

Croydon Music and Arts

Schools Handbook 2011-2012

Whole Class Music Programmes

Croydon Music and Arts, Oasis Academy Shirley Park, Shirley Road, Croydon CR9 7AL
Tel: 020 8681 0909; Fax: 020 8654 7024
Email: musicandarts.education@croydon.gov.uk
Web: croydonmusicandarts.co.uk

Introduction

This part of the Schools Handbook contains information about the whole class music programmes available from Croydon Music and Arts (CMA). Some are for delivery by school classroom teachers, some are for delivery by CMA and some may be delivered by either.

The programmes, which contribute to the aims and objectives of the Croydon Music and Arts Education Strategy, provide pathways for children and young people to develop their own musical voice and to gain access to a wide range of cultural, educational and social benefits including:

- **Personal Development**
 - enjoyment of learning through enjoyment of making music
 - self esteem and confidence through achievement and performing
 - independence and self discipline through organisation of practice
 - personal and cultural identity through exploring musical heritage
 - emotional development through musical understanding and communication
 - physical coordination development, with music providing a disciplined framework
- **Transferable Skills**
 - listening, evaluating and critical understanding through refining playing
 - creativity, especially through improvising and composing
 - concentration through playing longer pieces
 - understanding and appreciating design through the structure of music
 - communication and social skills through discussing and performing music
 - leadership skills and team working through playing together
 - problem solving through breaking down difficult passages into manageable parts
- **Community Development**
 - building school community through concerts and productions
 - parental involvement and support through practice, concerts and presentations
 - wider community involvement through performances outside school
 - community cohesion through understanding cultural heritage and celebrating diversity

All our programmes have been developed in partnership with schools, with a large input from Advanced Skills Teachers. We have taken account of recent government reviews of music and cultural education as well as the current review of the National Curriculum. Indeed, the model for developing Croydon's strategy for music and arts education through a local partnership between schools, the local authority and local cultural organisations has been adopted by the government for the national development of music education.

The other parts of the Schools Handbook are:

- **Schools Handbook: Service Level Agreement**
(includes details of CMA contacts, Quality Standards, the commitment from CMA and schools for successful tuition and the current charges and subsidies available)
- **Schools Handbook: Instrumental / Vocal Teaching**
(includes details of CMA small group and individual tuition available for schools)

Other related information is available in:

- **Croydon Music and Arts Education Strategy**
- **Croydon School Improvement Service Offer**

For more information or for a discussion to see how we can support your school's aspirations through music please contact Croydon Music and Arts.

Support for Classroom Teachers

Sound Foundation	4
- supporting music in the Early Years Foundation Stage	
Singing	4
- support for primary schools to develop singing in every classroom as a natural part of school life	
MiniMusicMakers	4
- based on singing, movement and classroom percussion, a programme for music at Key Stage 1 which can be taught by a general class teacher	
Arts in the Curriculum	4
- support for all classroom teachers to use music and the arts as a tool for learning in other subjects	
Music Specialists	4
- support for a music specialist to teach CMA whole class teaching programmes including SoundStart Debut and SoundProgress	

Whole Class Teaching from CMA

SoundStart	5
- meeting the aspiration that all children should learn a musical instrument	
SoundStart MiniStrings	6
- a one year programme of violin and cello tuition for 30 children learning as a whole class in Year 2	
SoundStart Debut	7
- a one year programme at Year 3 for all children in a year group to learn a musical instrument and make their performing debut	
SoundStart Ensemble	8
- a one year programme at Year 4 where 30 children can opt to continue their instrumental learning in an ensemble	
Sound Progress	9
- a classroom based music curriculum for Key Stage 2 built on practical music making through a range of instruments which builds on the skills, knowledge and enthusiasm from <i>SoundStart</i> and incorporates those having specialist instrumental tuition	
High School Band	9
- an approach to music at Key Stage 3 which follows the same principles as <i>Sound Progress</i> , supported by students having lessons with CMA staff developing the material in their instrumental and vocal lessons	
Funding Strategy	10
- making instrumental tuition affordable for schools and for parents and carers	

Support for Classroom Teachers

CMA can provide tailored support to suit individual schools' needs in addition to these programmes.

Sound Foundation

Sound Foundation is a music handbook written for the Early Years by Croydon teachers. This resource is full of stimulating and imaginative activities to support children's creative development. It is accessible to *all* practitioners working in the early years.

