

Music Department

1. Aims

To enable all pupils to experience music both as an active and passive art, and to discover and develop any musical talent they may have.

2. Syllabus (Class Tuition)

- Year 1 (a) Performance - Violin and Cello playing skills.
Notation (rhythm and pitch).
Books used: Tetratunes (S. Nelson)
- (b) Listening - Development of constructive and analytical listening to live and recorded music (timbre, speed, volume, pulse, multicultural music).
- (c) Composition - Introduction of compositional elements through improvisation and creation of larger scale compositions.
- Year 2 (a) Performance - Either more advanced string techniques. Orchestral and chamber music.
Or drum, guitar and keyboard techniques. Group playing.
Books used: Tetratunes (S. Nelson)
String Tunes (S. Nelson)
Sounds Fun 1 and 2 (T. Wishart)
Instrumental Worksheets (B. Salmon)
Projects in Music.
- (b) Listening - Development of awareness of formal musical structure, standard musical forms and further exploration of the music of other cultures and races.
- (c) Composition - Integration of growing knowledge of formal structure and instrumental techniques into compositions.
- Year 3 (a) Performance - More advanced work on drums, guitar and keyboard. Practical project work including the use of the synthesiser.
Books used: Projects in Music.
- (b) Listening - Development of an awareness of different classical and popular styles in music, increase the awareness of music of different cultures and begin the connection of aural work and musical literacy.
- (c) Composition - Blues-based and original work through projects and the use of timbre and nuances of speed, volume, pitch etc in compositions.
Books used: Pop (P. Farmer)
The Story of Pop (P. Farmer).

Years 4 & 5 A two-year course designed for the Joint CSE/GCE (GCSE) examination.

- (a) Performance - To practise and rehearse prepared and unprepared performances in liaison with instrument teachers.
- (b) Listening - To prepare for the aural examination involving a more detailed study of European classical music (with scores), popular and Afro-American music, dance music and music from other traditions; musical literacy and a set work.
- (c) Composition - To work towards the presentation of original works, including melody, accompaniment, form, timbre, etc.
Books used: Into the Classics (P. Farmer)
 Into the Modern Classics (P. Farmer)
 Score Reading - Books 1-4 (Fiske)
 Music from Scratch (T. Attwood)
 The Illustrated History of Rock (J. Pascall)
 Jazz (J. Chilton)
 The Encyclopedia of Musicals

- Year 6
- (a) Foundation Course (1 year)
 EITHER music theory, aural work, harmony, history.
 OR electronic music
 OR composition.
 - (b) GCE 'A' Level (Cambridge) (2 year)
 Practical (Grade 6 or 8), harmony, history (1700-1920), aural.
 Books used: 1st and 2nd Year Harmony (Lovelock)
 Harmonising Bach Chorales (Boyd)
 Polyphonic Composition (Swindley)
 Melody Writing and Analysis (A. Warburton)
 Man and His Music (Mellers).

3. Marking, Rewards, Punishments

Work is marked regularly to give the pupils a sense of purpose and to enable a record to be kept of the amount and standard of work achieved.

Tri-Weekly reports are used to award good effort (plus) or report poor effort and behaviour (minus). Commendations are given for consistently good work or a very good piece of work.

Detention and report cards are used for poor behaviour and continued late attendance.

4. Homework

The first two year string pupils are expected to do a minimum of two 10-minute practices per week once their instruments are issued.

3rd year pupils are encouraged to do preparation and research work outside the classroom towards their projects.

4th and 5th year pupils are set homework when techniques need to be practised, more information is needed to be gathered or practice is needed in answering exam questions.

5. Record Keeping and Reports

A weekly record is kept of all pupils' attendance at lessons. Records are also kept of all work done each lesson, of the tri-weekly reports and the termly reports on the pupil's ability, effort and achievement.

6. Communications within the Department

The Department meets termly to discuss policy and problems. The Head of the Department is in daily contact with all members of the Department to discuss all aspects of music teaching (individual pupils, music, syllabus, behavioural problems, absenteeism, equipment and instruments).

7. Multi-Ethnic Education

This is approached through the examination of different musical styles, and any personal experiences or abilities of the pupils are used.

8. Examination Policy

Junior string players are entered for Associated Board Examinations if it is felt they would benefit from the experience.

- 16 plus: 1986 - GCE 'O' Level (Cambridge Local) or CSE Mode 1 (London)
- 1987 - Joint GCE/CSE (London)
- 18 plus: GCE 'A' Level (Cambridge Local).

