

# SaPa in Schools Project



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## Organisation and Mission

*“We believe that music is a powerful tool for making the world a better place. Culture is one of our most precious resources. Art should be accessible to everyone”*



Music is an integral part of Indian culture, and often called the finest of fine arts. Teaching classical music to children is an important way in which traditional culture can be preserved and passed on to coming generations. Our vision is to build the entire ecosystem, which will professionalise and institutionalise music education in India. Our endeavour is to also create a healthy, independent and sustainable cultural music scene.

**SaPa in Schools (SIS) is a program that provides high quality music education as part of the school curriculum.** It works with Indian and global music, and teaches art not only for arts' sake, but also the context around music, and how music can be used to spread global cultural awareness, and spread peace and tolerance. SIS has specially developed teaching methodology, syllabus and course material, and is attempting to build an ecosystem for music education in India.

The SaPa in Schools program draws from the expertise of the Subramaniam Academy of Performing Arts, a boutique music educational institution established in 2007, with a view to create the next generation of performers, and is associated with the Lakshminarayana Global Music Festival, which has presented global music around the world over the last twenty five years.

## SaPa in Schools project - Context and Rationale

In times of rapidly-changing social and cultural priorities, it is necessary to bring about a sustainable system of music education deep-rooted in Indian tradition and accessible to all sections of the community. It is also widely believed that peace, tolerance and cooperation should be promoted among young children, who are the leaders of tomorrow. Children have a natural curiosity and they can celebrate diversity. Music provides a platform to address serious issues in a light hearted manner without imposing or preaching on young minds. By providing young children with access to global music, they have an avenue to explore and understand different cultures and relate it back to their own, and reduce misconceptions and misunderstandings.

However, the lack of a supporting ecosystem results in the marginalization of music, especially traditional music. Schools that wish to offer music find it difficult to identify good teachers, and as a result many schools either don't have music, or hire substandard teachers. This reduces the number of quality jobs available to musicians, which over time affects the number of practitioners, who may opt for more secure professions. In this way, children lose access to traditional music, and the music itself becomes endangered.

SIS addressed this issue through its music education movement which has been running successfully since 2014, already providing quality music education to over 12,000 students in India.

SaPa is creating an ecosystem that ensures sustainability, with each part supporting the other. Teacher training, learning materials, methodologies, and syllabi, bring about high-quality classroom experiences. In addition to teaching music, and preserving rich global cultural heritage, the movement also builds competence, creates employability, and empowers women as educators, allowing many to re-enter the workforce on their own terms.

Under the dynamic leadership of Dean Bindu Subramaniam and Associate Dean Ambi Subramaniam, SaPa has grown from strength to strength over the years nurturing many an aspiring musician to become confident performers. From hosting global music workshops by some of the most renowned musicians, to creating an atmosphere

conducive for music, to providing performance platforms for students of all levels to supporting deserving students with scholarships.

**The SaPa in Schools program believes in equality through music – with the ideology that all children in the society are equally entitled to receiving music education. For those who cannot afford it, SIS takes the responsibility to bridge the gap and provides its services free of cost. In addition SaPa also provides the SIS programme to deserving schools completely free of cost. It is towards these endeavors that Funding will help us reach out to more schools and more children.**





## SaPa in Schools - Project Activities and Expected Outcomes

SIS acted as change agents to develop the system and bring about changes from within, without disrespecting traditions and processes that already exist, but rather to work with the community and build competence together. The SIS program has done and continues to do the following:

### Activities

- Teach global music to children in schools by collaborating with the school and setting up the learning environment. Children get one music period per week and are provided learning material
- Provide free/subsidised music education and appreciation to children, irrespective of their background or social strata, including Government schools/NGOs
- Provide skill development, employment and performance opportunities to musicians around the world. Particularly, help women looking for a comeback career in music.
- Create world-class syllabi, learning material and certification systems for learning and teaching music. Share the model at Academic conferences.
- Promote cross cultural knowledge sharing eg our association Rikskonsertene and the Royal Norwegian Embassy
- Provide music concerts and two workshops with professional musicians per year in schools, completely free of cost to students
- Create music instrument videos to expose students to new instruments from around the world.
- Create textbooks and audio video material.
- Create a system of certification
- Create employment opportunities by training and employing musicians as music teachers and paying them a fair salary.
- Create a community of music educators and educators in training to allow shared competencies.
- Institutionalise and formalise music education training and build competence.
- Create University courses, including degrees focused on music education, performance and musicology.

