

Music development plan summary: 2024-2025

Overview

Detail	Information
Academic year that this summary covers	2024-2026
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	James Ddamba
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Greenwich Music Hub
Name of other music education organisation(s) (if partnership in place)	www.charanga.com www.soundofintent.org www.artsaward.org.uk www.musicmark.org www.sensoryguru.com www.soundbeam.co.uk www.oxleas.nhs.uk www.rbo.org.uk/schools www.singup.org

Part A: Curriculum music

- At Charlton Park Academy, music lessons are delivered weekly by a specialist music teacher, with each session lasting a minimum of 40 minutes. Teaching is enhanced through the Charanga platform, which aligns with the National Curriculum and supports vocal, instrumental, and general music activities.
- Charanga provides access to a broad repertoire of songs, topics, instrument courses, and creative digital tools. It empowers both specialist and non-specialist teachers to deliver the Department for Education's Model Music Curriculum in an engaging and interactive manner. Students are provided with individual logins, enabling access to resources at home.

Intent

Music at Charlton Park Academy is an essential part of our whole-school curriculum offer. It supports student communication, emotional regulation, creativity, and personal development. Our music curriculum is fully inclusive and aligns with the DfE Model Music Curriculum, the SEND Code of Practice, and the four pillars of Preparation for Adulthood (PfA). It is tailored to reflect each student's cognitive and sensory profile, supporting their EHCP outcomes and personal aspirations.

Our core aims are to:

- Promote self-expression, social interaction, and communication
- Enhance emotional regulation and sensory integration
- Provide accessible, sequential learning in music for all pathways
- Foster achievement, self-confidence, and cultural capital through performance and creativity

Implementation:

Domain Expectation

Plan-ning	LTPs and MTPs are developed using the Charanga platform and tailored to student needs per pathway. Weekly sessions build knowledge and engagement over time.
Engage-ment	Use of Soundbeam, Sensory Guru, iPads, percussion, movement, and signing to encourage musical exploration and response.
Commu-nication	Total communication strategies used consistently (AAC, Proloquo, visuals, verbal, body percussion).
Model-ing	Teachers use "I do – We do – You do" strategies to scaffold musical participation and creative exploration through the Charanga platform.
Differen-tiation	Lessons are adapted using individual sensory regulation needs, and cognitive profile adjustments.
Assess-ment	Student engagement, participation and progression are recorded using Earwig; learning journeys are tagged. Through the Post-16 Options, students can work towards ASDAN Life Skills Challenges.
Thera-peutic Offer	1:1 and small-group music therapy sessions complement curriculum delivery, supporting well-being and self-regulation.
Celebra-tion	Regular events (Christmas concert, Autism's Got Talent, Cultural Week) provide students with platforms for recognition and achievement.
Post-16	Functional music activities include podcasting, playlist curation, and digital music creation linked to employability and independent living outcomes. Through the use of option subjects in Post-16 students can continue to enhance their music programme of study.

Impact Measurement & QA

Mechanism Role in Reinforcing Music Teaching Quality

StepLab	Drop-ins, learning walks and IC reflections track music-specific coaching goals (e.g. student engagement, use of visuals, communication scaffolds).
Earwig	Captures evidence of student response and musical development, tagged to PfA outcomes and curriculum objectives.
MLJs / EHCP Reviews	Progress in music is discussed through the My Learning Journey process and reflected in annual and phase reviews.
Learning Walks	Music is included in instructional and cultural LWs focusing on sensory engagement, communication, modelling, and student voice.
Work Sampling	Samples of musical work (recordings, observations, performances) are reviewed to assess progression in engagement, creativity, and independence.

Curriculum coverage includes:

- Singing (including signed songs to support communication and wellbeing)
- Active listening
- Composing
- Performing (vocal and instrumental)
- Music history
- **Practical learning experiences:**
- Whole-class instrumental teaching (e.g. djembe drums)
- Composition using iPads and assistive technologies (e.g. Soundbeam, Sensory Guru Magic Mirror)
- Exploring musical dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure
- Using body percussion and vocal sounds to develop musical awareness without reliance on instruments
- Lessons are planned using Charanga's structured schemes of work, tailored to different year groups. Each unit builds progressively on students' knowledge, skills, and confidence. Support for students with SEND is embedded throughout, including the use of resources such as ear defenders for sensory regulation.

Part B: Co-curricular music

The **co-curricular offer at CPA** includes a rich and inclusive range of music-based activities that support students' engagement, wellbeing, and development beyond the classroom. These opportunities are thoughtfully designed to enhance students' communication, social interaction, self-expression, and emotional regulation, aligning with the school's trauma-informed and therapeutic ethos.

Current Co-Curricular Offer at CPA:

After-School Activities:

Summer "Stay and Play" Choir Club

An after-school club open to students during the summer term, providing opportunities for group singing, confidence building, and social interaction in a fun and inclusive setting.

Music Therapy Provision (During the School Day):

One-to-One Music Therapy Sessions

Delivered by qualified music therapists in a dedicated therapy room, these sessions offer personalised support tailored to individual emotional and developmental needs.

Group Sessions with a Music Therapist

Facilitated therapeutic group experiences that promote cooperation, shared attention, and social communication.

Play-Based Music

These sessions use playful musical activities to support sensory integration, engagement, and creative expression. Music hub in the outside playground to allow for exploration, enjoyment and a teaching and learning space.

Individualised Music and Therapeutic Learning

Customised programmes blending therapeutic and educational approaches to meet the unique needs of each student.

