

**Music Department**  
**Handbook**



## **Index:**

Introduction _____	Page 3
Section 1: Curriculum Overview _____	Page 3
Section 2: Assessment Procedures _____	Page 8
Section 3: School Development Plan and SMART Targets _____	Page 8
Section 4: Performance schedule _____	Page 9
Section 5: Music Assemblies _____	Page 9
Section 6: Peripatetic Staff and Instrumental Lessons _____	Page 10
Appendix 1 Music Department SDP	



## Music Department Handbook

“Whilst an international school with a British flavour, Repton Abu Dhabi is an inclusive school appealing to families from a range of backgrounds. It is characterised by children who have an appetite for challenge, a genuine love of learning and by those who are prepared to work hard and play hard. The curriculum combines the best of the British system with the dynamism of the UAE. It is supported by an exciting and broad extra-curricular programme taking full advantage of our first rate facilities. In short, we feed a natural curiosity for learning that will equip your child with a solid foundation on which to build their future dreams.” (The Headmaster, Mr Robert Relton)

As a growing school, we are mindful of an ever-changing pupil population. To this end, the curriculum gives a wide and varied Music curriculum, that must show differentiation based on the knowledge gained at the school and on the experiences of those pupils who join the school. This is done via differentiated activities including group work, extension work, working with a teacher or teaching assistant and peer teaching

### Curriculum Overview

At Repton Abu Dhabi, the Music curriculum for FS1 and FS2 is mainly guided by the *Development Matters in the Early Years Framework*, while KS1 and KS2 are guided by *The National Curriculum in England Framework*. The *Kodály Method*, as will be discussed below supplements both.

#### EYFS Development Matters (30 – 50 months Ages and Stages)

<b>Expressive Arts &amp; Design</b>	
Exploring and Using Media	<ul style="list-style-type: none"> <li>● Enjoys joining with dancing and ring games</li> <li>● Sings a few familiar songs</li> <li>● Says a few familiar rhymes</li> <li>● Beginning to move rhythmically</li> <li>● Imitates movement in response to music</li> </ul>
Being Imaginative	<ul style="list-style-type: none"> <li>● Uses movement to express feelings</li> <li>● Creates movement in response to music</li> <li>● Sings to self and makes up simple songs</li> <li>● Makes up rhymes</li> </ul>

<b>Social, Personal and Emotional Development</b>	
Making Relationships	<ul style="list-style-type: none"> <li>● Can play in a group</li> <li>● Initiates play</li> <li>● Keeps play going by responding to others</li> <li>● Demonstrates friendly behaviour</li> </ul>
Self-confidence and	<ul style="list-style-type: none"> <li>● Can choose a partner</li> </ul>



Self-awareness	<ul style="list-style-type: none"> <li>• Is more confident in new situations (Playing new games, singing new songs)</li> </ul>
Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>• Begins to accept the needs of others and can take turns and share resources</li> <li>• Understands wishes may not be met (may not have a turn at the today)</li> </ul>

<b>Communication and Language</b>	
Listening and Attention	<ul style="list-style-type: none"> <li>• Listens to others</li> <li>• Listens to Stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>• Responds to simple instructions</li> </ul>

<b>Literacy</b>	
Reading	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities</li> <li>• Shows awareness of rhyme and alliteration</li> <li>• Recognises rhythm in spoken words</li> <li>• Listens to stories and poems (concert manners)</li> </ul>

*Adapted from Development Matters and to be used in conjunction with Repton Abu Dhabi Music Lessons (FS1 & 2)*

### Key Stage 1 and Key Stage 2

The UK National Curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Attainment Targets**

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



## Music Subject Content Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

## Music Subject Content Key stage 2

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

(pp231-232 *The National Curriculum in England Framework Document: for 1 September 2014 to 31 August 2015*)

At Repton Abu Dhabi, added to the Yearly Years Framework and the National Curriculum is the methodology known worldwide as *The Kodaly Method*. This method entails a more advanced academic rigour, not seen in the above-mentioned Curricula alone. The methodology is based on the belief that all children have the right to be as literate in Music as they are in the written word and numeracy. To this end, the levels of music at Repton Abu Dhabi include:

### Preparing

Students learn a repertoire of carefully chosen age-appropriate music through singing, playing, listening and moving. By gaining extensive oral and aural experience of this repertoire, students become thoroughly familiar with specific patterns that link concepts and elements in a variety of musical contexts.

