

Music Curriculum

At Moseley Park the Music curriculum across Key Stage 3 and 4 is broad and varied and provides students with the opportunity to study a wide variety of styles and musical knowledge, from classical music to contemporary popular music. We want pupils to enjoy their studies and gain deeper understanding of musical features, cultures and traditions and gain success in their own performances, composition techniques and music appreciation skills as a result. We believe it's important for all pupils to be able to access the curriculum whatever their musical ability and develop as musicians and improve their skills, experiencing the use of music technology in compositions, playing or singing live music whilst enjoying exploring musical skills and having fun along the way! We allow students to bring their own instruments into class lessons and encourage pupils to strive to improving their skills as soloists and when working in an ensemble. We aim for all students to get involved through listening, performing and composing, learning to not only develop a love for music but to appreciate all styles and the to connect us all.

Below are two examples of this in practice:

1.Knowledge: When studying Samba Music, we cover musical key words and traditional features through hands-on experience of instruments in practical, visual and auditory stimuli, pupils are able to name specific instruments used in Samba music and identify typical features heard in this style. Students acquire knowledge about the structure of Samba through performance learning to apply specific techniques for a variety of percussion instruments, such as open and closed sounds on Surdos and playing techniques on the Tambourim, Congas and Clave. Rhythms and notations are studied looking at traditional Latin rhythms like the son calve rhythm used and other more challenging syncopated beats that weave through the music. Pupils look at how cross rhythms and call and response feature in Latin American music alongside practical ensemble skills that are needed, hence broadening students' contextual knowledge and deepening their knowledge of the similarities and differences in music from around the world.

Understanding: Students will understand where Samba originates from and recognise key musical features, they will know the importance of the leader of the bateria who acts as the conductor playing the repinique and apito and how they effectively give oral cues to the ensemble that vary rhythmic patterns and control structures, tempos and dynamics through the band.

Skill: Students will build on their knowledge of how Samba music has role in its society and how other musical styles incorporate similar playing techniques. They will use their voices, auditory recall and practical performance skills to help them learn and play the varied syncopated rhythms and build up to more complex skills through Samba pieces and opportunities for improvised solos. Their work will end in a convincing Samba Band performance.

2.Knowledge: When studying the 'On the way project' pupils will study the elements of music, focusing on rhythms, pitch, treble clef notations, triad chords and musical terminology, pupils learn to apply skills in reading music through practical sessions. They will identify musical symbols, such as bar lines, bars, repeat marks, pitch, rhythmic note values and chord symbols when working independently to develop performance skills when learning to play with both hands on a piano/keyboard. They will build up their own practice resilience, perseverance and confidence as they develop their performance skills, learning to apply correct fingers and postures along the way. They will develop aural skills when identifying major and minor chords, and when notating pitch and rhythmic dictations.

Understanding: Students will be able to apply correct instrumental playing techniques for their pieces that build up in performance skill levels. They will understand how to read pitch and rhythm and how chords and bass lines add the harmony layer. They will understand how triad chords are built up and how major and minor chords are structured. Pupils will understand the importance of 'good practice' and techniques that further support their keyboard skills looking at scales and finger exercises to build strength and stamina.

Skill: Students will have the opportunity to 'build up' playing techniques starting with simple melodies, to adding bassline harmonies and then adding full triad chords with melodies. Pieces will also build up in length and technical skills too challenge all ability levels.

Homework: As part of the music curriculum, homework is set through projects in order to support learning in the classroom. Projects will allow pupils to explore further and deepen their musical knowledge and understanding. For example; they will study the 'Instruments of the Orchestra' s one of their projects in year 7, focusing on the four sections of the orchestra, naming specific instruments within those families and how they produce sounds. Students will be able to understand how instruments playing techniques differ and also see how these instruments play in other ensembles besides the orchestra. Students will have the opportunity to create a detailed project through a variety of ways. This can be modelling, drawing, writing or presenting.

