



At The Village School, we take the view that education in music is not only desirable but essential for all our children (*Ball, 2010 quoting Blacking, 1974*) since research has shown that music not only contributes to physical and mental wellbeing and development but can also exist as an intrinsic ability in many children, including those with disabilities and sensory impairments (*Ockelford et al 2006*). In addition to developing unique musical abilities our children also benefit from transferable skills through a good music education; they develop concentration and memory and an increasing ability to sustain and initiate activities (*Ockelford, 2008 quoting Bunt, 1994*) as well as being able to develop occupational therapy, physiotherapy and speech therapy targets through music and movement activities. Our children continue with their music education throughout all key stages. (*as in recommendation 5 of Henley, 2011*)

In all societies music has a collective and communal function bringing people together and historically this didn't rely on a special class of composers and performers but on the whole community taking part socially through internalised rhythm, active listening, chanting and dancing (*Sacks, 2007 quoting Storr, 1992*). We celebrate this coming together in music every week at The Village through whole key stage music and once a year our whole school comes together through music and the arts during "One World Week". Songs and music used at The Village are sourced from many cultures including a focus on the countries represented by our community of children, parents and staff. (*see Bance, 2012*) Our topic-based approach takes the children through an exploration of music and instruments from many world traditions and we also make world music a focus of many of our enrichment projects with, for example, tabla and gamelan workshops and African djembe drumming.

It is a huge and humbling privilege to work with our unique children in music and we care passionately about giving them a great music education, which they will enjoy. We teach children using a range of strategies to suit individual needs which are rooted in the evidence-based and Ofsted-endorsed (*Ofsted 2012-Music in Schools: Wider still and Wider*) "Sounds of Intent" framework (*Soundsofintent.org*). This framework guides children's musical development through the "reactive", "proactive" and "interactive" domains so that they are learning to listen and respond, control and create sounds and interact with others through songs, rhymes, rhythm patterns and ultimately performance. Children start out interpreting sounds they hear and attempting to make sense of short motifs within the music and we aim to help them on their journey towards "musical maturity". These activities take place in a range of contexts including the music room, performance spaces, the classroom, concert halls in



Central London, sensory rooms and outdoors in the garden and park. The emphasis is always on practical participation in music.

All our music professionals receive ongoing training in using and applying the framework in conjunction with Roehampton University and Professor Adam Ockelford. The Sounds of Intent framework is used to assess all pupils up to Key Stage 5 to measure pupil progress. Progress is enhanced by links with professional musicians, music organisations and orchestras, our link mainstream schools and performance and enrichment opportunities. These partnerships are used to enhance the existing curriculum and provision we already have, rather than as a substitute, and children's responses to such opportunities are measured and built upon (*see Ofsted 2012: Music in Schools: Sound Partnerships*).

At The Village School children follow three curriculum pathways: STEPPING STONES, TRACKS AND LANES, in order to ensure personalised journeys through learning as recommended by Barry Carpenter (*Carpenter, 2011*).

Stepping Stones children will be exposed to a diverse experience of music and sounds throughout their time at school and will be given opportunities to use exciting equipment which helps them to access music such as the "soundbeam" the "skoog" and "eye gaze" technology. They will also work with staff using resonance boards and microphones with effects to encourage voice work. Many lessons will be multi-sensory in nature, using touch, texture, visual props and lighting to increase responses to music.

Tracks children will explore all the elements of music through a topic-based approach and with an emphasis on "zygonic theory" (*Ockelford 2008 chapter 9*) which means that the children are learning to identify and imitate repetition and pattern in music and will begin to copy first sounds, then patterns of sound and then whole groups of patterns until they can contribute to singing or playing a whole song.

Lanes children will work towards musical maturity whilst still at The Village School and will be helped towards this by undertaking accredited Arts Awards from Key Stage 2 onwards. This gives them access to long-term music projects with professional musicians and taking part in schools projects at, for example, The Wigmore Hall, working alongside their mainstream peers. They will also be involved in composing music, performing at different venues in and out of London and acting as music ambassadors for the school.

In the sixth form our pupils are encouraged further in their journey to musical maturity through a range of accredited courses to suit their own pathway, including Music Medals, Arts Awards and AQA Unit awards.

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