



MusicPlus



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MusicPlus

The Department for Education's *The Importance of Music: A National Plan for Music Education* (2012) states that music education hubs must make sure that, 'every child aged 5 to 18 has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes for ideally a year (but for a minimum of a term) of weekly tuition on the same instrument.' This is often referred to as a First Access programme.

Soundhub's *MusicPlus* programme is a whole class instrumental programme, which will be delivered across 30 weeks of one academic year in Key Stage 2 (ideally Year Four). We have allowed 29 teaching weeks and one week for continuing professional development (CPD). The programme aims for pupils to learn to play an instrument through actively engaging in music-making and to continue learning and progress after First Access.

MusicPlus is designed to give pupils the opportunity to learn to play musical instruments in ensembles. Our aim is that it inspires pupils to continue to play in groups throughout their school years and into adulthood. In order to provide the best chance for progression we are focussing on string instruments, guitar, ukulele, woodwind, recorder and brass. This does not devalue the importance of instruments such as percussion instruments but recognises that most young people will have more avenues for progression into ensembles on the instruments that we have chosen as our focus. Instruments such as the ocarina and djembe have an important role in the education of children but we have decided not to include them in *MusicPlus*.

The programme will include all pupils, regardless of any special educational or cultural needs. Singing is embedded into the *MusicPlus* programme.

The *MusicPlus* programme is designed to achieve a set of outcomes, which are met through a scheme of work mapped against the *MusicPlus* Programme Framework.

MusicPlus: Outcomes overview

Outcomes	Targets
<p>1. Learn to play a pitched musical instrument that is conducive to progression</p>	<p>Be able to play a minimum of five pitched notes (ideally an octave) or five chords by the end of the academic year.</p> <p>Ability to perform and understand the interrelated dimensions of music</p> <p>Take instruments home for independent practice</p>
<p>2. Sing</p>	<p>Sing ideally in every <i>MusicPlus</i> lesson</p> <p>Healthy Singing</p> <p>Learn a variety of songs</p> <p>Vocalisation</p>
<p>3. Play and perform formally and informally in ensemble contexts</p>	<p>Perform in every lesson</p> <p>Elements of small group working in every lesson</p> <p>Memorisation</p> <p>Improvisation and composition</p> <p>Perform with accompaniment</p>
<p>4. Be engaged and participating</p>	<p>Small group/pair working</p> <p>Use multi-genre resources, including technology</p> <p>Encouraging choice and leadership for development of material</p>
<p>5. Learn from Peers</p>	<p>Project work in groups</p> <p>Self-assessment</p>
<p>6. All to be included</p>	<p>Pupils of all abilities and needs must participate</p> <p>Pupils should always be included in learning through suitably differentiated resources and support</p>
<p>7. Develop the ability to read notations</p>	<p>Read rhythmic notation</p> <p>Mnemonics must be used to depict rhythm values</p> <p>Simple melodic notation such as graphic scores or pitch mapping</p>

Extensions	National Curriculum
Ability to tune the instrument. Comprehension of timbre/tone colour Use of extended instrumental techniques	Play musical instruments with increasing accuracy, fluency, control and expression
Learn associated terms	Improvise and compose for a range of purposes using the interrelated dimensions of music
Vocal performances Sing and play simultaneously on appropriate instruments e.g. violin, ukulele	Use their voices
School performances once a term Small informal group performances	Play and perform in ensemble contexts
Perform one improvisatory piece per term	Listen with attention to detail and recall sounds with increasing aural memory
Pupils use of technology Pupils design one lesson per term with guidance	
Whole class discussion and development of material Pupils to set targets for end of lesson as group and as individuals	
Ability to read basic notations including staff notations	Use and understand staff and other musical notations

MusicPlus: Outcomes in Detail

Pupils will:

1. Learn to play a pitched musical instrument that is conducive to progression
2. Sing
3. Play and perform formally and informally in ensemble contexts
4. Be engaged and participating
5. Learn from peers
6. All to be included
7. Develop the ability to read notations



Learn to play a pitched musical instrument that is conducive to progression

Be able to play a minimum of five pitched notes (ideally an octave) or five chords by the end of the academic year

Pupil outcomes will be differentiated across schools and classes, but there must be a base level of achievement for all children for the programme to be successful and allow for progression. Pupils must be able to play fluently between the notes or chords they have learned, and ideally be able to play one full scale by the end of the academic year. It is recommended that tuition on guitar and ukulele covers both chords and single line melody. It would also be ideal if pupils can accompany themselves or others in a song.

