

Meeting the needs of your  
most able pupils:

THE GIFTED  
AND TALENTED  
SERIES

MUSIC

# MUSIC

Jonathan Savage



A David Fulton Book

# **Meeting the Needs**

of Your Most Able Pupils:

**MUSIC**

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# **Meeting the Needs** of Your Most Able Pupils: **MUSIC**

**Jonathan Savage**

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# Foreword

It is inconceivable that a school can claim to be taking forward the personalisation agenda seriously without having a robust approach to gifted and talented education.

(Rt Hon. Jacqui Smith MP, Minister of State, Schools and  
14–19 Learners, January 2006)

Effective schools provide an appropriate education for all pupils. They focus on the needs of individuals and design their offer to take account of the needs of the main recognised groups. Gifted and talented pupils are now a recognised group within each school. For a school to be effective it must plan its provision for these pupils, identify those who will benefit and monitor the effectiveness of their offer through its impact on the learning outcomes of pupils. This formalises the position of gifted and talented education and ensures that the needs of the most able are not overlooked.

Since 2000 we have begun to see the impact of a clear focus on the needs of gifted and talented pupils in the education system. The Qualifications and Curriculum Authority (QCA) and the National Strategies have begun to focus on this group and to provide materials and training to support teachers. The Office for Standards in Education (Ofsted) takes their needs into account when assessing the performance of a school and the government has established the National Academy for Gifted and Talented Youth (NAGTY) to steer this agenda.

NAGTY's role is to drive forward improvements in gifted and talented education by developing a national, government-supported catalyst that can provide leadership and support for professionals working in this field. To achieve this, it works with students, parents, teachers, education professionals, specialist providers, universities and business. Children and young people are at the heart of the Academy's mission. NAGTY aims to ensure that all children and young people, regardless of background, have access to the formal and informal learning opportunities they need to help them convert their potential into high achievement.

Gifted education in England is very much part of the overall education system and deeply embedded in it. The English model of gifted and talented education is a description of this approach and the rationale for it. Provision is rooted in day-to-day classroom provision and enhanced by additional, more advanced opportunities offered both within school and outside of it. Giftedness is a term used to describe children or adults who have the *capacity* to achieve high levels of expertise or performance. Giftedness in childhood could be described as 'expertise in its development phase'. Therefore, the education of gifted and talented pupils should focus on expertise development. Giftedness is developmental and is developed through individuals gaining access to appropriate opportunities and support. Performance levels are directly affected

by availability of appropriate opportunities and support. Direct intervention with individuals can help reverse the effect of socioeconomic disadvantage or other lack of support.

Provision for gifted children should be made in ordinary schools as part of the day-to-day educational offer. This core provision should be supplemented by access to enhanced opportunities offered both within and beyond the school. Schools should themselves be diverse and distinctive in nature and so offer specific opportunities to develop certain aptitudes and parents should be seen as co-educators with a key role in supporting learning.

This series of books is a welcome addition to the literature base. It aims to help teachers make the English model a reality. In this model every teacher needs to be a teacher of the gifted. They need to understand how to teach the gifted and talented and have both the confidence and the skills to make that a reality on a day-to-day basis. While there are generic aspects to provision for gifted and talented pupils, the majority of classroom provision is subject-based and so it is through a subject approach that most teachers will consider the needs of their most able pupils. This series of books aims to help teachers within the subject domains to become more effective teachers of the gifted and talented pupils in their class. It builds on the emerging frameworks supplied by DfES, NAGTY and the government agencies and interprets them within a subject-specific context.

Without doubt this series of books will be a considerable help to both individual teachers and to schools seeking to improve provision for their gifted and talented children and young people.

PROFESSOR DEBORAH EYRE  
*Director, NAGTY*

# Acknowledgements

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Mrs Pat Calcutt, head of music, Bedford High School, for a pupil case study in Chapter 4.

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Ms Emma Coulthard, Nottingham City LEA, for policy materials in Chapter 2.

Mrs Janet Cunningham, curriculum manager for the performing arts and arts college coordinator, St Michael's Church of England High School, for a departmental case study in Chapter 6.

Mr David Evans, head of music, Tottington High School, for examples of assessment practice in Chapter 4.