Music Year 7	Curriculum Intent. At Moseley Park we aim to provide our students with a wide variety of topics and skills from popular and traditional genres. We aspire to create students who will develop and maintain a love of music and who can appreciate the universal language music offers to us all. The Autumn term introduces music terms, notation, keyboard skills and singing, the spring term develops composition skill and devices. The Summer term allows pupils to explore other music styles and playing techniques, developing their application of performance composition and listening appreciation skills. Homework projects deepen pupils' knowledge of the orchestra, job roles and musical features used.								
Terms	Autumn Term			Spring Term			Summer Term		
Main Topic	'On the Way Project' Elements/ notation/ keyboard skills.			'Film Music Project'			'Word Music Project' Samba. Gamelan, Folk		
Knowledge	Recognise and notate rhythm and pitch. Identify notes on the stave, know elements/ terms, symbols and keyboard notes, play keyboard pieces and chords/ identify form and structure. Identify minor/major chords. C major scales			Know music terminology and compositional techniques for creating spooky and romantic ideas, Garage band tools, know arpeggios discords, note clusters, form and structure and composition devices.			Know cultures and traditions for Samba, Gamelan and folk music. Know terminology, instruments from various other world styles notation, call and response, playing techniques, structures used pentatonic scales.		
Understanding	Singing /playing keyboard pieces with harmony layers, applying and rhythm, pulse and phrasing. Understand terms., ICT Recording techniques. Listening: Fur Elise/ Ode to Joy Beethoven, I've got rhythm, Gershwin			Understand how sounds can be combined and used to create film music extracts effectively Build up layers of sound using techniques, make expressive use of tempo dynamics structure phrasing, texture and timbres Listening: Film clips/ Harry Potter/ Carnival of the animals, Rossini William Tell overture finale.			Understand music from different places, developing an awareness of musical features, instrumental techniques and improvisation skills alongside the role of music in society. Various textures and cues. Listening; Samba, Gamlen pieces, Irish jigs & reels, Scottish Marches. Time signatures. simple & compound		
Skills	Performance: Keyboard skills, creating and notating pitch & rhythm notations, playing triad chords. Play C major scale Composing; creating rhythmic ideas <i>Listening:</i> identifying instruments in the orchestra, identify major and minor chordal sounds Develop practical skills in playing keyboard pieces that build in challenge.			Performance: Film keyboard pieces. Arpeggios, chromatic scales. Composing: Spooky & romantic extracts <i>Listening:</i> identify and use suitable timbres for film, identify features used in music to create descriptive ideas. Develop practical skills in creating and playing film pieces, recapping notations			Performance: Percussion performance techniques in Samba and Gamelan ensemble pieces and Folk keyboard pieces as solos, son clave rhythms. Call and response, interaction between players <i>Composing folk & Gamelan melodic ideas using pentatonic scales/ improvisation skills.</i> <i>Listening,</i> identifying instruments in world music. Develop practical skills in solo /ensemble work		
Homework	Project on 'The instruments of the orchestra'.			Project on job roles in the music industry such as composers, performers, live sound technicians, record producers.			Project on role music has in its society looking at how these styles are used for recreation or religious roles		
Interleaved skills M = Main S = Supporting	Performing M	Composing S	Listening & appreciations S	Performing S	Composing M	Listening & appreciation S	Performing M	Composing S	Listening & appreciations S
Assessment	Performances, reading pitch and rhythm on keyboard pieces, adding basslines /chords. Tests on music vocabulary			Composing film pieces. Tests on terms/ listening extracts.			Performances of class Samba/ Gamelan pieces/solo folk pieces. Tests on Samba/ Gamelan and folk musical features and terms/ listening extracts.		

