



# Fundamental principles underpinning the curriculum across all pathways at Treloar School and College

**Developing** independence skills

**Assessment** of need, abilities and interests

**Developing** personal, learning and thinking skills

**Multidisciplinary** working

**Total** communication

**Maintaining** active links with parents

**Broad**, balanced and personalised offer

**Developing** communication skills

**Building** self-confidence and self-esteem

**Developing** literacy and numeracy skills

**Embedding** skills across the waking day

**Developing** spiritual, moral, social and cultural awareness and skills



## Treloar School Subject Guide: Music

### Who is it for?

All students in school take part in music classes from primary through to sixth form and KS4 students can choose whether to take music as an option subject. The music department aims to nurture and support every student so they can achieve their musical potential no matter their disability. We aim to provide an atmosphere in which all students feel they have the right to perform, the self-belief and confidence to do so, and are able to participate in all areas of music whether it be performing, composing or listening. We will give students the best possible opportunities to open up their musical world.

### Listening

Listening to music is something that all of our students can do, no matter their ability level; it evens the playing field when thinking about how they relate to their peer groups and the wider community. In a recent MA study taken at Treloar's the data suggests that listening to music was important to students, parents and carers; students listened to music to support their mood and behaviour. In class students will listen to music from different genres and periods and refine their abilities to listen effectively and with discrimination, allowing them to have a wider context within which to form their own musical identities and control their own musical environment.

### Music in the curriculum

Music is an important part of school life at Treloar's and it offers students an alternative and sensory way to express themselves and communicate with others. The power of music to enhance people's lives has been well researched and documented. Listening to, creating, and performing music can have many benefits including positive physiological measures (such as lowered heart rate and blood pressure). It can also boost mood levels, decrease pain levels, support management of physical and mental health, aid concentration. It supports connections both with our immediate world as well as to a much wider community. We hope that through the medium of music students will create and retain their own musical identity and have a life-long interest and love for music.

### Performing

Students are encouraged to perform both in and out of the classroom and many of the instruments have been specifically designed with our students in mind, such as switch-activated hand bells. There are a number of opportunities to perform, and our ethos is to ensure that every student feels confident enough to perform in front of others. Performing music can enhance self-esteem and confidence and can allow students to feel both power and control as well as have a chance to demonstrate their abilities.

## Composing

Students are encouraged to explore different methods of composing music and to think about how sounds are sequenced and put together. We use a range of programmes and methods (such as Garage Band and Sibelius 7), to ensure students can be imaginative and explore their own creativity. Students are encouraged to improvise and be inventive. We believe that our students may have things to say and express that have never been heard through music before, and we aim to enable students to have the opportunity to speak their minds musically.

All students will have the chance to explore sounds and work on the key skills of musical discipline including being part of a team, making eye contact, sharing activities, turn taking and creating sounds together. We aim to break down any barriers to taking part in music and music education and allow students to feel part of a very special musical team.

## Extra-Curricular Music and events

Extra-curricular music is a very important part of Treloar's and students are encouraged to perform on a regular basis. We currently run a singing and signing choir, a school choir and school orchestra in our extra-curricular sessions. We are very proud of all our music events at Treloar's and can see the benefit to students in their growth in confidence and self-esteem that performing and collaborating musically can bring. Every term we have a music assembly where students can perform to their peers, staff and parents. Students also perform regularly in end of term services. Once a year a small group of students go to Mansion House in London and perform to the Lord Mayor of the City of London and Livery Companies. We also hold an external Christmas concert at the Alton Maltings, often with local groups supporting us. We have a bi-annual musical show and have performed The Jungle Book, Oliver! and The Lion King in recent years. We have a number of professionals and professional groups who visit us including the Royal Marine Association Concert Band and Singing Hands. We have close links to providers such as Drake Music and Open Up Music who support us in our delivery of accessible music and how to progress and provide for our students in the future.

## Outdoor Instruments

In the autumn of 2017 we were delighted to open our 'Forte Forest' outdoor musical instrument area. This allows students to explore the outdoor world at the same time as investigating new sounds and experiences. Forte Forest has been very popular with both students and staff and is a great area for students to have fun and play at the same time as enjoying experiential multi-sensory learning.

# Music pathways

These pathways broadly illustrate a student's journey and progression through the music curriculum.

Integrated Pathway (all key stages)	KS2/3 National Curriculum	KS4 Drake Music	KS5
Student on this pathway are likely to be symbol users or have emerging literacy skills	NC Level 1 Reading age: 6 years	Compose and Perform Entry Level 3	Experiential Music
<b>Performing:</b> Students have the opportunity to try out and explore different instrument sounds. Students will work on the key skills in the discipline of music; turn taking, eye contact, waiting, listening and working as a team.	NC Level 2 Reading age: 7-8 years		
<b>Listening and appraising:</b> Students will listen to music from a variety of genres and different musical periods. Students will gain skills in musical language through modelling and using pre-prepared musical language sheets.	NC Level 3 Reading age: 9-11 years	Compose and Perform Level 1 (GCSE D-G)	Bronze Arts Award Level 1
<b>Composing:</b> Students will compose through improvisation and creating sequences and will also have the chance to express their emotions through music therapy*	NC Level 4 Reading age: 12-14 years	Compose and Perform Level 2 (GCSE A-C)	A-Levels/BTEC (or equivalent)

\*Please ask for further information around group and 1:1 music therapy sessions.

## Peripatetic 1:1 music lessons

Students can choose to have 1:1 peripatetic lessons with our dedicated team. Students can choose from singing, keyboard, drums or guitar and around 40% of school students choose to have lessons. This additional music tuition is paid for by parents; each lesson is 20 minutes long and students have 10 lessons per term.

*'Music is extremely important to her, in her words "it is her life".'*

Parent

*'Music holds no barriers or discriminations'.*

Carer/SSA

*'Music is one of the best things in the world. A world without music is a world without fun'.*

Student