Letters and Sounds

CMA has developed a course that uses singing, music games and playing instruments to support children's phonological awareness. This material clearly links with Phases 1 and 2 of the Letters and Sounds programme

Mini Music Makers is a scheme of work for Key Stage 1. It is an exciting programme that incorporates singing, story telling, movement and classroom percussion.

Singing

Singing is the foundation for all musical activity. *Song Time* (Key Stage 1) and *Singing School* (Key Stage 2) are song books to be used by class teachers to share with their class. There are songs to link to other areas of learning, songs to celebrate events during the year and songs that are just good fun to sing. These resources will ensure that singing is at the heart of children's daily experience.

Croydon Curriculum Music Project is a scheme of work that can be used by schools where class teachers teach the music curriculum.

Arts in the Curriculum

CMA's whole class music programmes develop skills and knowledge (learning in music) related to the context of music making (learning about music). The greatest benefits of music are to be gained when this is complemented through using music as a tool for learning in other subjects (learning through music). Through *Arts in the Curriculum* CMA can support all classroom teachers to make use of all the arts in developing exciting learning experiences for their children. This will be invaluable for primary schools developing their 'Creative Curriculum'.

Support for Music Specialists

Schools who have invested in a music specialist to deliver their music curriculum will not need to buy in CMA staff to get access to our whole class music teaching programmes. We can provide training and support for school music specialists to deliver our single teacher programmes, including **SoundStart Debut** and **Sound Progress**. A school music specialist with the right instrumental skills can be one of the staff in a team taught programme.

Costs

Support for school staff to deliver **MiniMusicMakers**, **SoundStart Debut** and **SoundProgress** is provided by ASTs. There is no charge to the school. For all other consultancy support, and for tuition costs for whole class programmes taught by CMA, see the **Croydon Music and Arts Schools Handbook: Service Level Agreement**.

SoundStart

The Croydon *SoundStart* programme was designed in response to the challenge presented by the government 'wider opportunities' pledge that all pupils should have the opportunity to learn a musical instrument while at primary school.

SoundStart offers whole classes (up to 30 pupils) the opportunity to learn together for a year. Schools can choose from a menu of ensemble programmes using combinations of instruments and programmes for single instruments. Staff teaching SoundStart are supported by the Charanga e-learning package which gives pupils access to interactive activities between lessons.

In addition to instrumental skills; singing and other general music skills such as improvising and composing are included so that SoundStart delivers the national curriculum for music for those pupils for the year. SoundStart builds on the Mini Music Makers programme at Key Stage 1 and leads on to small group instrumental tuition and Sound Progress.

The large range of activities means pupils who may struggle in one area can shine in others. Performances and demonstrations to parents / carers, the school and further afield are an integral part of the course. These are a motivational factor for the pupils and, as with the initial workshops / demonstrations, provide a musical input to others in the school.

Where SoundStart is taught by one or more CMA staff, a school member of staff (teacher or teaching assistant) should also be present and take an active role in the sessions. The lesson takes place for one hour a week, during curriculum time, for 30 weeks in the year. The school member of staff may take an additional follow up practice session. Where the school is using SoundStart for PPA cover, CMA can provide a lesson plan for the teaching assistant to take the session during the weeks when there is no CMA staff.

Strategy for Schools

CMA have a recommended strategy to incorporate SoundStart with classroom and instrumental music, though schools may wish to adapt it to suit their own circumstances.

Year Group	Classroom Music	SoundStart	Small Group Tuition
Year 1	MiniMusicMakers		
Year 2	MiniMusicMakers	MiniStrings	
Year 3	SoundStart Debut		Strings
Year 4	SoundProgress	Strings, Winds, Keyboard and Guitar	Any
Year 5	SoundProgress		Any
Year 6	SoundProgress		Any
Year 7	High School Band		Any

By timetabling SoundStart back to back with another subject it is possible to give all children in the year group the opportunity to opt to take part in a SoundStart Ensemble.

Continuing pupils can be taught by teachers on the programme directly before or after SoundStart helping to make teaching visits to schools a viable length.

Further information about SoundStart is in the CMA SoundStart Handbook.

SoundStart MiniStrings

The MiniStrings programme has three elements:

- Support for schools to introduce **MiniMusicMakers**, a musical and physical development programme for Year 1 pupils, based on the methods of the three leading figures in music education, Dalcroze, Orff and Kodaly.