Year 8 curriculum

Music Year 8	<p>Curriculum Intent. We aim to provide all students with a variety of topics from popular and traditional genres, we aspire to create students who will develop and maintain a love of music and who can appreciate the universal language music offers to us all. The Autumn term explores Blues music and the many other styles influenced, looking at notations, riffs, extended chords, walking bass lines and influential artists. The spring term explores Rock Music and guitar skills, reading chord grids and tab notation The summer term develops ICT music skills through composition /arrangements using ‘Pachelbel’s canon’ looking at ground bass, repetition and contrast and variation or rondo forms.</p>								
Terms	Autumn Term			Spring Term			Summer Term		
Main Topic	‘Blues project’ Keyboard skill.			‘Rock music Project’ Guitar skills			Arrangements/ variations form/ Rondo form		
Knowledge	<p>Know origins, instruments, terms and blues musical features, 12 bar structure, call and response, improvisation skills and some main artists from blues.</p>			<p>Know and recognise how pop and rock music evolved and the musical features used in sub genres. know tab notation, chord grids and pop / rock structures. Verse chorus</p> <p>Know instruments, playing styles and music terms for sub genres</p>			<p>Know form and structures including ternary variation and rondo form. Know ground bass and how elements of music can be varied to create new styles and variations ideas with a focus on Pachelbel’s canon. Inversion patterns in triad chords, ostinatos. Voicings.</p>		
Understanding	<p>Understand what riffs are and play them over chords in the 12 bar blues pattern sequence, Combine varied parts and play blues pieces</p> <p>Improvise melodic ideas over chords, understand straight and swung rhythms.</p> <p>Listening: Blues, Jazz gospel swing and rock n roll extracts</p> <p>Bessie Smith Miles Davis BB King Glen Miller Elvis Chuck Berry</p>			<p>Understand and identify stylistic features and vocal styles and how music influences have created new styles</p> <p>Understand how to read guitar chord grids and tab notation</p> <p>Listening: Rock and pop extracts from 1950’s to present day</p> <p>High way to Hell ACDC & Rockin all over the world Status Quo.</p>			<p>Understand techniques used in variation such as chord voicings, note addition and subtraction / augmentation, diminution phrasing techniques.</p> <p>Instrumental playing techniques using block chords, arpeggios 3rds. Octaves, grace notes strumming pattern, tempo and rhythmic patterns for varied styles of music.</p> <p>Listening; Pachelbel’s canon and variations. Paganini Andrew Lloyd Webber.</p>		
Skills	<p>Performance: Ability to play triad chords in root position and extended 7th chords Follow notations, reading walking bass line and melodic riffs and combine layers, play blues pieces</p> <p>Composing; creating melodic ideas from blues scales</p> <p><i>Listening:</i> identifying features heard in blues and Jazz, swing and gospel and name famous artists.</p> <p>Develop skills from yr 7 on notation, keyboard skills and music appreciation awareness.</p>			<p>Performance: rock riffs for bass guitar and lead guitar, tab riffs and chord sequences form well know rock riffs.</p> <p><i>Composing:</i> Create own chord pattern riffs as extension layers</p> <p><i>Listening:</i> identify musical features in rock and pop music and sub genres.</p> <p>Develop practical skills in instrumental skills</p>			<p><i>Performance:</i> Perform chord sequence form Pachelbel’ cannon, add new layer ideas using bass and melodic ideas</p> <p>Composing creating variation ideas and arrangement styles of given stimuli.</p> <p><i>Listening,</i> identify how music elements have been carried in listening extracts.</p> <p>Develop practical skills in solo /ensemble work on Keyboards, guitars and other instruments, ICT skills</p>		
Homework	Project on ‘Blues artists and the influence of blues on other styles like rock n roll jazz and gospel and swing			Project on rock bands from 1950s to present day			Project; Find pieces that have been varied and write notes on how music ideas have been altered. For the style.		
Interleaved skills	Performing	Composing	Listening & appreciations	Performing	Composing	Listening & appreciation	Performing	Composing	Listening & appreciations
M = Main	M	S	S	M	S	S	S	M	S
S = Supporting									
Assessment	Performances or chord sequences riffs and bassline layers, combined layers and extension pieces on keyboards. Tests on blues features, vocab and musical listening extracts			Performance skills on bass riffs, tab notation reading and chord playing for 2 rock pieces			Composition ideas based from Pachelbel’s canon stimulus/ Playing techniques for variation ideas		

