



## Music development plan summary: Co-op Academy Delius

### Overview

Detail	Information
Academic year that this summary covers	2025 to 2026
Date this summary was published	April 2025
Date this summary will be reviewed	April 2026
Name of the school music lead	Stephanie Clements
Name of school leadership team member with responsibility for music (if different)	Elisha Pighills [Delius]
Name of local music hub	Music & Arts Service, City of Bradford Metropolitan District Council
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our academy 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.

The curriculum at Co-op Academy Delius has been carefully designed to ensure that all pupils have access to enriching learning opportunities within each subject area, including music. At Co-op Academy Delius, pupils are arranged into five learning pathways which take into account pupils' individual learning needs. Four of the

learning pathways follow the EYFS approach to the curriculum and pupils within these pathways access weekly expressive arts and design sessions. The fifth pathway accesses music in a subject specific approach.

The long term plan has adapted appropriate aspects of the national curriculum to ensure that there is a broad musical coverage in place. The long term plan provides a skills-based, progressive curriculum which is ambitious for all of our pupils. Pupils access knowledge and skills for music which are implemented via programmes of learning. The programmes of learning are challenging and 'aim high' for all pupils. The programmes of learning have been carefully developed to ensure that pupils have the opportunity to build upon their musical skills during their time at Co-op Academy Delius.

The fundamental curriculum intent for at Co-op Academy Delius is to develop pupils' passions and confidence in their approach to learning through this universal language. Music is accessible for all, with pupils learning to develop their own preferences and express themselves in a variety of ways, building on interchangeable skills that can be used in all areas of learning. Alongside focused music/expressive arts and design sessions, there is a strong musical ethos at Co-op Academy Delius. Singing and vocalising are a major part of all learning sessions. Songs are sung in conjunction with the curriculum and during transitions and to help pupils engage with their work. This is evidenced within teacher planning.

Co-op Academy Delius supports pupils' spiritual, moral, social and cultural (SMSC) development in all areas of learning and subjects. The topics selected within the four year plan explore many cultures, all which have their own proud musical traditions. Pupils are encouraged to learn about these diverse traditions and are supported in order to be able to appreciate and respect cultures from around the world. Pupils are also given opportunities to incorporate a wide range of musical influences in their own pieces as well as working together to form a sense of unity.

Classrooms are adapted appropriately for pupils, based on their individual needs. The music room and gamelan room are areas of provision in which teachers can also teach focused music sessions. Tuned and untuned instruments are available at each site. These include class sets of keyboards, ukuleles, drums (range such as steel, gathering, wooden), cultural instruments, maracas, xylophones/ glockenspiel and harmonicas.

Pupils are given a range of appropriately adapted instruments where appropriate. For example, using a mini keyboard which is more accessible due to its size and weight. The academy also has a wide range of interactive resources which support our learners with the most complex needs. For example, the use of soundboards/switch operated instruments and our immersive room.

Evidence for Learning is used to capture the impact of our music curriculum and pupils' progress is measured using our bespoke assessment frameworks. The music

framework and the expressive arts and design framework also allow the leadership team to monitor progress over time. Both frameworks have been created by the curriculum team, including senior leaders. The frameworks continue to be developed and have used a wide range of sources, including Sounds of Intent.

The music subject lead attends hub meetings and receives support from the City of Bradford Metropolitan District Council, Music & Arts Service Hub. The music lead also works alongside the music and curriculum lead from Co-op Academy Southfield, which is a secondary high school for pupils with SEND. The music lead provides staff with regular CPD, in order to support whole school music implementation.

Up to date curriculum information is available to view on the academy website.

## 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.

Pupils within the academy have the opportunity to experience weekly interventions with our school music therapist. The therapist introduces pupils to a range of instruments such as saxophones and guitars. The pupils who access these interventions are chosen collaboratively by SLT and Class Teachers, based on pupils' current progress reports and engagement within lessons.