### Making conscious

Students derive, classify, describe and name the concepts and elements that have been learned in the repertoire, when and as appropriate.



## Practising

Students hear, read, notate, perform, create and improvise music that incorporates newly learned, as well as previously known, concepts and elements. They use known and new repertoire and activities to reinforce their learning.

The extended curriculum at Repton Abu Dhabi includes:

### **Music Subject Content Foundation Stage 1**

Students are becoming aware of music as part of their everyday lives by

- responding to intentional sounds and music in the daily environment
- recognising sound and silence

Respond to and demonstrate attention to components of music

- sound; silence
- loud/soft; louder/softer
- slow/fast; slower/faster
- moods in music
- rhythmic body movement
- stop/start

Respond to and enjoy the social aspects of group music making

- sing and play
- sing and move

Communicate responses, ideas and feelings

- movement
- aural or visual recognition
- manipulating sound sources, including voice

### **Music Subject Content Foundation Stage 2**

Students are becoming aware of music as part of their everyday lives by

- recognising rhythm in everyday routine and in individual sessions
- responding with rhythmic intention

Respond to and demonstrate attention to components of music



- sustained/short
- beat and rhythm
- verbalisation; vocal responses
- widely contrasting pitches
- high/low; higher/lower
- intentional sounds including environmental sounds
- same and different
- textures e.g. heavy/light; thick/thin

Respond to and enjoy the social aspects of group music making

- part work with student/teacher; student/student; in a group
- sing and play
- sing and move

Communicate responses, ideas and feelings

- movement
- aural or visual recognition
- manipulating sound sources, including voice

### **Music Subject Content Key Stage 1**

Rhythm and metre

- beat and rhythm
- two- and four-beat metre
- Z

Pitch and melody

- difference between speaking and singing voices
- melodic contour and patterns containing so, mi and la

Expressive elements

- fast/slow

- soft/loud

Part work

- rhythmic ostinatos
- song and beat
- song and rhythm

Form and structure

- question and answer phrases

Tone colour

- untuned percussion instruments
- widely contrasting melodic instruments

### **Music Subject Content Key Stage 2**

Rhythm and metre

- accent and bar lines in simple duple, triple and quadruple
  - ties
  -

Pitch and melody

- do pentatonic scale
- major 2nd and minor 3rd intervals

- treble clef notation: E, G, A, B, C, D

Expressive elements

- piano (p), forte (f)

Part work

- four-beat rhythmic and melodic ostinatos
- rhythmic and melodic canons

Form and structure



- canon form
- introduction
- same, similar and different phrase structures

- Tone colour
- string instruments
  - two or three voices singing together

Long and medium term plans can be found on the school Data Drive/Academic/Common/Specialist/Music.

## Assessment Procedures

Pupils at Repton Abu Dhabi are assessed in the following areas:

- Singing and Playing
- Reading and Writing
- Appraising and Creating

Using the “I can statements” of the National Curriculum, pupils self-asses their work and set themselves targets for further learning and success.

Pupils Targets are sent home, via the communications book on the following dates:

- Term 1 – October
- Term 2 – January

The National Curriculum Framework informs these targets for KS1 and KS2 and the Development Matters Framework for FS1 and FS2. Pupils of KS1 and KS2 are involved in their own target setting by choosing the targets, matched to the attainment levels, that will best suit their learning needs and progress. The music teacher, to best assist differentiation and reporting, must keep a copy of these targets.