This kinaesthetic music learning leads to:

- A one year programme of violin and cello tuition for 30 children learning as a whole class in year 2, taught by two CMA members of staff. The year includes performance projects. In 2009 MiniStrings performed at Fairfield before a London Mozart Players concert. In 2010 MiniStrings performed at the Croydon Schools Music Association Infant Festival with the Croydon Youth Sinfonia.

This is enhanced by:

- Support for schools wishing to harness the power of music to help vulnerable children and families, in partnership with Family Learning.

How does it work?

'El Sistema' in Venezuela has shown how introducing children to playing musical instruments from a young age raised aspirations and transformed the lives of thousands of young people from disadvantaged backgrounds. The Simon Bolivar Youth Orchestra of Venezuela has demonstrated the resulting musical excellence.

Inspired by the Venezuelan approach we are developing ways in which the objectives, principles and methods of El Sistema can translate to Croydon. We aim to support and raise the aspirations of vulnerable children and their families here in Croydon alongside meeting the aspirations of the many parents and carers who would like their child to enjoy belonging to music groups from a young age.

How can it be funded at no cost to the school?

- The support for introducing **MiniMusicMakers** in Year 1 will be given by a Primary Music Advanced Skills Teacher
- The cost of purchasing the set of string instruments is covered by a central government grant.
- Through partnership working we are able to offer the performance projects and family learning elements with no charge.
- By making a small charge to parents and carers and using the session as PPA cover for a class teacher the school can cover the cost of tuition from the two CMA staff.
- Alternatively schools have used funding to support disadvantaged children (the Pupil Premium) to cover some or all of the costs to enable those children to take part.

Example:

CMA charge for tuition for MiniStrings	£2,666
Income from charge of £20 per pupil per term	£1,800
Net cost of CMA providing 30 hours PPA cover	£866

What capacity does CMA have for MiniStrings?

In September 2010 we had 7 MiniStrings programmes. We have the funding to introduce an additional three programmes for September 2011.

SoundStart Debut

SoundStart Debut is the latest addition to our SoundStart family. It is designed to enable schools to provide an initial year for all children in a year group to learn a musical instrument and make their performing debut.

With a mixture of percussion, tin whistles, ukuleles and singing it provides an engaging mix of musical activity for the children. SoundStart Debut can be taught by a school music specialist or a CMA member of staff. It is supported by an e-learning package which the teacher can use with the white board and the pupil can use at home.

We have drawn on all the knowledge we have gained in whole class instrumental learning and good curriculum music practice in designing SoundStart Debut:

- Using percussion, tin whistles, ukuleles and singing children can develop the key musical concepts of rhythm, melody and harmony.
- The instruments cover string, wind and percussion families, after the year children will be able to make an informed choice about which instrument will suit them for continuing tuition.
- At Key Stage 1 children's music will have been through singing and playing classroom percussion instruments, both of which are developed in SoundStart Debut.

The main attraction for SoundStart Debut is the way it motivates children

- **Motivating children through a mix of instruments:** A year is a long time in the life of a seven year old, and it is no surprise that for some playing the same instrument for the whole year is too long, especially if they have not really had a choice about which instrument to play. Our surveys show that at the end of the year although the vast majority of children wish to continue learning an instrument, many of them wish to change. In SoundStart Debut they will learn all the instruments and have the opportunity to discover and develop their own preference for strings, wind, percussion or voice.
- **Motivating children through a mix of activity:** Our surveys have asked children to tell us their favourite part of SoundStart. They gave a wide variety of answers. In SoundStart Debut they will be introduced to many different roles in making music, playing percussion grooves, strumming accompaniment chords, playing melodic riffs as an accompaniment and singing or playing the main melodic line. Through the year they will have the opportunity to discover and develop their own preference.
- **Motivating children through authentic music making:** This combination of instruments and voice is used in many forms of music making from English and Celtic folk music to South African Kwela (jazz).
- **Motivating children through accessible instruments:** The tin whistle, ukulele and percussion are instruments where children can start real music making quickly.

Cost

SoundStart Debut uses inexpensive instruments. Please see the section on **Funding Strategy** (page 10) to see how SoundStart Debut can reduce the cost of a SoundStart programme for schools at the same time as reducing costs for parents and carers.

Instant Band Offer!

During the Summer Term 2011 we are offering schools considering SoundStart Debut a free one hour session for a class of 30 and their staff to experience the instant music making possible.

SoundStart Ensemble

SoundStart Ensembles are team taught programmes covering a range of instruments. A hall or large classroom without tables is needed, ideally with access to additional space for occasionally splitting the group.