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Mrs Judy Waters, head of music and head of talent, Longdendale Community Language College, for the preparation of the case study concluding Chapter 4 and many materials included on the accompanying CD.

Mr Ian Yates, MMU trainee teacher 2004–2005, for examples of assessment practice in Chapter 4.

And to all the MMU postgraduate students, subject mentors, and my colleague Will – whose constant ideas, enthusiasm and experience keep me going. A big THANK YOU to you all.

# Contributors to the series

## About the author

**Jonathan Savage** is a senior lecturer in music education at the Institute of Education, Manchester Metropolitan University. Until 2001 he was head of music at Debenham High School, an 11–16 comprehensive school in Suffolk. He is a co-author of a new resource introducing computer game sound design to the Key Stage 3 curriculum ([www.sound2game.net](http://www.sound2game.net)) and managing director of UCan.tv ([www.ucan.tv](http://www.ucan.tv)), a company specialising in the production of educational software and hardware. When not doing all of this, he is busy parenting four very musically talented children!

## Series editor

**Gwen Goodhew's** many and varied roles within the field of gifted and talented education have included school G&T coordinator, director of Wirral Able Children Centre, Knowsley Excellence in Cities (EiC) G&T coordinator, member of the DfES G&T Advisory Group, teacher trainer and consultant. She has written and edited numerous reports and articles on the subject and co-authored *Providing for Able Children* with Linda Evans.

## Other authors in the series

### Art

**Kim Earle** is a former secondary head of art and design and is currently an able pupils and arts consultant for St Helens. She has been a member of DfES steering groups, is an Artsmark validator, a subject editor for G&TWISE and is a practising designer jeweller and enameller.

### Design and Technology

During the writing of the D&T book **Louise T. Davies** was a part-time subject adviser for design and technology at the QCA (Qualifications and Curriculum Authority), and part of the KS3 National Strategy team for the D&T programme. She has authored over 40 D&T books and award-winning multimedia resources. She is currently deputy chief executive of the Design and Technology Association.

## **Physical Education and Sport**

**David Morley** has taught physical education in a number of secondary schools. He is currently senior lecturer in physical education at Leeds Metropolitan University and the director of the national DfES-funded 'Development in PE' project which is part of the Gifted and Talented strand of the PE, School Sport and Club Links (PESSCL) project. He is also a member of the team responsible for developing resources for national Multi-skill Clubs and is the founder and director of the Carnegie Regional Multi-skill Camp held at Leeds Met Carnegie.

**Richard Bailey** is a professor of pedagogy at Roehampton University, having previously worked at Reading and Leeds Metropolitan University, and at Canterbury Christ Church University where he was director of the Centre for Physical Education Research. He is a well-known author and speaker on physical education, sport and education.

# Contents of the CD

The CD accompanying this book may be used by the purchasing individual/organisation only. It contains files which may be amended to suit particular situations, or individual learning needs, and printed out for use by the purchaser.

## ***Chapter 2 – Departmental policy and approach***

1. Departmental action plan.doc
2. Auditing provision.doc
3. What to include in a G&T policy.doc
4. A policy framework.doc
5. Kingsdown policy for talented students.doc
6. Lord Williams's School G&T policy.doc
7. Departmental approaches to the able student.doc
8. Able and talented policy.doc

## ***Chapter 3 – Recognising high ability and potential***

9. Alex track 1.mp3
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11. Identifying the G&T pupil cohort.doc
12. Case study 1 – Abigail.doc
13. Abigail performance.wav
14. Abigail composition 1.wav
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16. Case study 7 – Richard.doc
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## ***Chapter 4 – Classroom provision***

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28. Longdendale G&T policy.doc
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33. Questioning gifted and talented pupils.doc
34. Longdendale music department mentoring policy.doc
35. Role of the talent mentor at Longdendale.doc
36. Differentiation in the Longdendale music department.doc
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### *Chapter 6 – Beyond the classroom*

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45. C Jam Blues.wav
46. Overtura.wav
47. Les Moissonneurs.wav
48. Nutmeg.wav
49. Me and My Shadow.wav
50. Reflecting Others installation 1.jpg
51. Reflecting Others installation 2.jpg
52. Reflecting Others installation 3.jpg
53. Reflecting Others video.mp4

\*CD materials can be found at [www.routledge.com/9781843123477](http://www.routledge.com/9781843123477).

