

Dedicated to delivering inspiration learning experiences.

## Subject Philosophy: Music

### Intent

Music is at the heart of Baginton Fields School as it unites us together as we even have our own personal composed school song. Learning about music and having the opportunity to play musical instruments and make music together is a vital part of our rich, unique and rounded education.

It has also been proven that music plays a key role in brain development. This is because it helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills. We want all children to get these opportunities and flourish and celebrate their achievements. These opportunities are created not only in music lessons but are also included in all areas of learning for example music is used as a sensory and communication experience, to unite us as a school, to celebrate our similarities and differences, cultural experiences and for celebration.

We are dedicated to delivering inspirational learning experiences to all students and musical experiences are an important part of our ethos.

### Programme of Study

*Throughout the music curriculum all students will participate in:* • Singing • Listening • Composing and Performing including an Instrumental Performance

Pupils are supported in their musical progression from Key Stage three – where they'll be introduced to beat, rhythm and pitch - through to Key Stage five, where pupils will be introduced to more technical aspects of music like the basics of how to read music and concepts like staccato and legato.

Throughout all key stages and groups listening to a variety of music styles and sounds is designed to broaden pupils' musical horizons and encourage them to be open minded about the music they listen to. At Key Stage 4 students will have the opportunity to discuss and interpret the musical meaning behind songs, and develop their creativity through improvisation and composition.

### Literacy Opportunities

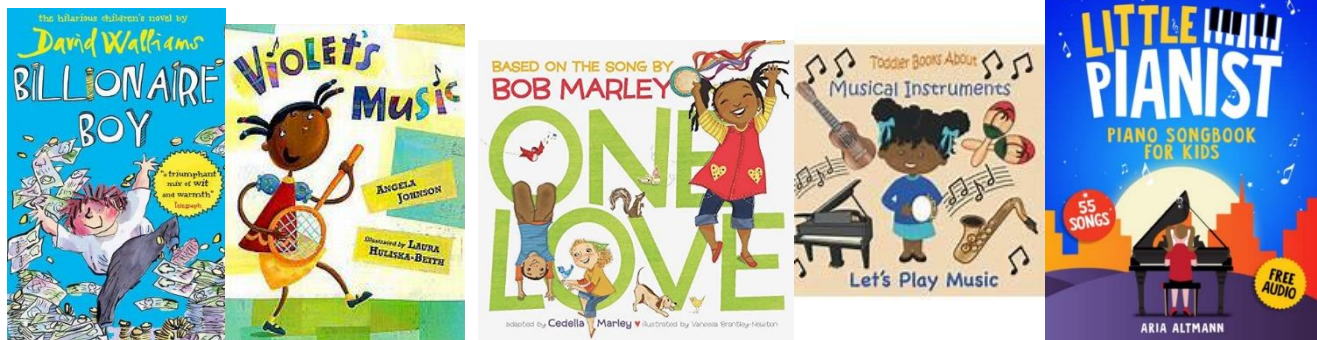
Literacy Opportunities:

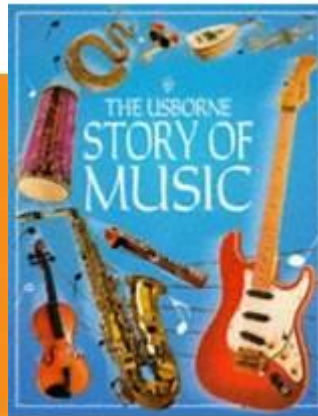
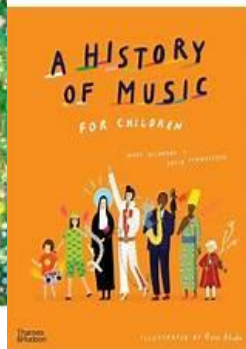
To learn musical language and symbols that mainly consist of Italian words such as :

Dynamic marking	Meaning
<	Crescendo: getting louder
>	Diminuendo: getting quieter
pp	Pianissimo: very quiet
p	Piano: quiet

ff	Fortissimo: very loud
f	Forte: loud
mf	Mezzo forte: fairly loud
mp	Mezzo piano: fairly quiet
sf	Sforzando: sudden accent
> (marked near note head)	Accent: emphasis on a particular note

Books that have links to music and sound.





## Numeracy Opportunities

1. Counting the rhythm
2. Counting the beats/beats in each bar of music.
3. Learning the value of how long each note is.
4. Read and count different numbers.
5. Use mathematical language such as more , less, long, short etc.

## Personal Development

All students will develop skills in singing, listening, performing and composing. It will develop their confidence and self esteem in being able to perform in front of an audience, to gain a love and knowledge of music and the different genres, to take up a new life long hobby of playing a musical instrument and it unites students together and with their local community.

## Student Outcomes

We will know we are operating successfully when it becomes apparent that:

- All students attempt to complete the given range of projects in each year focusing on a variety of music genres styles and forms.
- All students to recognise and celebrate their individual style, skills and abilities.
- All students show more appreciation of the work of others.
- All students enjoy experimenting and being creative.
- Group 1 students (ASD): exploring instruments, choosing different genres and songs, using Makaton signs, using switches and movement-focused learning.
- Group 2 students (PMLD): exploring and observing instruments being played, using EyeGaze and switch technology and other accessible technology-based music programmes to create sounds, choosing different genres and songs, using symbols and Makaton signing to participate in musical sessions and sensory stories.
- Group 3 students: using and exploring sounds and rhythm, identifying an instrument by its sound when it is played behind a screen, composing, playing rhythms (using bells and djembe drums, for example), choosing and learning songs and singing.
- Group 4 students: (in addition to Group 3 concepts) composing own music, learning to play an instrument, begin to read music and understand note value, working with peers to discuss opinions/ideas, work on call and response.
- All students will be developing in SMSC areas – expression of themselves through music, learning about different cultures' musical styles and working with peers to create and interpret their own music.

## Development Strategies

In order to achieve our goals and bring about these outcomes in delivering a rich and holistic music education, we will endeavour to:

**Promote enrichment through structured musical engagement**

Wednesday afternoons are timetabled for a group to learn how to play an instrument; these sessions are focused on developing familiar melodies and timing. Additionally, a group meets to practise singing where the students have the opportunity to choose songs they would like to sing from a selection available. The opportunity to perform is then given in whole-school assemblies. This is in addition to weekly, timetabled music lessons in which students are able to express themselves through a variety of musical activities relevant to their individual needs.

**Provide extra-curricular musical activities**

Musical experiences are an essential part of our unique curriculum and the students enjoy weekly lunchtime clubs: Karaoke and Baginton Boppers. Both clubs serve to encourage students to choose their favourite musical tracks and sing and dance along with peers and staff support. Open orchestra allows students to experiment with various instruments and an opportunity to compose and create their own music/songs.

**Engage with external providers**

Baginton engages with a broad range of external providers in order to further musical experiences for all students. From singers to theatre companies, performances are met with student enthusiasm. Perhaps most notable of regular external providers, Open Orchestras are an invaluable source of musical teaching expertise to staff and provide students with accessible ensemble training. This is specific to special schools so is fully accessible and provides students with rare opportunity to perform as part of a rehearsed ensemble. Additionally, the M&M Theatre company perform an annual spectacular which is a firm favourite of students and their interaction with the drama is invaluable to their musical education. Oily Cart is another invaluable external provider which is much loved by students, as well as staff.