

Music development plan summary: Linden Lodge School

Overview

| Detail | Information |
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| Academic year that this summary covers | 2025-2026 |
| Date this summary was published | September 2025 |
| Date this summary will be reviewed | September 2026 |
| Name of the school music lead | Vikki Thomas |
| Name of school leadership team member with responsibility for music (if different) | David Shaw |
| Name of local music hub | Wandsworth Music Hub |
| Name of other music education organisation(s) (if partnership in place) | Musician's Company |

This is a summary of how our school delivers music education to all our students 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 students and parents or carers understand what our school offers and who we work with to support our students' 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 students can achieve.

Each week, all students, across every key stage, participate in a 45 to 60-minute music lesson, delivered by specialist music teachers. The curriculum for each pathway is aligned with a dedicated assessment framework, with the Formal+ Pathway following an adapted National Curriculum. All students' progress is evaluated using the Sounds of Intent Framework.

This academic year, the music qualifications on offer include:

- Level 2 Certificate in Music Technology (NCFE)
- Awards and Certificates in Musical Development (Trinity).

The Music Curriculum is also guided by the Model Music Curriculum, particularly in terms of recommended key works and the four key areas of musical focus.

Within lessons, students have access to a broad range of musical instruments and technology to enhance and develop their musical abilities. Singing and signing are incorporated as appropriate across all curriculum pathways.

For students following the Pre-Formal+ pathway, the curriculum provides the opportunity for students to develop their meaningful use of sound. Students develop their independence across a variety of percussion instruments as well as keyboards and technology. Lessons are planned to reflect the termly theme and to support generalisation of students' communication goals.

For students following the Semi-formal+ pathway, the curriculum provides the opportunity for students to develop their early music skills including pattern making and motif-making as a first step towards playing rhythmic phrases and short, simple pieces of music. Lessons are planned to reflect the termly theme and to support generalisation of students' communication goals.

For students following the Formal+ pathway, the curriculum provides the opportunity to discover a broad range of musical styles e.g. classical and non-western traditional music. They are encouraged to use the correct terminology to describe the music they hear and have the opportunity to acquire basic keyboard skills, with the goal of performing simple songs. Initial steps towards this include development of rhythm and pitch identification, improvisation skills, and an introduction to adapted notation.

For students following the Alba+ pathway the curriculum provides the opportunity for students to develop their joint attention, access the multisensory nature of music and to develop their sense of self through sound and vibration. Lessons are planned to reflect the termly theme and to support generalisation of students' communication goals.

For students following the EYFS+ pathway the curriculum provides, the opportunity for students to develop their expression and communication through music in line with Birth to Five Matters and the EYFS framework. Students are encouraged to engage in imitative play using instruments, share favourite nursery rhymes and songs and to enjoy moving to music, as well as developing their early music skills.

For students following the Sixth Form+ pathway the curriculum provides the opportunity for students to continue to develop their skills following the sounds of intent framework. Students at this stage are encouraged to explore ways to take their enjoyment of music beyond school in preparation for graduating from Linden Lodge. This includes exploring a wide range of genres, continuing to develop their music skills and enhancing their creative expression.

Part B: Co-curricular music

This is about opportunities for students to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how students can make progress in music beyond the core curriculum.

In addition to the structured music curriculum, students are provided with various opportunities to engage in musical activities beyond their regular lessons. For secondary-age and Sixth Form students, participation in the school choir is available. These extracurricular opportunities are promoted through extra sessions built into the timetables.

Students attending the afterschool club, as well as those in the residential provision, have access to the resources of the music department for leisure and practice. This includes the use of the main music room, as well as the two available practice rooms.

Instrumental lessons are also available on instruments such as piano, guitar, and drums/percussion, delivered by visiting instrumental teachers. The cost of these lessons is funded through the Linden Lodge Charitable Trust, with arrangements made via the music lead. Additionally, some students receive support through Amber Trust Music Awards, which cover the cost of their lessons and are renewed annually.

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.

At the end of each Autumn Term, all departments collaborate to present a Winter Performance, which families are invited to attend. Additionally, during end-of-term assemblies, students contribute musical performances, including piano solos and choir presentations.

Each year, through our partnership with the Musicians' Company, we organise a special project where two young artists visit the school to conduct workshops with selected classes. This initiative provides an opportunity for the department to share expertise in working with young people with sensory impairments, while offering students the chance to explore a range of instruments and experience live music.

As part of our sensory learning experiences, African drumming sessions are offered to students, incorporating the use of traditional instruments, grass skirts, and authentic attire to enrich the experience.

During wellbeing days, the music department supports students' mental health by providing activities such as drumming circles, discos, and singing/signing sessions. These activities aim to promote wellbeing and engagement through music.

This year, we aim to host a concert for students who are learning musical instruments, both within and outside the school environment. We hope to continue the musical trips that we re-introduced last academic year with opportunities to attend musical concerts.

Music plays an integral role in the broader educational experience for all students, frequently utilised in learning activities through cue songs and songs designed to support specific learning objectives.

In addition, the school's Creative Therapeutic Team offers music therapy sessions on a referral basis. Class teachers may request these sessions on behalf of students to provide therapeutic support through music.

Part D: In the future

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

Our department's strategic objectives for the coming years are as follows:

1. Increase the Number of Concerts: We aim to expand the number of annual concerts to three, with a focus on involving a greater number of students in each performance.
2. Broaden Access to Live Performances: We intend to provide more classes across the school with opportunities to experience live performances, ensuring a wider reach and enhanced cultural engagement for students.

3. Explore the Introduction of Voice Lessons: We will explore the possibility of offering voice lessons to students as part of our curriculum.

These initiatives will be introduced at a staggered pace over the next two to three years, aligning with our commitment to thoughtful and sustainable growth.