Yr 9 Curriculum New Tech Award Specification

Music Year 9	Curriculum Intent: We aim to provide our students with a wide variety of topics and skills from popular and traditional genres. We aspire to create students who will develop and maintain a love of music and who can appreciate the universal language music offers to us. In year 9 students study various music styles with deeper analyse looking at instrumental techniques and music theory. Through these studies pupils focus on individual solo techniques, ensemble skills, stage presence and Music ICT learning Sibelius and Garage band programs to explore on. They will study disco, reggae, ballad, synth pop, grime, rock n roll,, dance and descriptive genres and world music as they perform and compose extracts for music products.									
Terms	Autumn Term Understanding Styles of music from 19650s to present day			Spring Term Instrumental / composition studies Setting targets and evaluating progress			Summer Term Band skills			
Main Topic	Disco, Blues/ Rock N Roll and Reggae		Grime, Folk, Synth pop and Ambient music		Self -audits /development planning/ Milestones for performance		Composition target setting/ Performance skills. Evaluation		Band skills/ Products composition = song writing/ Arrangements	Band skills /product compositions= World music workshops
Knowledge	AOS1 Know key musical features of each style, its place in musical history, influences and artists key to that genre/ sub-genre. Instruments, structures, melodic features, timbre, tonality and a range of metre/rhythmic styles, composition techniques for blues & reggae. Playing techniques for reggae rock n roll, disco and blues		Know key musical features of each style, its place in musical history, influences and artists key to that genre/ sub- genre. Know composition devices for developing ideas, passing notes, copy and paste, modulations, counter melodies, playing techniques for synth pop, folk and descriptive ideas		AOS2 Know key techniques for instrumental studies with focus areas on strengths and weaknesses in solo performance/ composition skills. Identify key areas to target to set key goals to achieve. Key skills on ICT and instrumental studies		AOS2 Know steps to build up technical skills in performance and composition areas. Know how to advance skills on Sibelius and garage band skills for target setting.		Ensemble awareness, timing & stylistic accuracy for genres. Know features/ techniques, identify musical elements in listening. Form and structure of songs/Lyrical witing skills, composition techniques for song writing.	
Understanding	Techniques & theory for musical elements used in each style. Ie) harmony textures expressions, features such as walking bass, back beats 12 bar chords, I IV as V, sub 2/4, metres instrumentation, textures, tonality, rhythm devices, structures and how styles were evolved.		Playing techniques on styles. Production effects, textures instrumentations, tonality, harmony textures and tonality, scales used in folk. Rhythmic and melodic patterns such as discords, rock beats disco rhythms, time signatures. Other musical features heard and how styles evolved.		Understand a logical plan to achieve goals and rehearsal processes to target key skills and how to monitor success. Understand recording evidence to show progression on goals. (milestones)		Tracking processes for performance and composition milestone evidence. Understand progress and evaluation analyse skills on goals set.		Contextual understanding of stylistic accuracy for each ensemble stimulus. Roles in ensemble playing/ products/Form and structure. Lyrical writing skills	
Skills	Be able to recognise/ identify key musical features heard and effects used in performance techniques and perform some techniques for each style in ensemble and solo skills showing disco, Reggae, Blues and Rock N roll techniques in portfolio extracts. Composition a small extract idea for rock N roll, reggae and blues Listening to styles above		Be able to performance techniques for style and solo ensemble skills on Ballad, folk synth pop. Be able to create a folk & descriptive extract. Listening to styles above for stimuli		Be able to perform techniques for individual targets setting. Composition skills- melodic writing, chord patterns bass lines, counter melodies garage band ICT Free style. Listening to styles studies for composition and performance accuracy		Be able to perform solos pieces. Composition skills show developed ideas on free style. Listening styles studied for stage presence and stylistic development/ composition ideas.		To be able to create verse chorus middle 8 structure in songs. Adapt music pieces in different styles of music. Performance skills ensemble band pieces. Developing performance skills to a variety of genres. Listening song structures/ band pieces	
Homework	Research projects on reggae Rock N Roll & Blues		Research projects on Grime Synth pop, free choice genre		Solo technical studies. table essay analyses of Trad Jazz delta blues.		Solo technical studies, table essay on Synth Pop & Brit pop		Song lyrics and chord sequences Compositions refined	
Interleaved skills. Performances, Composition Listening	Performing Solos/ ensembles		Composing reggae & Blues, Folk and descriptive, Extracts on disco rock n roll.		Listening to artists for all styles		Performing Solos/ ensembles technical skills Composing developed		Listening to key artists and pieces for solo work	
Assessment	Solo / ensemble skills, Performance on chosen instrument Essay analysis of music styles Composition blues reggae extracts		Solo / ensemble skills. Performance on chosen instrument Portfolios evidence on music styles Composition folk & descriptive extracts		Solo / ensemble skills, Performance on chosen instrument Skills audits/Development target plans actions and milestones evidence Composition focus skills development		Solo / ensemble skills, Performance on chosen instrument Development plan evaluations, evidence of progression for targets set Composition focus skills development		Solo / ensemble skills, Performance on chosen instrument Song extracts compositions	
									Solo / ensemble skills, Performance on chosen instrument World music products composition extract or performance live.	

