

Sounds of Intent

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



Having a music curriculum that takes into account musical development

Music in Special Education Silver Award

Learners

- a) At least half of 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) These learners have access to musical input that takes into account their levels of musical development.

Staff

- c) The staff member responsible for coordinating music has familiarised themselves with the 'levels', 'domains', 'circular figure', and 'elements and strategies' on the Sounds of Intent website (www.soundsofintent.org).
- d) Staff working directly with children have taken the short 'Introduction to Musical Development' course available on the Sounds of Intent website.

Resources

- e) There is a range of acoustic instruments available that are suited to learners' levels of musical development and mitigate, as far as possible, any barriers to learning that they may experience.
- f) There is a range of basic music technology available (such as apps that use touchscreens) suited to learners' abilities, preferences and needs, which enables them to engage proactively and interactively in music-making.

Policies

- g) Music is recognised in policy documentation both as a specialist area and with capacity to support wider learning, development and wellbeing, with reference to the Sounds of Intent and 'Me' frameworks (available on the Sounds of Intent website – www.soundsofintent.org).
- h) A music curriculum in place that makes reference to the Sounds of Intent framework.