



## Music development plan summary: Manchester Hospital School

Detail	Information
Academic year that this summary covers	2024 to 2025 current provision and 2025 - 2026 future actions
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Emma Cunha and Bethan Evans
Name of school leadership team member with responsibility for music (if different)	Emma Cunha
Name of local music hub	One Education
Name of other music education organisation(s) (if partnership in place)	Music Mark, Artsmark

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.

Manchester Hospital School is a unique setting serving pupils from EYFS to Key Stage 4, the wide and varied music curriculum at Manchester Hospital School is designed to support students who are too unwell to attend mainstream settings, incorporating principles from the non-statutory Model Music Curriculum (March 2021). The lead Governor for curriculum attends school curriculum reviews, curriculum meetings and school events, monitoring the impact of the school curriculum. This year, leaders in the school have put arts within the whole school strategic development plan. This can be seen in the following strategic direction statement:

Strategic Direction 3: Pupils make outstanding progress in their learning following a wide curricular offer which includes academic and personal development, well being, the arts and resilience. The Headteacher displayed this statement to all staff at the start of the academic year showing her commitment to ensuring an excellent arts curriculum for our students.

'The creation and enjoyment of the arts helps promote holistic wellness and can be a motivating factor in recovery. Including the arts in health care delivery has been shown to support positive clinical outcomes for patients while also supporting other stakeholders, including health care providers, the patient's loved ones and the wider community.' - World Health Organisation

The leadership and school commitment to the arts has contributed to the achievement of the Artsmark Gold Award.



Currently at Leo Kelly, Music is taught through Experiential and Health and Wellbeing Lessons. Nordof Robbins music therapy also takes place 1 day a week.

At Galaxy House, KS3 is taught on a carousel with drama for 1hr a week.

Primary Music is taught at the hospital site within the curriculum offer at RMCH.

The curriculum is planned for the whole year with clear long term plans, medium term plans and clearly defined endpoints. Progression grids map the progression in knowledge and skills from EYFS through to Year 11.

Musical experiences have been provided by external agencies such as The Contact Theatre, Music therapy and DIY theatre company, providing students opportunities to watch and develop and participate in live music. Substantial resources have been purchased to cover all elements of the Music curriculum.

Whole Class Ensemble is built into the curriculum and also provided to pupils through interventions like singing workshops and studio sessions at the contact theatre where they have opportunities to perform as a group. These workshops include the whole school community of parents, teachers and pupils. Ensemble opportunities are provided through digitally created performances that are shared in school assemblies and festivals throughout the year. This process is used to embed the interrelated dimensions of music, enabling students to practically manipulate elements such as rhythm, duration, and dynamics in a collaborative context. The subsequent opportunity to observe and/or share good practice ensures continuous curriculum reflection.

Singing is included in lessons throughout both primary and secondary teaching. This is also included in other subjects, such as languages. Students are supported in improving singing by evaluating their performances and relating them to the inter-related dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics.

Secondary children have the opportunity to use instruments each term within their lessons. There are a wide variety of instruments for students to access within these lessons. Hospital primary students are taught music and the variety of instruments have been increased to support the teaching of the curriculum. Students are supported to improve their work through discussion, evaluating their performances and listening and appraising.

Secondary pupils have the opportunity to use music technology to create and improve music. Bandlab for Education allows students to create compositions with or without their own instruments and is regularly used in secondary lessons. This allows students to achieve compositions with a professional feel and explore the process of music production, they also have access to professional recording equipment through the Contact Theatre Studio sessions.

There has been an increase in the opportunities for students to hear a wide variety of live music which includes workshops in the school setting to allow them to be part of a live performance. Teachers across sites organise additional opportunities which link to the curriculum they are delivering. The school accesses support from music network meetings with One Education and Music Mark.



## 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.

Outside of the curriculum lessons the secondary students at Leo Kelly and Galaxy House have access to music therapy through Nordoff Robbins 2 days a week. There are trips and opportunities arranged for students to attend which focus on music, including visits to the Contact Theatre and The Bridgewater Hall as well as live musical theatre performances such as Hamilton.

At Leo Kelly, singing workshops for students, staff and parents have been arranged to provide opportunities for singing, students were encouraged to engage by inviting parents and singing alongside school staff and peers. During the school day students are allowed access to the music studio to sing and perform together. In the hospital setting, where students are unable to attend groups, we have created performances by recording the students singing and making a video compilation for the children to watch via our weekly online assemblies.

Students lead ensembles independently, performing together and supporting each other musically, they are also supported by the Preparation for Adulthood curriculum to perform together and extra performances for events are also arranged. Drumkits, keyboards, recorders, guitars and singing are all part of the music therapy offered through Nordoff Robbins music therapists. This is offered to all students at Leo Kelly School and we find this supports their mental health and wellbeing.

## 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.

This year we have continued our links with the Contact Theatre and Nordoff Robbins Music Therapy as well as collaborating with Art Therapists for music and art related projects. Students across all sites have taken part in a musical christmas video which included singing and playing instruments and acted as a way to bring the school community across sites together.

Access to music and the arts has increased through visits to theatre performances and music performances at the Bridgewater Hall. Students have access to singing workshops and studio sessions at the contact theatre where they have opportunities to perform as an ensemble. The students in the hospital are involved in digitally created ensemble performances through festivals throughout the year.

As a school we seek to provide these music opportunities at no cost to pupils in order to allow all students to access a wide variety of musical opportunities.



## In the future

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

Music will continue to be taught through Experiential and Health and Well Being lessons, which supports trauma informed practice, to allow for links to life experiences, travel training and careers. We will increase musical experiences in the hospital by working with companies such as Songbirds, a community interest company delivering specialised music projects to children and young people affected by medical conditions, hospitalisation and disability.

Stand alone music lessons at RMCH for Primary students will continue and this will extend to secondary students who choose it as an option when admitted to the hospital. We hope there will be further music workshops for staff, students and parents where different skills will be explored alongside singing and percussion to allow for maximum participation.

We will further embed the music curriculum across the hospital sites and create a bespoke curriculum for the students at Leo Kelly which is linked to the Experiential and Health and Well being curriculum. We will continue to increase musical experiences and do further work with external agencies such as The Contact Theatre and music therapy, providing students with opportunities to watch and perform live music.

Singing will continue to be included in lessons throughout both primary and secondary teaching as well as other subjects, such as languages. We look to further increase opportunities by considering how to create a school choir across sites. Students will continue to be supported in improving singing by evaluating their performances and relating them to the inter-related dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics. Students across sites will take part in singing experiences around festivals and celebrations. We will listen to music in assembly theme weeks. We will encourage the children to listen and think about how the music makes them feel. Our discussions will look at where in the world it was made and when in our history it was created.

Secondary children have the opportunity to use instruments each term within their lessons. There are a wide variety of instruments for students to access within these lessons, this will extend to the hospital setting. Students will continue to be supported to improve their work through discussion, evaluating their performances and listening and appraising.

Technology -

Garage Band will allow students to create compositions with or without their own instruments in RMCH. Students will continue to have access to professional recording equipment through the Contact Theatre Studio sessions.

Opportunities to experience live music performance will continue as per the current offer and we will seek further opportunities through the Music Hub. We also hope to increase the offer to include peripatetic teachers across all sites.