

# Music development plan summary: Thomas Wolsey Ormiston Academy

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	April 2025
Date this summary will be reviewed	September 2025
Name of the school music lead	Karen Ludlow
Name of school leadership team member with responsibility for music (if different)	Miglena Gencheva
Name of local music hub	Norfolk and Suffolk Music Hub
Name of other music education organisation(s) (if partnership in place)	none

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

Please find below what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Music is an integral part of many lessons at Thomas Wolsey.

Pupils learn both about music and through music.

### About music:

This varies according to the termly topic. Pupils are taught:

- How to use a range of instruments, including percussion and technological instruments, their body and voice
- Specific techniques, e.g. dynamics, tempo, pitch, timbre, melody and rhythm
- How to share, record and express themselves through music
- About different styles of music from a range of cultures and traditions
- About the work of famous musicians

- How to work with others in the creation of musical experiences and performances

For the full range of what our pupils learn about, see the Arts Programme of study and the Age and Stage Curriculum on the curriculum pages on our website

[Thomas Wolsey Ormiston Academy - Curriculum map](#)

### **Through music:**

This varies according to the age and stage of pupils. Music is used:

- As a point of reference to help children and young people with more complex needs 'locate' themselves through association with an activity or key time of the week
- To increase engagement in learning in all curriculum areas, e.g. early maths may be taught through number rhymes, phonics may be taught through choral chanting, Makaton signs might be taught through websites such as Singing Hands (see below)
- In the delivery of particular sensory therapies, e.g. TACPAC, sensory massage, Sensology
- To support the development of personalised learning goals, especially communication and interaction and social, emotional well-being through music therapy. This is delivered to all pupils for a ½ termly block of sessions and for others, on a weekly basis in individual or paired sessions

Other information about music in our curriculum:

- The music curriculum has been informed by the [model music curriculum](#) (March 2021), drawing those elements that are most relevant to the age and stage of our learners and sit best with our termly topics
- Pupils in Key Stage 4 work towards nationally recognised accreditation in music through the Trinity Arts Award Scheme

## **Part B: Extra-curricular music**

Please find below 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.

Pupils have a range of opportunities to explore music outside of lesson times. These include:

- Music and Movement Lunchtime Club
- Music therapy

- Semi-structured pastoral time (break & lunchtimes) – pupils are encouraged to develop independence, social interaction and choice-making skills usually through recorded music and music-related activities such as karaoke and dance

## Part C: Musical events and experiences

Please find below all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

This year, the following events and experiences have formed part of our offer:

- 2 X 2 lots of whole day sessions per term of workshops provided by Orchestra of the Age of Enlightenment (KS3 & 4, Mixed Ability)  
Pupils different types of music and instruments and expressed their preferences about these. They worked with students from a mainstream high school towards a final performance piece presented to parents.
- All pupils access a half-term of weekly music sessions delivered by Music Therapists.  
During these sessions, pupils work on communication, expressive skills, emotional regulation, social interaction and team work.
- Participation in Celebration of Schools' Music at Snape Maltings. (KS3 & KS4)  
Pupils have experience of creating and performing on a public stage as part of a week-long music celebration with other schools across the county as well as experience of singing and playing and performing with them.  
Preparation involves weekly rehearsals which culminate in a day of workshops with different artists at the venue in addition to the performance – KS4 will perform on public stage. KS3 will perform in school to peers and possibly families.
- Music and Movement Lunch Club (all Key Stages and Ages).  
This combines an appreciation of music with social participation in the enjoyment of music and the sharing of musical preferences.
- Visit to Pinocchio Musical (Selected KS3 & KS4)
- A range of Christmas music-based celebrations across school including: Middle School Christmas Songs with Families, Upper School – Christmas Carol Service performed at local church with families,
- Attendance at online shows with high musical content – aimed primarily at KS1, 2 and 3. Phoebe's Festive Favourites (Christmas for Kids) and The Little Match Girl (Sadler's Wells)
- Assemblies – across school – some have a focus on sharing musical experiences

## In the future

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

What	Who	By when
Research a range of accessible musical instruments (Drake Music) and / or audit what we have and approach Remap for ideas adaptations (start with 3 adaptations percussion)	Miglena and Karen	July
Research a range of accessible music apps and accessories and electronic ways of making music (Drake Music)  List which apps for which age and stage (iPads)	Miglena and Karen and Rachel	May
Enquire what support and resources might be available through the Trust	Miglena	July
Enquire what support and resources might be available through the Hub	Karen	July
Prioritise and purchase a selection of items	Karen	May or once iPads are reconfigured
Increase opportunities for pupils to link with Endeavour pupils – contact music leads, find out their programme of musical opportunities and how we can be participate and / spectate	Karen and Miglena	May to connect, opportunities will depend on programme
Investigate and trial Song, Sounds and Signs	Emily and Karen	May
Identify need for teaching specialist approaches to music across school	Karen	Easter to May half-term
Deliver CPD based on findings to upskill all staff so they are confident in a basic delivery through a rotation	Karen	25-26

## Further information for families and SEND-specific links

Additional information for families:

Soundabout

Sing, Sounds and Signs

Singing Hands

Norfolk and Suffolk Music Hub