

Music Dept. - Gifted and talented Policy:

The music department in LCC is privileged to have pupils of very high academic ability and typically a very high percentage already possess a variety of musical talent beyond what is required for the curriculum. The current schemes of work recognise this and there is provision for such pupils as well as those with little or no musical experience. For example a year 10 pupil may have achieved grade 8 or diploma level on an instrument and be a member of the senior WELB orchestra and be sat next to a pupil with little or no musical experience!

In other circumstances where musical talent may not be so obvious, it should be quickly acknowledged and harnessed, since it may be a pupil's only route to real success, increasing their self-esteem and motivation for other areas of learning.

Identification of Gifted and talented pupils:

Pupils who have a talent for music may demonstrate confident instrumental skills or may show a high level of intuition when responding to a variety of music. They will generally possess a high level of skill in 1 or more of the 3 strands of Listening, Composing and Performing. This will be evident at key stage 3 and those pupils deemed gifted and talented may choose to keep the subject for GCSE level and beyond

- The current programme of study in music ensures that Gifted and talented pupils are challenged sufficiently to develop their skills, knowledge and understanding in a variety of contexts
- Gifted and talented pupils are encouraged to critically evaluate their own work, identify their strengths and weaknesses, and improve their own learning
- Gifted and talented pupils are encouraged to show leadership and to share their musical expertise with lesser experienced students, particular during ensemble work.
- Parents are kept informed of how best to support the work that their child is doing in music -- at home and at school.

Pupils who are identified as gifted talented in music may, for example, display the following skills across the 3 subject strands of *Listening, Composing and Performing*:

Listening:

- be captivated by sound and engage fully with music
- listen actively and respond intuitively to a wide range of music
- show a high level of musical awareness in written responses to music excerpts
- manage simple aural dictation exercises
- be able to accurately sing or play back musical motifs as played by the teacher or recorded source

Performing

- demonstrate a high level of proficiency on an orchestral or classroom instrument
- memorise music quickly without any apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- demonstrate the ability to communicate through music, for example to sing or play with musical expression and with confidence
- perform with a degree of confidence in front of peers and engage fully in the performance evaluation process

Composing:

- Show strong preferences, single-mindedness and a sustained inner drive to make music.
- Demonstrate a flair for making up original ideas as well as drawing on other musical influences to compose their own music.
- Show an ability to manipulate or develop a short musical idea into a longer work
- Show an ability to write down or record their original musical ideas

Provision within the programme of study

There are many units of work within key stage 3 scheme of work where there is obvious provision for the more musically gifted and talented. Most units of work involve an element of differentiation of task and by outcome. Below are some examples.

Year 8: Unit 2 – the Elements of Music.

Composition activity – ‘Bumps and crashes’

In this unit pupils are set a task to compose music to depict a short scenario. The activity will be done in groups of 4 or 5 generally with different levels of musical talent within the group.

Task: Lesser experienced pupils will be asked to explore the basic sounds of classroom instruments and use them in a way to create mood/atmosphere
i.e. *A basic drum pulse for footsteps/shaker sounds for rain etc.*
More talented musicians will be asked to direct the ensemble and to compose an underlying melody or chord sequence as the main thematic content of the piece. This will require a high level of individual creativity from the pupil.

Outcome: The group will perform the piece in front of the class where the pupils will perform to their brief – the gifted pupil will have the opportunity to perform at a higher level and demonstrate organisational/directing skills.

Assessment & Appraisal: Pupils are awarded a group grade which the G & T pupil will have strong influence according to their input. The G & T pupil will also be expected to provide a high level of written or verbal feedback with a reasonable command of musical vocabulary.

Year 9: Unit 8 – the 12 – bar blues.

In this unit pupils are set a task to perform blues music individually and in groups. The group activity will be done in groups of 4 or 5 with different levels of performance ability within the group.

Group activity:

Task: Lesser experienced pupils will be asked to play the 3 simple chords, maintain the repeated bass notes or sing a very simple blues melody. More talented musicians will be asked to direct the ensemble and to perform for example a walking bass line, sing a more elaborate melody or show rhythmic variety within the given chord framework. This will require a high level of individual creativity from the pupil.

Outcome: again the group will perform the piece in front of the class where the pupils will perform to their brief – the gifted pupil will have the opportunity to perform at a higher level and demonstrate organisational/directing skills.

Assessment & Appraisal: Pupils are awarded a group grade which the G & T pupil will have strong influence according to their input. The G & T pupil will also be expected to provide a high level of written or verbal feedback with a reasonable command of musical vocabulary.

Year 10: Unit 2 – Tune with chords

In this unit pupils are set a task to perform a simple melody at the keyboard with accompanying chords. The range of pieces will be explored in 'Charanga' - an interactive CD Rom keyboard tutoring software manual. The chords will have already been learned in unit 1

Task: Lesser experienced pupils will be asked to select one of a number of simple pieces demonstrated by and agreed with the teacher. This would typically be a tune within a modest melodic range and contain simple chord scheme with infrequent changes. More talented musicians may be encouraged to choose a more sophisticated arrangement with a more advanced melody, frequent chord changes and complex rhythms. The teacher will advise on selection at all times

Outcome: The pupil will perform the piece in front of the class. The success of the outcome will depend on how well the pupil managed their chosen piece. The gifted pupil will have the opportunity to perform at a higher level according to their ability

Assessment and Appraisal: Pupils are awarded an individual grade based on how well they met the individually set task appropriate to their ability. Other factors such as confidence/experience etc will be considered when awarding the grade.