IPads are used to record pupils performance, both in ensemble work and solo work, so pupils can see and hear their progress and better inform their self assessment.

Peer assessment is utilized to help the pupils learn, both by having to analyse the work of others and to take positive criticism from those in their class.

The teacher, to assist teaching and learning, performs formative and summative assessments throughout the. These assessments include writing tasks, performance tasks and check listing.

The Music teacher, in accordance with school policy, informing pupils and parents of progress, writes reports and areas in which each pupil can further improve their skills.

## School Development Plan

As part of ADEC requirements, the school and therefore the Music Department must complete a school development plan every year. This SDP is a working document, which is to be referred to on



a regular basis to ensure a vibrant and growing Department. A copy of this Music Department SDP is found in Appendix 1

SMART Targets for the school have been set to further develop the Music Department. They are:

- Every child in Year 3 will play the Recorder or basic Keyboard skills by the end of the Academic Year
- Every KS 1 and KS 2 pupil will be musically literate, to an age appropriate level, by the end of the academic year
- 10% of pupils will participate in instrumental lessons, either within or without the school by Easter, 2018

A copy of the timeframe and working plan can be found on the Data Drive/Academic/Common/Specialist/Music

## **Performance schedule**

Performance is an integral part of any vibrant Music Department. During the 2017 – 2018 Academic Year, the performance schedule is as follows:

### Music Assembly Performances Sundays Ground Floor Hall

- Choir ECA
- Recorder ECA
- **IMI Instrumental Lessons**

## **Peripatetic Staff and Instrumental Lessons**

Repton Abu Dhabi employs peripatetic staff, International Music Institute. Graham Malkin, Enterprise Director of Evolve Knowledge Investments, approves all teachers from IMI. To receive this approval, they must first interview with him to see that they are able to comply with ADEC requirements.

These requirements include:

- Due diligence assessment
- Public liability insurance
- Trade License
- Copy of their passports, NID and visa
- Copy of their degrees
- Copy of the School contract
- Good moral certificates



- Copy of their programs in the school
- Passport photo to display in the staff room

Peripatetic staff receives a copy of the Staff Handbook and discuss said handbook with the Director of Music at the beginning of each year. Due to it's size, a copy is not added to this document but is available from the Head of Music and on the Data drive.

Written by: Miss Ellen James

Reviewed Date: January 2018

Next Review Date: January 2019



## Appendix 1: Music Department SDP

Music								
Key Performance Indicators (KPI)	Strategies	Success Indicators	Evidence Source	Costing	Lead	Start	End	Progress Checks
Term 1								
Involve TAs to develop emerging talent and less able	TA Meeting at beginning of year with Music teacher	TA's participating regularly in class in repertoire, content and behaviour management	TA's	AED 0	Music Teacher/TA team	Induction week	June 2016	Weekly (teacher observation)
Inform Peripatetic staff of school procedures and expectations	Formal meeting at beginning of year	Peripatetic staff are more knowledgeable of school expectations and procedures	Music teacher and Peripatetic staff	AED 0	Music Teacher	Induction week	June 2016	Termly
Display boards including WALT and WILF	TA's to assist	Combination of working walls and class specific walls which have WALT & WILF	Children become independent of charts	AED 0	Music Teacher	Induction week	June 2016	Ongoing
Continue to develop Ipads in Music	CPD for staff on the use of IPads in Music	Ipads used in lessons to enhance learning experiences and assist with assessment	Lesson observations , Walk Throughs	0 AED unless new apps are required	Music Teacher & TA	September 2015	June 2016	Ongoing
Celebrate success in Music	Success/"aha moment" board in Classroom	Demonstrates children who are gaining understanding	Music Teacher/TA	AED 0	Music Teacher	Week 1	June 2016	Ongoing
	Performance in Music Assembly	Performance etiquette and concert manners displayed	Head of Music and Peripatetic staff	AED 0	Head of Music and Peripatetic staff	When pieces perfected - <u>Classes</u> December 6- <u>ECA's</u> December 13 - <u>Studios</u>		Ongoing
	After School Soirees	Performance etiquette and concert manners displayed.	Head of Music and Peripatetic staff	AED 0	Head of Music and Peripatetic staff	December 9, 2015		Ongoing