## **Lord Williams's School gifted and talented policy**

(developed in conjunction with Wagon LEA)

---

### **Provision for gifted and talented students**

Lord Williams's School is committed to providing the best educational experience for all its students and to ensuring that all students achieve to their full potential. The School's policy is to ensure that all students are encouraged to reach their potential and opportunities to access are provided for each student.

### **Aims and objectives**

The School's policy is to ensure that all students are encouraged to reach their potential and opportunities to access are provided for each student.

### **Definition**

A student is said to be gifted and talented if they display high levels of ability in one or more of the following areas:

- intellectual
- creative
- artistic
- sporting
- leadership
- social
- emotional
- physical
- spiritual
- moral
- cultural
- environmental
- economic
- technological
- scientific
- mathematical
- musical
- dramatic
- literary
- historical
- geographical
- linguistic
- logical
- numerical
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- environmental
- economic
- technological
- scientific
- mathematical
- musical
- dramatic
- literary
- historical
- geographical
- linguistic
- logical
- numerical
- 

**Lord Williams's School G&T policy (6)**

The way I feel about the way you are, the way you love me and the way you care.

## Composition case study (12) with recordings (13–15)

## Annex B: The identification process

The identification process will be different in each school, depending on the

Agree broad objectives for the identification strategy

their potential, and many are underachieving as a result.

- individual characteristics: gender, ethnicity, class, age, and

consider carefully what weighting you will give to different elements. Such supportive information is stronger evidence for inclusion in the cohort, but of

## xiv

### Longdendale Community Language College

#### KS3 Music Department Assessment Booklet

PUPIL NAME: \_\_\_\_\_

	KS3 Target Level	KS3 Actual Achieved
Year 7 Tutor Group: _____	<input type="checkbox"/>	<input type="checkbox"/>
Year 8 Tutor Group: _____	<input type="checkbox"/>	<input type="checkbox"/>
Year 9 Tutor Group: _____	<input type="checkbox"/>	<input type="checkbox"/>

#### KS3 Progress Graph in Music

### KS3 Level 7

- I have specialist knowledge in music and can recognise different styles
- I can perform to a high level in different styles
- I am an important member to my fellow group members and I can guide and direct others carefully
- I read and play music confidently
- I make a significant contribution to ensemble work
- I can compose music which feels whole and represents my chosen title
- I enjoy working on musical projects and I try to strive to improve
- I can evaluate and make critical judgements about music
- I can recognise a large number of musical devices e.g. trills, effects, ground bass, vibrato, pizzicato, triple tonguing etc.
- I show interest in music technology
- I can discuss how music is used in the media
- I have performed several times in and out of College

### Exceptional Performance

- I believe music is a very important part of my life
- I frequently perform in and out of College
- I practice every day
- I am presently at grade ..... standard
- I enjoy researching music and developing my general musical knowledge
- I compose music in my own style
- My future targets in music are: .....
- My achievements include e.g. (CD's, Bands, Competitions etc.) .....
- I have conducted a group of fellow musicians
- I enjoy using Music Technology
- I can discuss and comment on how music reflects society through the eras
- I have performed solo to a high standard
- I love to evaluate and analyse the music that I listen to
- I love to go to concerts to further my music abilities
- I listen to ..... These musicians inspire me on my instrument.

#### Assessment Chart

A - <input type="checkbox"/>	80% - 100%
B - <input checked="" type="checkbox"/>	60% - 79%
C - <input type="checkbox"/>	30% - 59%
D - <input type="checkbox"/>	0% - 29%
U - <input type="checkbox"/>	Not attempted

## Longdendale High School assessment booklet (24)

### Questioning gifted and talented pupils

Gifted and talented pupils are those who, as well as other, the results indicate have been identified. There are three different types of questions to give, effect and performance.

**RECALL** What do we talk about in our text now?

**KNOWLEDGE** What is the point of this text?

**UNDERSTANDING** Why might happen if we do not do this?

**REASONING** Why do people want to take part in this activity?

**EXPERIMENTATION** What evidence is there for it against the theory of global warming?

**PROBLEM-SOLVING** How could we improve the text problem in our school?

**PERSONAL RESPONSE** Is it right to say that?

**PERSONAL RESPONSE** What do you think should be done in these circumstances?

### Longdendale music department mentoring policy

There are various types of mentoring carried out in the music department at Longdendale High School. The policy is designed to ensure that all pupils who are identified as gifted and talented in music have access to appropriate mentoring opportunities. The policy is designed to ensure that all pupils who are identified as gifted and talented in music have access to appropriate mentoring opportunities. The policy is designed to ensure that all pupils who are identified as gifted and talented in music have access to appropriate mentoring opportunities.