9. Public Examinations 1985

Three pupils out of an original six were entered for GCE 'O' Level who gained Grade C, D and E. Two of the pupils passed their practical examination well but found the amount of work involved in the aural and analysis sections rather daunting. The candidate awarded Grade D decided to enter the Harmony Paper instead of the Practical and did well to reach this grade.

Five out of an original six pupils were entered for CSE and achieved one Grade 2, two Grade 4, two Grade 5 and one Grade 6. The lower grades were a result of inconsistent effort during the two year course which led to an overall poor result in both the practical and written papers.

10. Income/Expenditure 1984/85

The Department was given £250 for the year. This was used to replace books, purchase scores, records, music and some small percussion equipment. The Department also subscribes to NME weekly and The Music Teacher monthly.

11. Teaching Staff

- Head of Department: Mr B. Salmon
- 2 2nd year groups of 15 (mixed ability)
- 4 3rd year groups of 15 (mixed ability)
- 1 4th year group of 11 (mixed ability)
- 1 5th year group of 10 (mixed ability)

Visiting Team: Mr Howard	1 1st year group of 15 (mixed ability)
	1 2nd year group of 15 (mixed ability)
Mrs Howard	1 1st year group of 15 (mixed ability)
Mr Gibson	1 1st year group of 15 (mixed ability)
Mrs Blunden	1 1st year group of 15 (mixed ability)
	1 2nd year group of 15 (mixed ability)
Mr Salmon is accompanist to the main groups.	
Mr Howard.	4 1st year groups of 2/3 (back up)
	4 2nd year groups of 2/3 (back up)
Mrs Howard	4 1st year groups of 2/3 (back up)
Mr Gibson	4 1st year groups of 2/3 (back up)
	1 2nd year group of 2 (back up)
Mrs Blunden	4 1st year groups of 2/3 (back up)
	6 2nd year groups of 2/3 (back up)

12. Future Trends/Assessment

This year has seen a continued interest in instrumental work amongst the pupils. It is hoped to help them realise the importance of continued sustained effort throughout their course to achieve their potential and obtain more satisfactory grades in the fifth year.

Teaching in the junior forms will now include a higher proportion of time spent on listening and composition in preparation for the change to the 16+ and GCSE syllabuses from 1987 onwards.

Instrumental Teaching

1. Aims

To provide tuition on those instruments requested by the pupils (or their parents) and to provide activities such as Orchestra, Band, Choir and Groups to encourage performing ability and to introduce the idea of the social side of music.

2. Syllabus

Pupils are taught the basic techniques of their chosen instrument, and if they have sufficient ability are taken on to more advanced skills. Pupils are entered for Public Practical examinations where it is felt they will gain from such an experience. They are also encouraged to take part in solo concerts, group activities and concerts where appropriate.

3. Rewards and Punishments

Tri-Weekly reports are made on the pupil's effort (plus for good, minus for poor). Commendations are awarded for consistent good work.

4. Record Keeping and Reports

A record is kept of attendance at lessons and of the tri-weekly reports. Records are also kept of the termly reports on ability, effort and achievement, and of results in Associated Board Examinations.

5. Homework (Practice)

All pupils are expected to practice at least twice a week for ten minutes.

6. Examination Policy

Public Examination as set by the Associated Board are taken if the pupil wishes or needs it (eg GCE qualification).

7. Public Examinations 1984/85

The following results were achieved in Associated Board Practical Examinations during the year:

Grade 5	1 pass 2 fails
Grade 4	1 merit
Grade 3	3 merits 2 passes
Grade 2	1 pass
Grade 1	1 distinction 4 merits 7 passes
Total	20 passes 2 fails

8. Staff

Mrs Blunden	Violin/Viola	18 pupils
Mr Bolton	Brass/School Band	10 pupils
Mr Cook	Woodwind	20 pupils
Mr Gibson	Violin	4 pupils
Mr Gillings	Percussion	12 pupils
Mr Howard	Cello	3 pupils
Mrs Howard	Violin/Viola	6 pupils
Miss Maxwell	Guitar	15 pupils
Mr Smithson	Guitar	15 pupils
Mr Sterling	Piano	16 pupils
Mrs Sterling	Piano	26 pupils

9. Future Trends/Assessment

It is gratifying that the number of music lessons being provided each week is still above 200 despite the fall in the school roll. Progress in working with groups of pupils with instrumental teachers has not had the success hoped for. A two day seminar held in the Summer Term 1985 and further discussions will hopefully help us to achieve this aim.

The Annual Competition has been changed into a successful Festival with adjudication being for assessment of each performance rather than trying to find winners. This and the termly informal concerts will continue as chances for pupils to perform to and with others.

