce stress, improve focus, and foster social connections, making it a valuable tool for supporting neurodiverse learners. By engaging in this study, our school is helping to further understand how music education can contribute to the holistic development of autistic pupils, while offering them an enjoyable and rewarding learning experience.