Year 10 Curriculum New Tech Award Specification

Music Year 10	Curriculum Intent: Students will broaden their musical experiences within the three component areas on their course exploring musical context, language, performance, composition listening and appraising. The areas of study provide opportunities to further their own understanding of musical styles from past and present genres and world cultures, our intention is for students to be inspired and motivated and to learn to develop skills and evaluate their own progress identifying strengths and weaknesses. And building up a love of music through performing and composing from given stimuli's, working independently and in groups to accomplish their potential.											
Terms	Term Autumn			Spring Term			Summer Term					
Main Topic	Term 1a AOS1		Term 1b AOS 1		Term 2A		Term 2b		Term 3a		Term 3b	
	Exploring Music Products and styles		Exploring Music Products and styles		AOS 1 Exploring Music Products and styles		AOS 2 Music Skills Development		AOS 2 Music Skills Development		AOS 2 Music Skills Development	
Knowledge	Through listening and music-making activities, learners will explore a variety of musical styles and understand the key features of each style with focus on specific musical elements. Through exploration of content pupils will know five musical styles, with three coming from popular music and two from other styles		Through focused listening and music activities, learners will explore 4 chosen styles in detail and present their own understanding the key features of different styles of music in independent portfolios focusing on key elements for AOS1 exam brief		Through focused listening and music activities, learners will explore another 2 chosen styles and present their own understanding the key features of different styles of music in independent portfolios focusing on key elements for AOS1 exam brief		Learners will explore professional techniques for musicians and look at how musicians share their music with others. Learners will participate in workshops and sessions to identify and develop musical skills, selecting individual musical and professional techniques appropriate to context and style		Learners will study chosen professional techniques in practical settings, identify and developing musical skills, selecting individual musical and professional techniques appropriate to context and style		Learners will continue studies on chosen professional techniques in practical settings, identify and developing musical skills, selecting individual musical and professional techniques appropriate to context and style	
Understanding	Understand at least 5 styles of music and apply stylistic features to performance composition and production tasks		Understand 2 styles of music and demonstrate stylistic features to performance /composition/ production tasks		Understand 4 styles of music in total and demonstrate stylistic features to performance /composition/ production tasks		Understand and demonstrate professional and commercial skills for the music industry and apply development processes for music skills and techniques		Learners will understand 2 disciplines in detail for creating 2 musical outcomes to develop professional and musical skills focus areas are. Performance composition and production areas		Learners will continue creating 2 music products, developing ideas for exam brief tasks to refine develop professional and musical skills	
Interleaved skills. Performances, Composition Listening	Performing Solos/ ensemble skills to expand repertoire and techniques. Focus on key features of music styles for AOS1 in performance styles and composition tasks		Composing -Focus on key features of music styles for AOS1 composition tasks	Listening to music and key artists for numerous styles /sub genres to identify main features		Performing Solos/ ensembles for music exam products AOS2	Composing devices created for 1 Briefs AOS2 exam	Listening to artists and pieces for techniques and music products		Perform Solos/ ensembles for band pieces	Composing devices created for 1 Briefs AOS2 exam	Listening to arrangements of pieces for AOS3 briefs
Assessment	Essay analysis of at least 5 music styles		Practical portfolios and written portfolios created for 2 styles of Music		Portfolios evidence on understanding 4 styles of Music finalised for exam briefs		Development target plans actions and milestones evidence. Create products for AOS2 Mock assessments		Creation of ideas for AOS2 exam briefs set		Create 2 products for AOS2 exam briefs set	
	Aural analysis/ practical demos on musical elements in style of music		Aural analysis, practical demos on musical elements in style of music		Aural analysis, practical demos on musical elements in style of music		Aural analysis on own key skills for instrumental techniques /compositions		Aural analysis on own key skills for instrumental techniques /compositions		Aural analysis on own key skills for instrumental techniques /compositions	

