



Peak School

# Music Strategy and Summary

## Music Development Plan Summary: Peak School

### Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Charlotte Musgrove
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Derbyshire Music Hub
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school delivers music education to all our pupils. 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: Music and Musical Interaction

At Peak, we intend to provide high-quality music education that engages and inspires pupils to develop a love of music and their talent as musicians where appropriate. A cross-curricular approach is in place, ensuring that pupils engage with music in a manner that enhances their overall learning experience.

At the heart of our music curriculum lies a genuine love for music, which is nurtured through the development of performance skills. Pupils are encouraged to participate in various musical activities, from playing instruments to vocal performances, thus instilling confidence and promoting teamwork. All pupils will have the opportunity to sing, play instruments and create music together either through music focused curriculum sessions or embedded within the continuous provision environment. All pupils are encouraged to progress their musical interests through a variety of musical experiences, including the school choir, which is open to all.

Paul, our music teacher, offers Musical Interaction sessions to groups of pupils on a weekly basis. These sessions promote a love for different types of music through therapeutic experience. In line with EHCP targets, these sessions are often pupil led and provide a cross-curricular learning opportunity to support them in developing their engagement, social skills and language.

In our Peak and Mountains pathways, our curriculum aligns closely with the National Curriculum, aiming high by emphasising the importance of music theory and music notation. This foundational knowledge allows pupils to excel in practical performance.

Victoria is a Music Therapist who we employ for one day each week. Music therapy is used as a targeted, therapeutic intervention to support pupils with complex needs, particularly in the areas of communication, interaction, emotional regulation and engagement. Sessions are individualised and outcome-focused, using live musical interaction to build relationships and support pupils in expressing themselves in ways that may not be accessible through spoken language.

### **Part B: Extra Curricular Music Opportunities**

At Peak School, extra-curricular music opportunities are designed to be inclusive, accessible and responsive to pupils' interests and needs. Current provision includes a lunchtime djembe drumming group, led by the school's music teacher. This group provides pupils with the opportunity to engage in structured group music-making in a relaxed setting, developing rhythm, turn-taking, listening skills and cooperation. The use of djembe drums offers an engaging and accessible way for pupils of varying abilities to participate successfully.

The school choir also takes place during lunchtime and is led by the music teacher. The choir is open to pupils who wish to take part and focuses on enjoyment, confidence and shared participation rather than performance pressure. Singing together supports communication, social interaction and emotional wellbeing, while also preparing pupils for whole-school and community events where appropriate.

Extra-curricular music provision at Peak School is deliberately small-scale and supportive, ensuring pupils feel confident and able to participate. Opportunities are reviewed regularly, and where appropriate, future development may include additional short-term or interest-led music activities in response to pupil engagement and staffing capacity.

### **Part C: Musical experiences**

At Peak School, musical experiences are designed to be inclusive, enjoyable and accessible, supporting pupils to engage with music in ways that build confidence, routine and a sense of community. Music plays an important role in our weekly assemblies, which take place once a week and include a consistent welcome and finishing song. These shared musical moments help pupils to feel settled, support transitions, and encourage participation within a whole-school setting.

Throughout the year, pupils are given opportunities to experience live music performances, broadening their understanding of music beyond the classroom. At Christmas, pupils enjoy a visiting pantomime, providing an engaging and age-appropriate introduction to live theatre and music. In addition, an opera company visited the school this year to perform for our pupils, an experience which was extremely well received and offered exposure to a different musical style and performance tradition.

Performance opportunities are carefully planned to be supportive and celebratory. In December, pupils took part in a Christmas performance event for parents, where each class sang and signed a song. This event promoted inclusion, communication and shared achievement, allowing pupils to participate in a way that was appropriate to their individual needs. These musical experiences help to build confidence, strengthen school-home links, and ensure pupils experience music as a positive and meaningful part of school life.

### **In the future**

In the future, Peak School aims to continue developing its music provision in a way that remains inclusive, sustainable and responsive to pupils' needs and interests. As part of this, the school will explore opportunities to extend lunchtime musical activities, building on the success of existing djembe drumming and choir sessions to increase participation and enjoyment.

The school also plans to review and expand its range of musical instruments over time, ensuring pupils have access to a broader variety of resources to support curriculum learning, extra-curricular activities and sensory engagement. This will help staff to offer varied and accessible musical experiences across the school.

As provision develops, Peak School will consider the potential benefits of additional specialist music staffing to further enhance the music offer. This may include increased capacity for small group work, extra-curricular opportunities and wider musical experiences for pupils. All future developments will be carefully considered to ensure they align with pupils' needs, staff capacity and the school's inclusive ethos.