Meeting the needs of your most able pupils: MUSIC

THE GIFTED AND TALENTED SERIES

MUSIC



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 subjectspecific 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 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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- 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

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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
- 10. Alex track 2.mp3
- 11. Identifying the G&T pupil cohort.doc
- 12. Case study 1 Abigail.doc
- 13. Abigail performance.wav
- 14. Abigail composition 1.wav
- 15. Abigail minimalist composition.wav
- 16. Case study 7 Richard.doc
- 17. Richard composition 1.wav
- 18. Richard composition 2.wav
- 19. Richard ensemble performance.wav
- 20. Richard solo performance.wav
- 21. Richard integrated assignment.wav

Chapter 4 – Classroom provision

- 22. Lesson plan.doc
- 23. Tottington assessment booklet.pdf
- 24. Longdendale assessment booklet.doc
- 25. Dunwich Revisited scheme of work.doc
- 26. Dunwich Revisited composition planning sheets.doc
- 27. Dunwich Revisited.mp3
- 28. Longdendale G&T policy.doc
- 29. Longdendale expressive and performing arts aims.doc
- 30. Longdendale talented pupil policy.doc
- 31. Longdendale talent assessment profile.doc
- 32. Longdendale G&T departmental review.doc

- 33. Questioning gifted and talented pupils.doc
- 34. Longdendale music department mentoring policy.doc
- 35. Role of the talent mentor at Longendale.doc
- 36. Differentiation in the Longdendale music department.doc
- 37. Special needs in the expressive and performing arts.doc
- 38. A good music lesson.doc
- 39. Where do we go from here.doc
- 40. Longdendale talent certificates.doc
- 41. Longdendale Kool Kats track 1.wav
- 42. Longdendale Kool Kats track 2.wav
- 43. Longdendale Kool Kats track 3.wav

Chapter 6 – Beyond the classroom

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- 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.

Highlights from the CD

- What to include in a more able or gifted and talented subject policy
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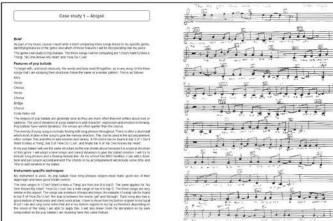


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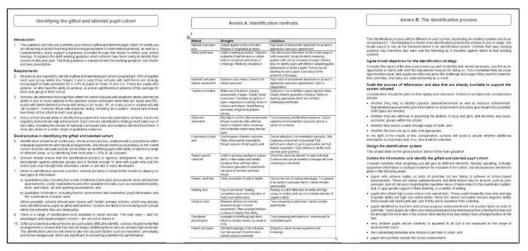
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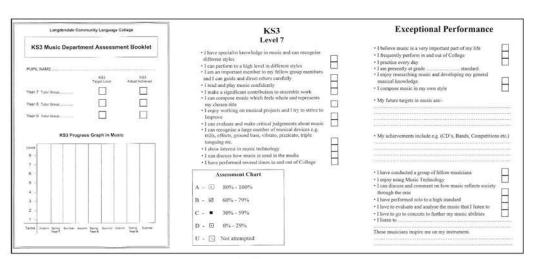


Departmental approaches to the able student (7)

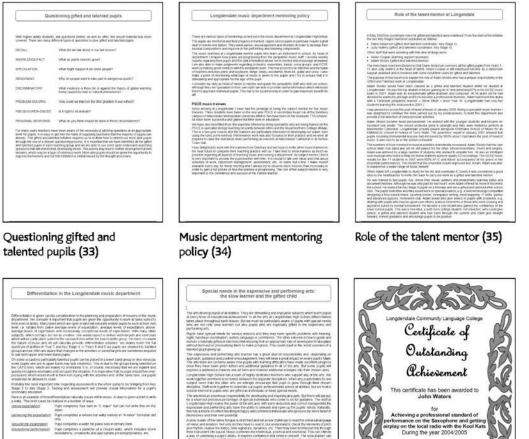
Composition case study (12) with recordings (13-15)



Identifying the gifted and talented pupil cohort, including detailed methods and processes (11)



Longdendale High School assessment booklet (24)



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Differentiation in the music department (36)

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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.