

Sounds of Intent

National awards for schools and units working with pupils and students who face barriers to learning



Using music to promote social inclusion and cultural engagement

Music in Special Education Gold Award

Learners

- a) All learners have had a general music assessment that identifies whether they are 'sound-makers', 'pattern-makers', 'motif-makers', 'music-makers' or 'advanced music-makers' in the Sounds of Intent framework.
- b) All learners have group music sessions and experience music used to support other areas of learning, and those who would particularly benefit have 1-to-1 sessions matched to their musical abilities and needs, .
- c) At least six learners have had E•A•X assessments and have received a Trinity College London 'Award in Musical Development'.

Staff

- d) The music coordinator has completed the 'Sounds of Intent Assessor' training course available on the Sounds of Intent website (www.soundsofintent.org).
- e) All staff working directly with children have familiarised themselves with the 'levels', 'domains', 'circular figure', and 'elements and strategies' on the Sounds of Intent website.
- f) At least one member of the Senior Leadership Team has taken the 'Introduction to Musical Development' course available on the Sounds of Intent website (www.soundsofintent.org).

Resources

- g) There is a range of acoustic instruments available and some specialist ones (such as a piano or wind, stringed or percussion instruments) to which learners with particular abilities, preferences or needs have access.
- h) There is a range of music technology, including some specialist items (such as the Musgo or Clarion), suited to particular learners' abilities, preferences and needs.
- i) Suitable environments are available for group and 1-to-1 music sessions that are conducive to musical engagement and learning.

Policies

- j) A music policy and curriculum is in place, informed by the Sounds of Intent framework of musical development, that recognises learners' individual abilities, preferences and needs.
- k) Wider policies and curricula incorporate musical activities, differentiated according to learners' individual abilities, preferences and needs, to promote wider learning, development and wellbeing.
- l) Music features in the School's Development Plan.