SoundStart Winds

- 10 clarinets, 10 trumpets, 10 trombones
- Recommended for Year 4
- Staffing – 2 staff and at least one school member of staff / TA

SoundStart Keyboard and Guitar

- 20 guitars and 10 keyboards
- Recommended for Year 4
- Staffing – 2 staff and at least one school member of staff / TA

SoundStart Strings

- 22 violins and 8 cellos
- Recommended for Year 3 / 4
- Staffing – 2 staff and at least one school member of staff / TA

Some schools have single instrument SoundStarts as a complement to a team taught SoundStart Ensemble. By using an instrument from a different family to the main ensemble, a wider choice is available to pupils for the year and for follow up tuition.

SoundStart Recorders

- 30 recorders
- Year 3 or 4
- Staffing – 1 and a school member of staff / TA (or school music specialist)

SoundStart Ukuleles

- 30 ukuleles
- Year 3 or 4
- Staffing – 1 and a school member of staff / TA (or school music specialist)

SoundStart Percussion

- Samba and Orchestral
- Year 3 or 4
- Staffing – 1 and a school teacher / TA

For schools which wish to have a SoundStart taught by one member of staff before or instead of a SoundStart Ensemble, CMA recommends SoundStart Debut.

Other forms of large group instrumental tuition are also possible. Please contact CMA.

SoundProgress

Despite the financial support for continuing tuition many more pupils are expressing a wish to continue learning an instrument after SoundStart than continue with formal small group tuition. So that all children have the opportunity to build on the skills, knowledge and enthusiasm gained in SoundStart we have devised Sound Progress.

Sound Progress is a scheme that has been developed in partnership with schools, with a large input from Advanced Skills Teachers. It is a classroom based music curriculum for Key Stage 2 built on practical music making through a range of instruments. It can be delivered by a music specialist in school or a CMA member of staff.

Introduced in the year after SoundStart, it has clear progression. It provides a sound pedagogical experience that embraces the five key musical concepts of rhythm, melody, harmony, form and expression through singing, playing instruments, notation and listening. The scheme contains detailed medium and short term planning as well as highlighting opportunities for genuine links to other school themes.

Sound Progress provides opportunity for continuing instrumentalists to play their instruments as well as providing instrumental opportunities for all. It is supported by an e-learning package which the teacher can use with the white board and the pupil can use at home. With practical music making at its heart, Sound Progress will lead naturally to the Musical Futures approach at Key Stage 3

Young musicians will be able to opt for additional specialist instrumental tuition at any stage.

High School Band

The principles of Sound Progress can also be applied at Key Stage 3. **High School Band** is an approach which gives a class real musical experiences accommodating musical skills at different levels. Some can take lead roles and improvise solos, others can be part of a rhythm section playing support riffs, some will be lead singers, some will be backing singers.

High School Band is led by the secondary class music teacher and is supported by students having lessons with CMA staff developing the material in their instrumental and vocal lessons. It fits with the Musical Futures (www.musicalfutures.org) approach at Key Stage 3, with personalised models for instrumental learning which build on the musical interests of young people and the use of technology. Informal learning in the classroom draws on the real life learning practices of popular musicians. It involves students in self-directed, independent learning, in friendship groups, working on a series of musical tasks.

As young people begin to develop their identity they are given the opportunity to begin to construct their own musical learning alongside the teacher. Young people are able to make informed choices about the music they engage with beyond the classroom.

Funding Strategy

Consultancy support for school to deliver whole class music programmes

- Support for school staff to deliver *MiniMusicMakers*, *SoundStart Debut* and *SoundProgress* is provided by ASTs. No charge is made to the school.
- For all other consultancy support, and for tuition costs for whole class programmes taught by CMA, see the **Croydon Music and Arts Schools Handbook: Service Level Agreement**.

Costs for whole class music programmes delivered by CMA

In addition to the cost of tuition, there are also associated costs for resources for CMA whole class music programmes. The options for schools to fund whole class programmes from CMA are:

- Using the CMA programme as PPA cover
- Charging parents and carers (where it is legal to do so)
- Using school funding, for example the Pupil Premium

It is not legal to charge parents and carers for the first year of 'wider opportunities' whole class tuition (e.g. SoundStart Debut). It is legal to charge for tuition in groups of any size where the parent / carer has requested it. For full details see the Schools Handbook Service Level Agreement.