Year 11 Curriculum Old Award Specification

Music Year 11	Curriculum Intent: Students will broaden their musical experiences within the three component areas on their course exploring musical context, language, performance, composition listening and appraising. The areas of study provide opportunities to further their own understanding of musical styles from past and present genres and world cultures, Our intention is for students to be inspired and motivated and to learn to develop skills and evaluate their own progress identifying strengths and weaknesses. And building up a love of music through performing and composing from given stimuli's, working independently and in groups to accomplish their potential.											
Terms	Term Autumn			Spring Term			Summer Term					
Main Topic	Term 1a AOS3 new course TBC Unit 1 The Music Industry & Unit 4 introducing composition		Unit 1 The Music Industry & Unit 4 introducing composition		Unit 1 The Music Industry & Unit 4 introducing composition		Unit 1 The Music Industry & Unit 4 introducing composition		The Music industry retake exam			
Knowledge	Unit 1- Pupils study areas of the music industry looking at management, performances and numerous job roles. Unit 4- Pupils study music programmes and composition devices to create 4 starting ideas for music products		Unit 1- Pupils study areas of the music industry looking at management, performances and numerous job roles. Unit 4 Pupils apply music composition devices to create 4 ideas for exam brief stimuli		Unit 1- Pupils study areas of the music industry looking at management, performances and numerous job roles. Unit 4 pupils independently study structures and composition devices in their chosen ideas to gain knowledge of devices and structures in order to extend 2 music compositions further		Unit 1- Pupils study areas of the music industry looking at management, performances and numerous job roles. Unit 4 pupils extend one final piece refining ideas using composition devices and notation skills.		Unit 1- Pupils study areas of the music industry leading up to their retake exam Pupils complete any resub work for unit 4 compositions			
Understanding	Understanding different types of organisations that make up the music industry such as health & safety, venues, service companies unions agencies production promotion, publishing and numerous job roles in the industry Pupils understand numerous Sibelius tools to create 4 pieces, studying melodic writing and passing notes, harmonies through chord sequences features IE) walking bass lines counter melodies grace notes, repetition and contrast, riffs loops and hooks and how to modulate and refine notations		Understanding different types of organisations that make up the music industry referring to H&S licences, performance and management agencies. The 3 P's and how all areas interrelate Pupils understand how to create starting ideas for music products using stimuli from music extracts to create own ideas on Sibelius		Understanding exam techniques for unit 1 exam, Recapping all areas of the music industry Pupils understand how to extend and develop/ manipulate music products to create 2 developed extracts on Sibelius		Understanding exam techniques for unit 1 exam, Recapping all areas of the music industry Pupils understand how to extend one piece into a final piece with clear structure and developed ideas using Sibelius tools		Understanding exam techniques for unit 1 exam, Recap all areas of the music industry for retake paper if required. Pupils work on resubs if needed for unit 4 areas of study			
Interleaved skills. Performances, Composition Listening	Performance skills for composition recordings S		Composing 4 starting ideas for music product M		Listening to music products S		Performance skills for composition recordings S		Composing 4 starting ideas and developed ideas for 2 pieces M		Listening to music products S	
Assessment	Mock papers unit 1 Starting ideas for 2 compositions		Mock papers unit 1 Starting ideas for 4 compositions		Jan Unit 1 exam paper Compositions 2 pieces developed		Mock papers unit 1 Compositions 1 piece developed into a main finished piece		Mock papers unit 1 Unit 1 exam retake paper			

What instruments are taught at Moseley Park

At present, the following instruments are taught here:

Mondays Violin/Viola

Tuesdays Acoustic/ Electric Guitar/ Spanish Guitar/ Bass Guitar.

Drum Kit

Wednesdays Flute/Piccolo Clarinet/Saxophone /oboe

Thursdays Acoustic/ Electric Guitar/ Spanish Guitar/ Bass Guitar. Drum Kit

Fridays Cornet/Trumpet/ Euphonium/Baritone, French horn Tuba/Trombone

Arrangement of lessons

- Instrumental lessons are given during school time on a rota timetable which will be arranged by the Student Services team.
- Students should ensure that they are familiar with their timetable so they are punctual to their weekly instrumental lessons.

Fees

· The school provides free lessons to pupils wishing to learn however if pupils wish to take grade exams the cost of the exam will be charged and this is agreed with parents beforehand. Pupils can learn instruments without taking graded exams if they prefer. Financial support is available for those wishing to apply for it who are taking grade exams if they are already receiving income support. Each application is considered on its merits

· Notice

· At least two weeks' notice must be given to the Head of Music for termination of instrumental lessons. So other pupils can be notified of spaces

Missed Lessons. · A register will be kept and parents/carers will receive an email/letter/telephone call, if lessons are repeatedly missed from the instrumental teacher/ Music Teacher. If lessons are missed repeatedly pupil's lessons will be cancelled and given to other pupils on the waiting lists.

· A lesson may be cancelled by the instrumental teacher at any time, yet this lesson will be carried forward.

· (due to adverse weather conditions) the instrumental teacher is under no obligation to make this lesson up, although they may choose to do so.

· It is the parent or carer's responsibility to notify the instrumental teacher of any planned absences at one weeks in advance (e.g. trips, exams, appointments) in order for a lesson to be rescheduled or so the teacher is aware of absence for registers.

Reporting

· Parent/carers will receive a report from the instrumental teacher during the summer term to highlight the progress which your child is making.

Instruments

· Students are allowed to use their own instrument in lessons if they possess their own instrument. Liability for the instrument's insurance remains with the parent/carer.

· Instruments may be loaned from the music hub/ school under a loan scheme. Contact Mrs Russell for any instrument queries.

Ensembles

· We encourage music making with others and a wide variety of ensembles exist to further musical enjoyment in this way. It is expected that students who receive instrumental lessons contribute to at least one musical ensemble when an appropriate standard has been met.