

JWS Curriculum: Music Statement

The Music Curriculum at John Watson School is informed by our Core Principles: **SLICE**

Safety	Learning	Independence	Communication	Engagement
--------	----------	--------------	---------------	------------

Underpinning all learning in music is the development of functional skills and the application of functional skills in the community.

Our Music Curriculum

We have set out a skills route below, but it is important to note that due to our complex range of needs, there are learners across the age range working across this continuum.

We believe that Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent and so increase their self-confidence, creativity and sense of achievement.

As part of the school's cultural capital we aim to provide our learners with a range of musical experiences. These are both internal and external collaborations. Examples of this are:

- Buddy Ensemble (*Secondary learners performed at the Royal Albert Hall*)
- Music for Autism, Honorary (*John Lubbock, founder of The Orchestra St John's, Smith Square*)
- Soundabout (charity for supporting music making with children with severe and profound difficulties)
- Individual musical performances from *Jali Fily Cissokho (Senagelrese Griot/ Kora player) ZaK El- Shirbiny (National Youth Orchestra); Stephen Passey- Kora, Violin*
- Termly performances for parents and carers from both Primary and Secondary sites

CURRICULUM INTENT

Pre-Intentional Stage

Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or part of objects e.g. *attending briefly to interactions with a familiar person*

At this stage responses may be passive or resistant; simple reflex responses eg *startling at sudden noises or movements. Any participation is fully prompted*. They may show intermittent reactions, e.g. suddenly become excited in the midst of a social activity

MUSIC CURRICULUM IMPLEMENTATION at Pre-Intentional Stage

Encountering activities and experiences

Include the learners as part of a group...

- To use their bodies to experience sounds, vibrations and rhymes. (this can include use of the Resonance Board and Soundbeam)
- Explore a variety of tuned and untuned instruments
- Listening to a range of live instrumentalists
- Listen to a range of historical periods, genres, styles and traditions (recorded music)

Co-actively explore ...

- A Choosing Bag containing different instruments
- A Switch program to play and pause the music
- Making gestures and movements to contribute towards action rhymes
- Choosing a symbol, or picture which relates to a instrument
- Use the Soundbeam to make sound movements

Encourage the learner to....

- Look at an instrument
- Show facial response to a sound or rhythm
- Listen to an adult playing an instrument
- Turn towards a sound or tune
- Participate in a repetitive action e.g. beating drum
- Reach out to hold an instrument
- Be part of and contribute to a musical performance

Resources and Environment

Environment to facilitate sensory based exploration on parts of the body

Resources to include....

-Sensory materials such as water, rice and pasta

-A range of musical instruments such as drums, chime bars, cause and effect toys, Resonance Board, Soundbeam, musical toys

-A variety of sensory stories including sensory massage

CURRICULUM INTENT

Intentional Communication (P Level 3)

Learners at this stage are able to communicate intentionally, but do not yet have a formal method of communication. They are likely to communicate using gestures, facial expression, body movements and vocalisations along with turn taking and imitation. They remember learned responses over more extended periods.

MUSIC CURRICULUM IMPLEMENTATION at Intentional Stage

Encourage the learner to....

- Point to an instrument to request
- Reach out to touch instruments to enhance the sensory experience
- Find a named instrument by pointing, reaching or touching
- Copy repeated simple actions and patterns with increasing independence in response to familiar songs or interactions
- Join in with repetitive sounds and rhythms
- Indicate likes and dislikes in response to sounds
- Contribute to musical performances

Resources and Environment

Environment a sensory based learning environment within the classroom

Resources to include....

- Sensory materials such as water, rice and pasta
- A range of musical instruments such as drums, chime bars, cause and effect toys, Resonance Board, Soundbeam, musical toys and Begin to introduce word mats and pictorial representation of instruments and actions
- A variety of sensory stories including sensory massage

CURRICULUM INTENT

Intentional Formal Communication

Learners at this stage will mostly be able to communicate using more formal methods (e.g. words, signs, symbols). They will be able to explore instruments and use a range of single words within a music session.

Individuals will develop different methods of communicating depending on physical abilities, personalities and their developmental stage.

MUSIC CURRICULUM IMPLEMENTATION Intentional Stage

Encourage the learner to....

- Repeat patterns in a repetitive rhythm
- Match an instrument from a selection of 2 symbols
- Complete a known action by following key word instructions such as *Shake, Tap, Fast, Slow*
- Hold an instrument in order to produce a sound
- Imitate the sounds using voice and instruments
- Indicate anticipation of an instrumental sound
- Join in with musical performances

Resources and Environment

Environment a play based learning environment with opportunities for role play

Resources to include...

- Sensory materials such as water, rice and pasta
- Symbols, Sign and more formal ways of communication.
- A range of musical toys
- A range musical instruments such as drums, chime bars, cause and effect toys, Resonance Board, Soundbeam
- A variety of sensory stories.

CURRICULUM INTENT

Pre KS Standard (Standard 1 and Standard 2)

Learners at this stage are beginning to access tuned instruments with direct support from an adult

MUSIC CURRICULUM IMPLEMENTATION Pre KS1

Encourage the learner to...

- Request and comment on musical genres and instruments when played
- Name instruments in response to questions such as “what can you hear?”
- Join in with some actions or rhymes and phrases when prompted
- Comment on speed and begin to use descriptive terms when listening or playing music

Resources and Environment

Environment

A more structured session that follows a set routine of both applied musical knowledge and practical skills

Resources to include...

- A range of instruments and musical equipment
- Access to written pieces of music and symbols, invented notation; and formal notation
- A variety of sensory stories.

Intent - Higher Level Communication Pre KS Standards

Learners at this stage are independently accessing instruments with support from an adult.

MUSIC CURRICULUM IMPLEMENTATION Pre KS1

encourage the learner to ...

- Use their voices either verbally or via sign, to create and compose music
- Perform learnt sequences and patterns on a range of instruments
- Compare music from different composers and genres

Resources and Environment

Environment

A more structured session that follows a set routine of both applied musical knowledge and practical skills

Resources to include...

- A range of instruments
- Access to musical terminology
- A variety of musical genres
- A variety of sensory stories.

INTENT

Year 1 Programme of Study

Learners at this stage are showing preference to genres, beginning to compose simple pieces and modifying their work after personal reflection and others feedback.

MUSIC CURRICULUM IMPLEMENTATION Year 1 programme of Study

Encourage the reader to ...

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play untuned and tuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music
- Simple songwriting and performing for others

Resources and Environment

Environment

A formal and structured session that follows a set routine of both applied musical knowledge and practical skills.

Resources to include...

- A range of instruments
- Access to musical terminology
- A variety of musical genres
- A variety of sensory stories.