Music development plan summary: Springwell School

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Janis Moore
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Tees Valley Music Service
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.

Pupils in Springwell School follow a developmentally appropriate, structured, curriculum that allows our children to develop musical skills from early beginnings to more formal playing and singing.

The beginnings of our musical curriculum is followed by children on our Sparkle Pathway. Within this pathway music is an integral part of the school day. Songs are used to drive early engagement, signify places or time of day, encourage anticipation during sensory sessions/stories or provide children practice in modulating the cadence or tone necessary for speech. Instruments are available on a daily basis for independent or supported exploration.

In the Lower Glitter Pathway music remains an integral part of the daily experience of our pupils. It retains its use as an indicator of time and space, and is heavily used during group stories or sensory activities. During this Pathway children will begin to join

in with songs through singing, signing, performing actions, dancing or playing instruments. Most children will begin to develop favourite songs at this stage, and may sing them independently, or request them at appropriate times. Instruments are available in the classroom throughout the week for independent exploration. Rhythm is developed and a growing range of instruments can be played, or identified through the sounds they make.

In Upper Glitter Pathway, children still have daily experiences of music through routine events within the school day. Within Upper Glitter they widen the repertoire of instruments they can play, and are able to respond to instructions to play instruments i.e. faster, softer, lower etc. They begin to develop their musical vocabulary, and begin to understands early music sequencing using pictorial scores.

In Bronze Pathway, children are able to sing whole songs independently. They begin to pitch match with others, and understand that music can reflect a range of people, objects, locations, events or moods. They play musical instruments rhythmically and appropriately for more extended periods showing greater ability to vary tone, speed, volume etc. in their playing

Children in all pathways undertake musical activities, including formal taught music lessons where appropriate, for at least one hour a week.

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.

Classes within our Sparkle, Lower Glitter and Upper Glitter Pathways have access to instruments throughout the school day. These can be explored during free-flow time, or during break-times.

Children have access to outside areas containing musical panels or instruments that can be explored.

Music is incorporated throughout the school day in a cross curricular manner, over all pathways, with particular importance in Sparkle, Lower Glitter and Upper Glitter.

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.

Support from Tees Valley Music Services each week.

Children take part in a weekly assembly where they sing developmentally appropriate songs and rhymes, with some having accompanying actions or dances.

Each class leads two class assemblies a year, which all include music or a song.

Children practise songs and signs over the half term before Christmas, to sing to or with classmates, parents and carers at our Christmas Nativity at St. Hilda's Church

The school Christmas performance constitutes each class learning and performing a song to sing to an audience.

A musical pantomime visits Springwell each year. Various theatre companies also visit Springwell throughout the year, with the majority of their performances containing some form of music and dance.

Children practise songs and signs over the half term before Easter, to sing to or with classmates, parents and carers at our Easter Service at St. Hilda's Church.

Springwell children take part in the Trust wide event "Extol Sings" each year. Within this event children have the opportunity to sing with mainstream pupils who are part of the same Trust.

Children celebrate World Music Day each June, through a day of musical and music-based activities.

In the future

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

- To consider sounds of intent when planning musical activities for PMLD/SLD

Further information (optional)