Making it affordable for schools and parents and carers

While schools will decide what is most appropriate for them, CMA have a strategy which we believe provides the best value for schools and parents and carers.

- Year 3: SoundStart Debut (with one CMA staff)
- Year 4: SoundStart Ensemble from CMA (with two CMA staff)
- Year 5/6: Small group instrumental lessons for those who wish to continue

With this three stage approach the cost to a school is:

- The cost of one teacher for SoundStart Debut
- A charge can be made to parents and carers for the SoundStart Ensemble, reducing the cost to the school to no more than the cost of a single teacher
- No cost to the school for small group tuition

Where a school is buying in CMA staff, they have the option of using it for PPA cover.

With this three stage approach the cost to a parent / carer (at September 2011 charges) will typically be:

- No charge for first year (£10 for the year if decide to purchase an instrument)
- £20 per term for the second year (charge to cover one teacher and instrument hire for SoundStart Ensemble)
- £34 per term for the third year tuition (including 40% reduction for group tuition for the year after SoundStart) plus £10 per term if hiring an instrument
- £56 per term for the fourth year tuition plus £20 per term if hiring an instrument
- The charge for pupils on free school meals is £11.20 per term for small group tuition and £5 per term for instrument hire
- Small group tuition and instrument hire is free for children in care

Instrument and Equipment Costs for SoundStart

For each SoundStart there are some additional equipment requirements and there will be an ongoing cost for consumables for some instruments and also the maintenance, repair and replacement of instruments.

Additional Equipment and Consumables

- 30 music stands required for Winds, Recorders and Ukuleles. 20 music stands required for guitars in the Keyboard and Guitar SoundStart
- Batteries or extension leads (not trailing!) and power breakers needed for keyboards **(this is an important Health and Safety decision for schools)**
- Elastic bands and sponges (to act as shoulder rests) for violins and anchors for cellos (provided by Croydon Music and Arts)
- Spare reeds required for clarinets and saxophones
- Spare string required for violins, cellos, guitars and ukuleles

Instrument Hire

Where schools wish to use a SoundStart Ensemble for the first year of wider opportunities a working group of headteachers considered the legal charging regulations for instrumental tuition and the guidance to accompany them. Although charging for tuition is not allowed for the first year of wider opportunities, they decided instrument hire can be charged for. However this must not be more than the cost of the instrument.

We have estimated the cost for an instrument to include consumables, maintenance, insurance / repair and replacement over the lifetime of the instrument and converted this into an annual cost which is the maximum a school can charge for hiring that instrument. Any income schools take from instrument hire should be saved and only be used for maintenance, repair or replacement. The maximum instrument hire charge which can reasonably be made is:

Instrument	Maximum Annual Hire Charge	Instrument	Maximum Annual Hire Charge
Clarinet	£35	Percussion	£20
Saxophone	£50	Violin	£20
Trumpet	£25	Cello	£50
Trombone	£30	Keyboard	£25
Euphonium	£35	Guitar	£20

Notes:

1. No calculation has been done for Recorder, Tin Whistle or Ukulele because of the relatively low purchase cost (£10 or less).
2. Schools which make this charge are recommended to not allow the pupil to take the instrument home until it has been paid. This charge could be an important element in encouraging commitment from parents / carers.
3. Schools may like to make a one off charge, or termly or even half termly charges.
4. Schools may wish to consider whether to round down the charge to the lowest amount in an ensemble to make the hire cost the same, for example charging £20 a year for both violin and cello.
5. Schools may wish to consider whether to make a different charge for different instruments, for example charging more for the saxophone than the clarinet as the saxophone is a popular instrument but there are only two in the Band compared to eight clarinets.
6. Schools will also need to consider instrument hire charges as part of their charging and remissions policy, and whether to ask for voluntary contributions.
7. For Looked After Children, it is illegal to make any charge.



‘An Outstanding Service’

(Music Service Evaluations 2010 and 2011)

A Music Service for children and young people:

- instrumental and vocal tuition in schools
- music centres with a range of groups to join
- performance opportunities for young musicians

An Arts Service supporting schools:

- developing the arts curriculum
- accessing arts projects
- developing out of school arts activities

Working to Achieve Croydon’s Vision

- **a Creative City** – a place noted for its culture and creativity
- **a Learning City** – nurturing local talent, ambitious for children and young people
- **a Caring City** – fostering community spirit
- **an Enterprising City** – supporting the development of a skilled and adaptive workforce