## Outcomes

- Over 12,000 students from 30 schools have been imparted quality, world-class music education.
- India is multicultural and multilingual, music helps students understand diversity is language and helps develop awareness and tolerance.
- Over 2000 students across social, economic and religious groups benefit from the free or subsidized music education and appreciation classes.
- 50 teachers (mostly women) have been trained through formalized music education training. Their skills and competencies have been built through assistance received from globally prominent institution.
- Through our International collaborations we use music to teach tolerance, cross cultural understanding and the social context of music. Students learn to respect other cultures.
- We create syllabus, methodology, learning material (books and digital music) and certification system. Creation of a sustainable eco system around music education which currently does not exist in India.
- It is fast becoming one of the most trusted programs in schools.

# SaPa in Schools

Level 2

my name is \_\_\_\_\_



Children have a natural affinity towards melody and rhythm, and early music education benefits them in many ways.

The **SaPa in Schools** program was born from a belief that quality music education should be made accessible to every child, by using the experience and methodology developed at SaPa.

**SaPa in Schools** currently works with thousands of children, teaching Indian and global music in a way that is easy, entertaining and engaging.



**Bindu Subramaniam** is a classically trained singer/songwriter and lead singer of *Subramaniam*, which she formed with her brother Ambi. She has an MPH, LM (University of London), and a Master's certificate in Songwriting and Music Business (Berklee Music). She was a finalist in the Unisong International Song Contest and a received Honorable Mentions in the Billboard World Song Contest. She currently heads SaPa.



**L. Subramaniam** is one of the world's leading musicians and composers. Initially trained in Carnatic violin by his father and guru Prof. V. Lakshminarayana, he later went on to earn a master's degree in western composition. He created the global fusion idiom and he has composed/performed in over 150 albums, in various genres including Carnatic, orchestral and global fusion. He established the Lakshminarayana Global Music Festival in 1992 and the Subramaniam Academy of Performing Arts (SAPA) in 2007.



## A workshop with



**Grammy award holder G. Satya Sai** initially learnt the Melogam from legend Yalla Veeramanna Rao, before switching to the Moring. He regularly plays with 'God of Indian Violin' Dr. L. Subramaniam with whom he has been playing for the last 37 years.

**Sethish Parthasarathy** is a percussion artist and has performed in classical and world music concerts for more than 30 years. He performs the one-headed roneo-like instrument called Kargis. Sethish has performed in concerts in India, USA, South Africa and other locations with leading musicians such as Dr. L.





## SIS Project Differentiators and Innovation

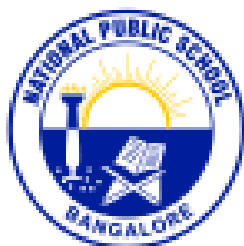
- In the current context in India, schools do not have a formal way of imparting music education, let alone Global music education. SaPa integrates best practices of music education from around the world and has created a pedagogy which is thoroughly researched, scientifically proven, age appropriate and activity based.
- SaPa trains Indian teachers to teach global music. We have researched and simplified global music, distilling important points and relating it to music they know. We bring together music teachers around the world, this results in shared competencies. Collaborations with globally prominent institutions help us provide quality teacher training.
- Global artists conduct live workshops and give live performances all free of cost for the students. This gives an opportunity for talented artists to reach new audiences. We have also managed to bring even the most complex music from the greatest musicians to the classrooms in the form of videos we have created.

## Strengthening Music through International Collaborations

With a view to achieving a higher quality of music education by integrating best practices from other parts of the world, SaPa has entered into collaborations with globally-prominent institutes like the Norwegian Academy of Music and Royaumont to name a few.

Through this association, SaPa in Schools receives quality support in teacher training, access to activity-based learning systems and musical instruments, thus helping build a strong, sustainable base for the program.

## Our partner Schools



Jain Heritage School



**SRMAB**

Shree Ramana Maharshi Academy for the Blind



**Amora Montessori**

A home away from home...



## Growth and Future

With the help of dynamic leadership, a reliable advisory board, a committed workforce and support from well-wishers, SaPa in Schools has seen exponential growth over the last 3 years. From humble beginnings of 4 schools with 1000 children and a dream, the program is now a movement 30 schools and over 12,000 children strong! The growth in the total number of students is 3 times that of the number in 2015-16 and that of the students receiving free or subsidised education is 4 times higher. It is fast becoming one of the most trusted programs in schools.

We plan to have 25,000 students by the end of this academic year (April 2018), and double numbers each year to reach 100,000 by April 2020. To achieve this goal, we are focused on building the scalability of the business, training educators, developing curriculum and signing with leading schools in different territories, so that other schools will follow their lead.

With a solid foundation and processes in place and financial support from well-wishers, the aim is to achieve sustainable music education growth in schools all over the country.