



Music Sensory Curriculum

updated November 2016

Overview of the Music Sensory Curriculum

The sensory music curriculum is designed to for students working between P1 and P6. It is delivered in the sensory theatre and is runs in parallel with the music curriculum and supports the Addington Access Programme/ Routes for Learning and Development Matters in the Early Years Foundation Stage. Sessions use music and sensory props to encourage students to engage and learn positive control of their voice and instruments, and to interact in an intentional, musical and meaningful way. Sessions are designed to tell a story to flow naturally between activities. They are repeated and developed over a 6 – 10 week period to give students opportunity to develop familiarity and confidence to participate.

The curriculum is skills based and is centred around the 4 skills of the Addington music curriculum:

- Knowledge and understanding
- Interaction
- Instrumental
- Singing

Each session consistently develops and revisits these skills and is carefully planned to give a breadth of experience. Students become familiar with activities and show increasing anticipation and excitement. The teacher considers the route map of learning at the start of each activity and aims to move through this until students have independent, intentional and meaningful responses and can initiate and lead music. The interaction with each student is personalised to give as much opportunity as possible for interaction and engagement. Activities are also included that allow exploration and creativity, by creating soundscapes and responding and developing student ideas.

Planning for Progress

The skills are developed in each activity develop over the course of the theme. The sensory curriculum aims to enable each student to develop consistency of responses and greater control through repetition and a personalised approach.

Knowledge and understanding

Encounters → Responds → Recognises → Engages → Distinguishes

Instrumental

Unintentional → Intentional → Follows → Controls

Singing

Unintentional → Intentional → Response → Control

Interaction

Awareness → Preference → Follows → Recognises

updated November 2016

Further explanation and expectation of skills

Knowledge and understanding

Encounters

Responds

Recognises

Engages

Distinguishes

Students with PMLD or SLD may not always express their knowledge in a conventional way. In music, knowledge and understanding can be demonstrated through anticipation or reactions; in the early stages as they are encountering new things, this may be inconsistent or in response to sounds, but as they progress in each activity they may show recognition of music and structure through excitement when a sound is about to be made or by cueing the next sound verbally or physically. With increased experience they may be able to use switches or gesture to indicate preferences and make choices.

Instrumental

Unintentional

Intentional

Follows

Controls

Students working in P levels may find using instruments a challenge, particularly if they have physical disabilities. They may make a sound with a musical instrument unintentionally. With increased experience and repetition they may then begin to make sounds intentionally and explore different ways of creating sounds. They may also allow themselves to be supported where necessary to explore instruments. This can then progress to imitation of a leader, and following a piece of music to create a sound at an appropriate time. Their playing may then become more controlled.

Singing

Unintentional

Intentional

Response

Control

Many students vocalise and show their musicianship through vocalising. They may vocalise unintentionally and give the leader the opportunity to respond or echo their sounds. They may then vocalise intentionally and develop this to an intentional response and a musical interaction. They may also vocalise with a sense of key centre and tonality. Vocalising can then develop in control, including stopping and starting, melodic outline, words.

Interaction

Awareness

Preference

Follows

Recognises

Music is a powerful and effective way of interactive with students working at the lower P levels. This interaction is often initiated by the leader reacting to the students movements or voice and incorporating them into the musical setting. The student may then develop an awareness of the music and how the sounds they are hearing link to them. This can then allow them to gain control of the music, cueing sounds and changes. They may show a preference of one sound or section. The interactions can develop to give control back to the leader and follow sounds, and gradually create a two way musical conversation. This can be progressed as the student recognises this and responds accordingly.

updated November 2016

Activity and session outline

Activities in the sensory music curriculum generally fall into a category. Each session is designed to use these categories to explore music and develop skills. Sensory props are used to support music give a greater sensory input and create more ways to engage in activities.

Activity type	
Calming	<ul style="list-style-type: none">♪ A simple activity where students can listen and join in as much or as little as they feel.♪ Aimed to focus and settle them into the sensory theatre – often the first or last activity of the session.♪ Sensory props used to add to the atmosphere being created.♪ This could be led by the teacher playing or involve listening to pre-recorded music
Anticipation and interaction	<ul style="list-style-type: none">♪ An activity involving simple songs or chants that create a sense of anticipation. The anticipation can be developed by exaggerating the part of the song where anticipation is building, so students show a sense of anticipation. They would then be encouraged to join in at specific points, and when they are very familiar with the song or chant they would then be able to cue and lead the music.♪ Movement is linked to the melodic outline of the chant to enable all students to participate.♪ During this activity students should develop their listening to each others responses and respond to each other. They should also take turns to be the leader.
Exploring sound	<ul style="list-style-type: none">♪ An activity where students have the opportunity to explore sounds and timbres with some freedom.♪ This should involve practical exploring – and where appropriate start to develop instrument techniques.♪ This can also involve listening and tracking sound – for example a sound moving around the room and students showing awareness of its source.
Playing musical instruments	<ul style="list-style-type: none">♪ An activity where students work on playing in an appropriate way within a musical structure – for example stopping and starting, holding the instrument correctly, playing simple motifs.♪ This may not be appropriate for all students
Singing	<ul style="list-style-type: none">♪ Students learn specific songs and try to sing sections of the song as a group and as individuals.

Objectives and Outcomes

The objectives are delivered over the course of a term, although most are visited every session as students gain familiarity and develop their responses and move along their learning pathway.

The ethos of the sensory music curriculum is to interact and engage with every student through music, developing communication and cognitive skills.

	Objectives
Knowledge and Understanding	<ul style="list-style-type: none">♪ To show awareness of regular music activities.♪ To develop consistent responses.♪ To express some preferences of sound.♪ To recognize some musical instruments.♪ To participate in simple music activities and following simple musical structures.♪ To experiment with a range of sounds and sound possibilities.♪ To develop awareness of musical elements.♪ To organise and explore sound using ICT.♪ To explore movement skills and create movement patterns in response to stimuli
Instrumental skills	<ul style="list-style-type: none">♪ To develop an interest in instruments and making sounds.♪ To explore a variety of instruments.♪ To develop awareness of changing sounds.♪ To start and stop sounds intentionally.
Interaction skills	<ul style="list-style-type: none">♪ To listen and observe carefully, taking account of simple instructions♪ To respond to musical cues♪ To copy simple movements and explore linking movement and sound.♪ To show preferences of sounds♪ To vocalize with an emerging sense of pitch
Singing	<ul style="list-style-type: none">♪ To vocalise in response to familiar and unfamiliar activities♪ To use voice to cue musical responses♪ To imitate and copy vocal sounds♪ To join in with group singing with some words of a songs

updated November 2016