

# What these resources provide

Accessible online, Aurora Orchestra's resources provide a magical world of music and imagination for teachers to explore with their pupils. A combination of films, stories, recordings, teaching ideas and lesson plans, these resources have been created by Aurora's musicians and aim to put the highest quality music at the heart of the classroom.

## An ambitious curriculum for all learners

- **Design your own flexible schemes of work** that closely follow the mainstream curriculum but are also specifically adapted for various SEND settings to meet the targets and needs of their learners.
- A range of opportunities for **bespoke interventions** in the context of a communication-rich environment, including: AAC devices, signage, emission, and opportunities to provide commentary with autonomy.

## National curriculum

- **Explore all elements of music:** rhythm, pitch, pulse, timbre, texture, singing, movement, notation, listening, composing, improvising, and using classroom instruments.
- **Meets all the requirements** of the national curriculum for music, as well as meeting targets for English, physical education, art, and science.

## Model Music Curriculum and beyond

- Activities are closely aligned with the Model Music Curriculum, with a particular emphasis on **composing and musicianship**.
- Teachers are provided with the tools for **meaningful improvisatory pedagogy** through the audio and activity library, enabling them to adapt to their learners' needs and respond to their interests.

## Progression and planning

- **Detailed learning objectives** provided on each activity and lesson plan, mapped against the national and Model Music Curricula.
- 10-week schemes of work with detailed lesson plans, structured to promote **functional and cumulative repetition** of activities each week. Presented as a sequence of films and recordings which can be displayed in the classroom, these are ready and easy to use with all the planning and preparation already done.
- Suggested **extension ideas** encourage teachers to go beyond the initial activity to enable skills and knowledge to be developed to a deeper level.
- **Process-based approach to learning:** supporting teachers to facilitate the creative process through modelling, guiding, and offering opportunities to experiment and refine ideas and skills, without necessarily always having to lead.
- Closely follows Rosenshine's *Principles of Instruction* to ensure **comprehensive acquisition of knowledge and skills**, including reviews of previous learning, carefully constructed small building blocks of learning, in-built scaffolding, and regular activity recaps.

## Cultural capital

- Created and performed by Aurora's **world-class musicians** and music education experts in collaboration with award-winning children's poet Kate Wakeling, and some of the UK's leading designers, film-makers, directors.
- Active and participatory music activities give children the opportunity to **acquire and develop musical knowledge and skills**.
- Introductory and discursive activities provide platforms for **autonomous and dynamic learning**, as the pupils are supported in a discussion and extend their learning.
- **Prepare their own performance:** we have provided a script and ideas for children to share their learning with an audience.

## A well-rounded child

- **Use music to explore other areas of the curriculum** and as part of free-flow time in the classroom. Our *Listen and Imagine*, *Literacy*, *Communication and Language*, and *Making* sections provide all sorts of ways to integrate music with other areas of learning.
- Expressive music-making activities provide **excellent links to Physical, Social, and Emotional Development**, helping support children to develop skills surrounding labelling emotions, reading body language and facial expressions.
- **Meets all the Prime and Specific areas of learning** in the EYFS framework, highlighted at the top of each activity and lesson plan.

## Mental health and well-being

- Activities for children to demonstrate their **spiritual, moral, and social development** by enabling them to acquire the tools to acknowledge their own and others' emotions, label feelings effectively, and explore the consequences of their behaviours.
- **Creative thinking and role play** activities for children to encounter, explore and develop their sensory regulation and utilise tools to acknowledge their own and others' feelings effectively.

## Engagement model

- Structured around the engagement model, our SEND offer **promotes inclusivity through high levels of engagement**, nurturing the key behaviours of Exploration, Realisation, Anticipation, Persistence, and Initiation.
- **In-built provisions for repeated learning**: several activities have 'recap' video and activities are continually revisited, providing ample opportunity for exploration to become more established.
- **Extensions onto classroom percussion instruments** allow learners to move beyond initial engagement and apply their developed skills and knowledge, using it then as a tool to access learning and discover new skills.
- The **audio library** hosts a range of tracks that can be used to encourage pupils to discover and explore new aspects and musical features, offering several opportunities to **demonstrate engagement through exploration**.
- **Built-in allowances and flexible adaptations** for learners with processing delays to demonstrate key engagement behaviours; they are encouraged to investigate and respond to stimuli in different and imaginative ways, responding in a way that is specifically meaningful to them.

## Linked and in-built CPD programme

- The programme has been carefully designed to enable classroom teachers to develop their own skills in using music regularly in the classroom, with **particular support for teachers without specialist music training**.
- **An annual linked CPD programme** is designed to help teachers build confidence using the resources and to provide channels for feedback and discussion with practitioners, enabling **continuous evaluation and evidence-based improvements** to the programme.
- Teachers are provided with the option to use either a video or audio track for almost every activity, freeing up the teacher to support learning in a more interactive and hands-on way. Eventually, teachers can **build up the confidence** to lead sessions themselves using just the audio tracks.