**PSCE music teachers** Since the opening of Longdendale High School, I have had the privilege of being the subject teacher for the music lessons. These lessons have been very successful in providing a high quality music education for all pupils. The lessons have been very successful in providing a high quality music education for all pupils. The lessons have been very successful in providing a high quality music education for all pupils.

### Role of the talent mentor at Longdendale

In May 2002 the committee for gifted and talented was established. From the start of the initiative the key stages have been established as follows:

- Identify gifted and talented pupils
- Identify gifted and talented pupils
- Identify gifted and talented pupils

Other staff have been involved in the initiative since its inception. The staff have been involved in the initiative since its inception. The staff have been involved in the initiative since its inception. The staff have been involved in the initiative since its inception.

## Questioning gifted and talented pupils (33)

## Music department mentoring policy (34)

## Role of the talent mentor (35)

### Differentiation in the Longdendale music department

Differentiation is given careful consideration in the planning and preparation of lessons in the music department. It is important to ensure that all pupils are given the opportunity to work at their own level. It is important to ensure that all pupils are given the opportunity to work at their own level. It is important to ensure that all pupils are given the opportunity to work at their own level.

On some occasions particularly talented pupils can be placed in a lower band group or vice versa can be placed in a higher band group. This is done to ensure that all pupils are given the opportunity to work at their own level. This is done to ensure that all pupils are given the opportunity to work at their own level. This is done to ensure that all pupils are given the opportunity to work at their own level.

### Special needs in the expressive and performing arts: the slow learner and the gifted child

The arts develop pupils of all abilities. They are stimulating and enjoyable subjects which each pupil can enjoy. The arts develop pupils of all abilities. They are stimulating and enjoyable subjects which each pupil can enjoy. The arts develop pupils of all abilities. They are stimulating and enjoyable subjects which each pupil can enjoy.

Pupils have special needs for various reasons and they may have specific problems with hearing, sight, language, coordination, autism, language or confidence. The other side of the coin is the gifted child. The gifted child is a child who is able to learn and understand at a much faster rate than most children. The gifted child is a child who is able to learn and understand at a much faster rate than most children.

### Longdendale Community Language College

## Certificate of Outstanding Achievement

This certificate has been awarded to **John Waters**

for **Achieving a professional standard of performance on the Saxophone and getting airplay on the local radio with the Kool Kats**

During the year 2004/2005

Congratulations

Signed: \_\_\_\_\_

Mr. Pugh - Headteacher

## Differentiation in the music department (36)

## Special needs in the performing arts (37)

## Sample talent certificates (40)



# Introduction

## Who should use this book?

This book is for all teachers of music working with Key Stage 3 and Key Stage 4 pupils. It will be relevant to teachers working within the full spectrum of schools, from highly selective establishments to comprehensive and secondary modern schools as well as some special schools. Its overall objective is to provide a practical resource that heads of department, gifted and talented coordinators and classroom teachers can use to develop a coherent approach to provision for their musically talented pupils.

## Why is it needed?

School populations differ greatly and pupils considered very able in one setting might not stand out in another. Nevertheless, whatever the general level of ability within a school, there has been a tendency to plan and provide for the middle range, to modify for those who are struggling and to leave the most able to 'get on with it'. This has meant that the most able have:

- not been sufficiently challenged and stimulated
- often underachieved
- been unaware of what they might be capable of achieving
- not had high enough ambitions and aspirations
- sometimes become disaffected.

## How will this book help teachers?

This book and its accompanying CD, through its combination of practical ideas, materials for photocopying or downloading, and case studies of individual pupils, departmental policy and practice, will:

- help teachers of music to focus on the top 5–10% of the ability range in their particular school and to find ways of providing for these pupils, both within and beyond the classroom
- equip them with strategies and ideas to support exceptionally able pupils, i.e. those in the top 5% nationally.