Ability to perform and understand the interrelated dimensions of music: pitch, pulse, tempo, duration, texture, structure, dynamics and timbre

Pupils must perform, be able to discriminate and understand these musical elements in order to give a sense of musical understanding to the music they play and hear. Study of these elements should be practical and aural; it is recommended that recordings of musical works of multiple genres are used in demonstration.

Take instruments home for solo practice

In order for pupils to progress in the truest sense, it is important for pupils to engage in independent practice, ideally at home. Giving pupils goals each week will engender a level of self-motivation through independent practice. Children respond positively to the trust and responsibility placed in them by school and teacher when given an instrument, and this adds to the feeling of ownership for their musical development.

Soundhub can provide draft agreements for instrumental hire between school and parent.



Pupils will:

Sing

Sing every lesson

Singing should ideally be incorporated into every *MusicPlus* lesson, as a musical aid for instrumental work and also for its intrinsic benefits. Singing should be a natural part of the lesson, included in warm ups, games, activities and repertoire, especially when using 'accompanying' instruments such as guitar, ukulele etc. Songs should be taught mainly through the Call and Response method, (see Glossary) and reference should also be made to shape and direction of pitch using hand signals or visual aids.

Healthy Singing

Singing in the *MusicPlus* programme must be of good quality. This means that discussions about support, breathing, range and quality of timbre should be led by the teacher and used regularly in self and peer assessment. The physicality of singing is important and every effort should be made to sing with appropriate posture (i.e. not sitting on the floor). Teachers must be aware of the appropriate vocal ranges for primary-aged pupils, and choose songs that sit comfortably within these parameters. Teachers should be aware of where their own vocal range sits, and whether children are required to sing an octave above.

Learn a variety of songs

Pupils must learn at least five songs every 10 weeks, where at least two songs have multiple parts. Teachers should choose repertoire that is current, relevant to the instrumental study and inclusive of different genres (see Glossary: Materials and Resources for more information about repertoire.)

Vocalisation

When learning instrumental pieces, melodic lines should be vocalised by pupils wherever possible. This will enable pupils to be familiar with pitch, pulse and rhythm and will develop aural ability and acuity. Using hand signals is an excellent method for teachers and pupils to use to understand the form and shape of melody.



2.

Pupils will:

3.

Play and perform formally and informally in ensemble contexts

Ensemble work provides opportunities for a high number of musical outcomes, (good sense of rhythm, pitch, pulse, ability to play together) social outcomes, (leadership, inter-group dynamics, discussion, peer assessment) and cross-curricular outcomes, (numeracy for rhythmic work, literacy from singing, ability to vocalise/define musical concepts). It is absolutely vital for success in the *MusicPlus* programme that pupils play together often and in a range of contexts.

Perform in every lesson; even if the piece is incomplete

Regular performing is an important aspect of the *MusicPlus* Programme, in formal and informal contexts. As well as increasing musical ability, confidence and ensemble skills, performing allows pupils to assess their own playing as well as their strengths and areas for development. Asking pupils for feedback on their own performance, (in group or solo contexts) allows the teacher to assess how well the pupil understands the teacher's expectations and how their individual progress maps against this. Using formative assessment (See Glossary) in the music classroom allows children to take ownership of their musical development, which should be reflected in their home and classroom experience.

Elements of small group working in every lesson

Allowing time in each lesson for small group rehearsing which is both teacher and self-directed will engage pupils in active discussion, music-making and discovery.

