

BLACKFRIARS ACADEMY 'What is the Point?'



Summer 2020 Our World

Immersive Pathway

CLASS – Dudson- Music

Termly anchor	Our World
<p>As a school, why have we chosen this anchor</p>	<p>When deciding what anchors we wanted to develop as a team of staff working in a school for young people with varying needs and abilities, our starting point was 'What is the point?' – why would we choose 'this' as something that anchors all other learning? In order to answer this question, we went back to our core moral purpose as a school which we believe is to educate our students because education has the power to transform lives. By educating our young people, we can help them to be more independent, for some it may mean helping them to use their 'Voice' to ensure that their views are heard about their hopes and aspirations for what they want 'their world' to be like and for others that they can become more aware of the world around them</p> <p>The anchor 'Our World' was originally chosen because we want our students to understand their place in the World and more about the World they live in. Through the previous anchors of Identity and Celebration pupils have been able to explore their immediate space, this is me, here is my head, here are my feet, I can stretch, roll and experience my body in space through movement and massage. This is me in this World. This then leads into the new Anchor where they will explore Our World in a different way and where they fit into their World. By immersing pupils in activities that transport them to different places and cultures they will experience the sights, sounds and tastes of somewhere different.</p>
<p>What approach am I going to take to this unit?</p>	<p>For the students in the Immersive Pathway, it is important that they have the opportunity to take tiny repetitive steps to allow them to build on their learnt skills, having enjoyed exploring their own identity, how it's good to be different, and celebrating how wonderful they are, we now want the pupils to experience and encounter the wider world, to experience different cultures through their senses, while continuing to link this into our previous topics. In Music sessions, it is important to repeat songs and melodies and provide pupils with the opportunity to add themselves to the song in some way, perhaps through the addition of their name or having the beat they tap direct the song. Due to the school closure, these songs are being shared via video lessons. However, the pupils can engage with the songs they recognise and continue to access the powerful sensory input Music can provide. The video lessons include spaces for the pupils to add their own names and participation.</p>
<p>Why is it relevant for my students?</p>	<p>Students in Dudson are constantly working on their communication skills and their Music lessons are based on opportunities to participate and communicate in the ways they can. The use of sensory integration, Sensory stories and activities with lots of repetition allows them to be immersed in their learning through experience and encounter using all</p>

	<p>their senses. Music works hand in hand with sensory activities, both through the exploration of the feeling of new instruments and new sounds they can create. Music is especially relevant to a topic of 'Our World' as the music of other countries lends itself to sensory discoveries.</p>
<p>What am I hoping they will achieve from being immersed in this theme?</p>	<p>Although lessons will be delivered through videos, I hope that students can connect with the repetitive songs they know and engage with at school, even when they are working at home. With links to the 'Our World' topic in which students are immersed in during their other lessons, students will encounter Music from other countries which may unlock sensory responses they may not have come across before. This will enhance the idea that we are part of a big world with many cultures and experiences.</p>