Music Development Plan Summary

2026–2027

An inclusive, practical and ambitious musical offer for every learner

Academic year	2026–2027
Published	November 2026
Review date	September 2027
Music lead	Laura Cook
SLT responsibility	Deputy Headteacher and Curriculum Lead
Music hub	Hampshire Music Education Hub
Delivery partner	Hampshire Music Service specialist teacher

Our starting point

Light Years School is already in a strong position because the school invests in weekly specialist music provision through Hampshire Music Service. This gives pupils consistent access to high-quality teaching, a wide range of instruments and carefully sequenced musical experiences.

Our music provision is adapted to pupils' sensory, communication, emotional regulation and physical needs. Participation is encouraged continually, while pupils may opt out when an experience is not appropriate for them at that time.

Part A: Curriculum music

Core School pupils receive a 40-minute specialist music lesson each week. Inclusion Pathway pupils are invited to access sessions on a needs-led basis, with decisions informed by individual readiness, regulation, communication and learning priorities. There is no separate music assembly.

2026–2027 curriculum sequence

Half-term	Focus	Main musical learning
Autumn 1	Samba	Pulse, rhythm, ensemble playing and turn-taking
Autumn 2	Bamboo Tamboo	Co-ordination, rhythm patterns, listening and group performance
Spring 1	African Percussion	Call and response, layering rhythms and cultural appreciation
Spring 2	Tuned Percussion	Pitch, melody, patterns and musical memory
Summer 1	Mini-Keyboard	Pitch, simple notation, melody and independent exploration
Summer 2	Resonance Boards and Drums	Vibration, dynamics, pulse, sensory exploration and shared performance

Inclusive access and adaptation

- Visual timetables, now-and-next supports, modelling and clear routines.
- Preparation for unfamiliar sounds, instruments, spaces and performances.
- Ear defenders, quieter spaces, regulation breaks and flexible positioning.
- Communication aids, supported choice-making and alternative ways to participate or perform.
- Adapted instruments, resonance boards and vibration-based musical experiences.
- An opt-out approach when needed, combined with patient and continual encouragement to re-engage.

Assessment and evidence

Progress is captured through photographs and videos and is discussed through pupil progress processes. Evidence focuses on individual development, including engagement, musical choice, pulse and rhythm, listening, communication, collaboration, creativity, performance and growing independence.

Part B: Co-curricular music

The school does not currently run a separate choir or lunchtime ensemble. However, pupils have formed a Light Years band within their specialist music sessions. Many pupils also choose to access music through Thrive, using music to support expression, connection, regulation and confidence.

These opportunities complement the taught curriculum and allow pupils to revisit instruments, practise preferred musical skills and participate in ways that are meaningful to them.

Part C: Musical experiences

Pupils are given opportunities to share and celebrate music through the Christmas Nativity. Families are also kept connected to pupils' musical learning through regular photographs, videos and updates on ClassDojo.

All pupils, including pupils on the Inclusion Pathway, will be offered an annual live performance experience. In 2026–2027 this will include a whole-school visit to a pantomime. Preparation and individual adaptations will be planned so that pupils can access the experience as successfully and safely as possible.

What strong provision looks like at Light Years

Area	Our approach
Specialist expertise	Weekly investment in a Hampshire Music Service specialist teacher.
Belonging and inclusion	Needs-led access, thoughtful adaptation and no pressure to participate when a pupil needs to opt out.
Creativity and voice	Choice of instruments, opportunities to improvise and space for pupils' preferred ways of responding.
Cultural understanding	Exposure to different styles, traditions, instruments and live performance.
Celebration and communication	Nativity performance and regular ClassDojo sharing with parents and carers.

Our development priorities for 2026–2027

These priorities build on an established and well-resourced offer. They are intended to strengthen consistency, evidence and participation rather than replace the effective specialist provision already in place.

Priority	Key actions	Lead / timing	Success evidence
1. Secure progression	Deliver the agreed half-termly sequence and identify the core musical knowledge and skills revisited across the year.	Laura Cook and specialist teacher Termly	Planning and evidence show progression across pulse, rhythm, pitch, listening, composing and performance.
2. Strengthen assessment	Use photographs and videos purposefully and include music within pupil progress discussion where relevant.	Laura Cook and class teams Termly	Evidence identifies individual gains in engagement, communication, musical skill and independence.
3. Broaden participation	Develop the Light Years band within sessions; continue music opportunities through Thrive; invite Inclusion Pathway pupils on a needs-led basis.	Music lead, Thrive and Inclusion teams Across the year	A wider range of pupils participate, return to music and make meaningful musical choices.
4. Celebrate performance	Include music in the Christmas Nativity and share regular curriculum moments with families through ClassDojo.	Music lead and class teams Termly	Families see pupils performing, creating and enjoying music across the year.
5. Enrich cultural experience	Teach a broad range of musical traditions and enable every pupil to access the annual live performance experience, with preparation and adaptations.	Music lead and SLT By July 2027	Curriculum evidence reflects musical diversity and all pupils are offered an accessible live performance experience.

Review and accountability

The Music Lead will review delivery with the specialist teacher and class teams. Deputy Headteacher and Curriculum Lead, will provide senior leadership oversight. The summary will be reviewed by September 2027 and updated for the following academic year.