In addition to interventions, our academy offers music clubs to all pupils. These include lunchtime and after school clubs with different elements of music incorporated within the sessions. Allocation of these sessions are based on a number of factors which include; parental input, teachers observations, pupil premium and pupil voice. All clubs are free to parents as part of our enrichment budget and is part of our offer to all pupils at Delius.

The three music lunchtime clubs we offer every week are:

- **The signing choir:** pupils have the opportunities to sing and/or sign along to a range of different songs using their voices and developing their Makaton skills. This is run by internal Makaton tutors. This club has allowed for pupils to have the opportunities to demonstrate their skills during school performances and external performances, for example concerts and award ceremonies
- **Music Enrichment Club:** is a group music therapy session which is for our pupils within the Galaxy Pathway. The focus of these sessions are for pupils who are pupil premium and/or pupils who do not get opportunities outside of school to engage in musical experiences

- **Movement Club:** is a club where pupils focus on listening and appreciating a range of different cultural music and learn to move to the music in different ways. Pupils use a range of instruments and resources to engage with. This group is offered twice a week to two different groups

Inline with our curriculum, pupils are given a range of opportunities to showcase their work for termly completion of their music projects during our 'Fabulous Finish' days. The purpose of these events are for pupils to have the opportunity to celebrate all of the work that they have achieved, within the programme of learning.

Our Academy also has weekly opportunities for parents to engage with the 'Toy Library' run by Bradford Inclusive Disability Service (a registered charity working in Bradford) who create opportunities for our parents to loan a range of 'toys' which includes appropriately adapted musical instruments such as 'Chimeabouts'. Pupils within the academy can loan these instruments and develop their musical interests at home.

## 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 Co-op Academy Delius, we are committed to ensuring that our pupils get to experience a range of live music. We value the benefits that experiencing live music creates and thus arrange for live performances to be held at Delius throughout each year. This includes the yearly fully subsidised educational concert provided by Bradford Music and Arts service.

Examples of live performances that took place in the academic year of 2024/2025 are:

- March 2025 - Performance at St Georges Hall featured in the Telegraph and Argus  
<https://www.thetelegraphandargus.co.uk/news/25053522.bradford-pupils-perform-annual-musica-spectacular-event/>
- March 2025 - M&M Theatrical Productions (Indian inspired music) for our Comet and Astronaut Pathway
- February 2025 - BOOMCHIKKABOOM sensory DJ performance available for all pupils via Friends of Delius charity.
- January 2025 - Interplay theatre via Kala Sangam (Galaxy and meteor pathway) sensory performance

- December 2024 - Punjabi Roots performance - Bollywood night accessible for all families as part of our Friends of Delius charity.
- 19th April 2024 - Ismail Hussain (professional singer) performed for all pupils and Punjabi Roots performed modern songs through their unique style as part of memorial garden opening day.

To further the opportunities where pupils can make musical progress outside the classroom, the academy provides three opportunities for all pupils to perform throughout the year.

These performances are as followed:

Autumn Term: Christmas play

All pupils within the academy will take part in a Christmas performance where they will sing or play an instrument in front of their families, teachers and governors.

Spring Term: Music Spectacular

This performance takes place at St George's Hall with the other special schools in Bradford. Delius do three separate performances during the spectacular involving pupils from all the pathways where they have the opportunity to enhance their musical passions.

Summer Term: 'Delius Got Talent'

Pupils have the opportunity to sing, dance and play a range of different instruments in front of their peers, families and school governors.

Delius draws upon partnerships with the local Music Hub to ensure that we are providing our pupils with an ambitious curriculum and musical experiences. This includes the music lead attending meetings arranged by the hub, completing external CPD to learn about different ways to teach an adapted approach to music for pupils with a SEND. The music lead cascades CPD to academy staff, in order to share best practice.

## In the future

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

- Revisit the model music curriculum (2021) to identify any areas of best practice which may enhance the Co-op Academy Delius Curriculum offer
- Audit of astronaut pathway timetables to ensure weekly 1 hour coverage
- Introduction of a Delius band/ensemble
- Revisit assembly plan to maximise musical offer and whole school performance opportunities