Sensory Experiences

Sensory Guru Interactive

A state-of-the-art sensory provision designed by Sensory Guru, offering immersive, interactive experiences that support regulation, engagement, and sensory integration. The space is used therapeutically to meet a range of sensory and emotional needs, helping students to prepare for learning or regulate during the day along with providing extended learning opportunities with music incorporated within this.

Part C: Musical experiences

Musical Experiences

Music is embedded throughout the wider school experience, offering rich and meaningful opportunities for all students to engage, perform, and express themselves. These musical experiences support the development of communication, confidence, emotional regulation, and a sense of identity, while also contributing to the wider school culture. Termly performances and showcases provide students with regular opportunities to celebrate their progress and talents, fostering pride and a strong sense of belonging.

Opportunities include:

Participation in the “Autism’s Got Talent” showcase organised by Newhaven School, where selected students perform music, drama, and spoken word alongside peers from other settings. This high-profile event provides a unique platform for autistic students to demonstrate their creativity in a supportive, celebratory environment.

Communal singing sessions These inclusive sessions encourage teamwork, improve mood and wellbeing, and culminate in larger events such as the Christmas concert and end-of-year celebrations.

Creative and Cultural Week, during which students engage with visiting professional musicians and artists through live performances and interactive workshops. These experiences expose students to a broad range of musical styles and cultural influences, sparking interest and inspiration.

Use of Sensory Guru technology to create immersive, interactive music experiences tailored to sensory needs. These sessions allow students to explore sound and rhythm in a multisensory environment, supporting both communication and engagement, particularly for those with complex needs or sensory processing differences.

Outdoor music area as part of the school's play-based learning environment. This dedicated space encourages spontaneous musical exploration during breaktimes and structured play sessions, fostering creativity, social interaction, and sensory regulation. Accessible instruments such as chime bars, drums, and xylophones are available for all students, supporting child-led discovery and inclusive participation in music beyond the classroom.

Student progress and engagement in music are captured using **Earwig**, where photos, videos, and annotations provide a rich record of achievements. These records not only celebrate success but also inform next steps and personalised support in line with students' EHCP outcomes.

.(www.earwig.co.uk).

In the future

- **Next Steps and Future Vision for Music at CPA**
- Looking ahead, we are committed to further developing and enriching our music provision to ensure all students continue to access high-quality, inclusive, and inspiring experiences. Planned developments include:
- **Expanding the music curriculum offer for Post-16 students**, with a focus on creative expression, digital composition, and pathways that support employability and independence.
- **Establishing a student-led school podcast**, which will offer a platform for learners to develop communication skills across a range of formats such as interviews, narration, and group discussions, linking with literacy and oracy outcomes.
- **Creating a digital audio recording studio**, supporting the music curriculum while enabling students to explore independent creativity, technical skills, and audio production in a structured but flexible setting.
- **Seeking funding to increase the availability of musical instruments**, ensuring students can access high-quality resources both in the classroom and through a home-loan scheme to encourage practice, exploration, and family engagement.
- **Working towards formal recognition of musical achievements**, through internal awards, showcases, and potential accreditation routes that celebrate progress and build motivation.
- **Providing training for non-specialist staff** to build confidence and skill in delivering and facilitating creative activities, supporting a whole-school approach to music and the arts.
- **Strengthening cross-curricular links**, embedding music across subject areas such as English (through songwriting, rhythm and rhyme), Maths (counting beats, patterns, and sequencing), Cultural Studies (exploring global music), and Preparation for Adulthood (teamwork, communication, self-expression).

To support consistency and high-quality delivery, all teaching staff have received training on the **Charanga** music platform. This ensures access to structured, adaptable resources that can be tailored to individual needs and aligned with wider curriculum goals.

Further information

CPA is committed to expanding its inclusive, creative, and therapeutic music provision, ensuring that all students have access to meaningful musical experiences that support communication, confidence, emotional regulation, and self-expression.

As part of this vision:

Funding opportunities are actively being explored to increase the range of musical instruments available for classroom use and to establish a home loan scheme, enabling students to continue their musical engagement at home and strengthen family connections.

The music teacher is working towards formal recognition of students' musical experiences and achievements, aligned with the school development plan. This may include internal awards, celebration events, and in the longer term, exploration of accreditation pathways appropriate to learners' needs through ASDAN Life Skills challenges.

CPA is currently **participating in a research study in partnership with music therapists**, exploring the impact of music therapy and musical engagement on student wellbeing, communication, and emotional development. This collaboration is helping to inform practice and shape future therapeutic provision within the school.

Targeted training is being developed for non-specialist staff to increase confidence and skill in facilitating musical experiences, ensuring music is embedded across both the formal and informal curriculum.

There is a strategic focus on cross-curricular collaboration, embedding music meaningfully across the curriculum, including:

English – using rhythm, lyrics, and storytelling through music to enhance engagement with texts and themes;

Mathematics – exploring pattern, structure, and timing through rhythm and counting activities;

Creative and Cultural Learning – enriching cultural understanding through exposure to diverse musical traditions and live performances;

Preparation for Adulthood – supporting skills such as teamwork, communication, and self-confidence through music-based projects and collaborative work.

All teaching staff have received training on the Charanga platform, equipping them with high-quality, accessible resources to support music delivery across the school. This ensures a consistent and inclusive approach to music education and reinforces CPA's commitment to providing a rich and diverse creative curriculum.