Differentiation

MusicPlus is a fully inclusive programme, which means that material must be differentiated to accommodate all pupils' abilities and needs with easy, harder and hardest versions of the tasks. Using group work time is ideal to make sure children with any barriers to learning receive additional support.

Memorisation

Development of aural abilities is included in the new National Curriculum for Music. Young musicians should be encouraged to replicate, compose and improvise material by ear in a variety of ways throughout the programme and be able to play at least one tune from memory every 10 weeks.

Improvisation and Composition

Pupils should be encouraged to create new material each lesson. Repertoire chosen should allow for small passages of improvisation, both vocal and instrumental.

Perform with Accompaniment

Pupils should learn to play and sing with live and recorded accompaniment in solo and ensemble contexts.

Pupils will:

4.

Be engaged and participating

MusicPlus is designed for children to take ownership of their musical development, influencing the course and direction the lesson takes (within the framework), with the freedom to explore and discover all musical learning. Some methods that can enable this learning are:

- ✓ Small group/pair working
- ✓ Use of multi-genre resources, including technology
- ✓ Use of differentiated material
- ✓ Encouraging choice and leadership for development of material

5.

Learn from Peers

Each lesson should contain an element of composition or discovery seeded by the teacher and developed by the pupils. Tasking pupils with an interest-driven subject should lead to creative discussions and debates which enables peer learning.

- ✓ Small group/pair working
- ✓ Whole class discussion and development of material
- ✓ Self-assessment

6.

All to be Included

Differentiation in the classroom is one of the most important aspects of an inclusive lesson. Teachers should be planning activities that draw from four categories:

- ✓ Differentiation by task – setting different tasks for pupils of different abilities
- ✓ Differentiation by resource – providing a range of suitably challenging resources
- ✓ Differentiation by support – giving more help to certain pupils within the group
- ✓ Differentiation by outcome – setting open-ended tasks and allowing pupil response at different levels.

7.

Develop the ability to read notations

This will include:

- ✓ Reading rhythmic notations
- ✓ Using mnemonics to depict rhythm values (see glossary)
- ✓ Using melodic notation such as graphic scores or pitch mapping

GLOSSARY

Call and Response Method

The Call and Response methodology should be the standard practice for teaching new vocal and instrumental material. Musical phrases should be 'chunked' into short phrases, led by the teacher and responded to, in metered time, by the pupils.

First Access

MusicPlus is a First Access programme. Music Education Hubs are tasked with four core roles, the first of which is to ensure that, 'every child aged five to 18 has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes for ideally a year (but for a minimum of a term) of weekly tuition on the same instrument.' (A National Plan for Music Education, 2012) Instruments that can be studied in *MusicPlus* must be conducive to progression; therefore projects for ocarina, tuned/untuned percussion, djembe or voice are not supported. Soundhub's *MusicPlus* programme is delivered across 29 weeks of the academic school year, with an additional week for teacher training.

Formative Assessment

In this particular form of assessment, teachers should be led by pupils' regular feedback on their own progress and development in musical learning. Material and the pace set by the teacher should be informed by how well pupils feel they are progressing, and enable more self-motivation and goal-setting for pupils.

Self-Assessment

Self-assessment is the practice of giving pupils the ability to reflect and vocalise their thoughts on their own progress. This enables pupils to focus on creating their own goals and levels of achievement, while maintaining some autonomy and responsibility for this progress. Example: After a small group performance of a new violin piece, ask each student to comment on their own individual performance, the good and bad aspects, and how their performance could be made even better.

Inclusion

All pupils should be included in the *MusicPlus* programme. This means that children with additional educational needs should have differentiated levels to make sure they can progress with the whole class. It is advisable to use time within the group activities to give additional support to pupils who are not able to progress in line with the whole class.

Materials and Resources

Using repertoire and resources to support your teaching that are current and relevant to pupils is hugely important. The Soundhub website contains supportive videos, lesson plans and signposts to web-based resources that will help you to keep up to date. If you are unsure of the repertoire that is appropriate for whole class teaching please do contact Soundhub..

Mnemonics

Mnemonics are memory devices, such as rhymes or phrases, that help learners recall larger pieces of information.



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