		Anticipated that more parents can attend than at Assembly						
ECAs	Variety of ECAs offered to offer different pathways of interest. External provider engaged	Numbers in each group increase. Standard of performance improves	Registers Concerts	AED 0	Music	April	June 2016	Ongoing
Plenaries Improved to consolidate learning	Variety of plenaries throughout and at the end of lessons	Children review work being done and self assessment	Use of WALT and WILF and other techniques to check for understanding	AED 0	Music	September	June 2016	Ongoing
Termly Tracking and Data analysis	Using formative and summative assessment to tailor differentiation to each child	Teacher has better understanding of higher and lower ability and plans accordingly.	Data and analysis on shared	AED 0	Music	September	December	Termly
Involve children in setting termly targets.	Ask children what they think about what their targets should be and why (FS - give 3 choices)	Children have better understanding of own targets	child feedback Discussion in class	0 AED	Music Teacher	September	December	Termly
Evidence Folder	add evidence of work to folder #3	Demonstrates development of children's standards	Children's work, concert programs etc	AED	Music Teacher	September	December	Ongoing
<b>Term 2</b>								
Continue to develop I pads in Music	CPD for staff on the use of IPads in Music	Ipads used in lessons to enhance learning experiences and assist with assessment	Lesson observations , Walk Throughs	0 AED unless new apps are required	Music Teacher & TA	January 2016	June 2016	Ongoing
Termly Tracking and Data analysis	Using formative and	Teacher has better understanding	Data and analysis on shared	AED 0	Music	January	April	Ongoing



	summative assessment	of higher and lower ability and plans accordingly.						
Involve children in setting termly targets.	Ask children what they think about what their targets should be and why (FS - give 3 choices)	Children have better understanding of own targets	Child feedback Discussion in class	0 AED	Music Teacher	January	April	Ongoing
Evidence Folder	add evidence of work to folder #3	Demonstrates development of children's standards	Children's work, concert programs etc	AED	Music Teacher	January	April	Ongoing
Celebrate success in Music	Success/"aha moment" board in Classroom	Demonstrates children who are gaining understanding	Music Teacher/TA	AED 0	Music Teacher	January	June 2016	Ongoing
	Performance in Music Assembly	Performance etiquette and concert manners displayed	Head of Music and Peripatetic staff	AED 0	Head of Music and Peripatetic staff	When pieces perfected - <u>Classes</u> March 13- <u>ECA's</u> March 20 - <u>Studios</u>		Ongoing
	After School Soirees	Performance etiquette and concert manners displayed. Anticipated that more parents can attend than at Assembly	Head of Music and Peripatetic staff	AED 0	Head of Music and Peripatetic staff	March 9, 2016		Ongoing
ECAs	Variety of ECAs offered to offer different pathways of interest. External provider engaged	Numbers in each group increase. Standard of performance improves	Registers Concerts	AED 0	Music	September	June 2016	Ongoing
<b>Term 3</b>								
Termly Tracking and Data analysis	Using formative and	Teacher has better understanding	Data and analysis on shared	AED 0	Music	April	June	Ongoing



	summative assessment	of higher and lower ability and plans accordingly.						
Involve children in setting termly targets.	Ask children what they feel their targets should be. (FS - give 3 choices)	Children have better understanding of own targets	Child feedback Discussion in class	0 AED	Music Teacher	April	June	Ongoing
Evidence Folder	add evidence of work to folder #3	Demonstrates development of children's standards	Children's work, concert programs etc	AED	Music Teacher	April	June	Ongoing
Celebrate success in Music	Success/"aha moment" board in Classroom	Demonstrates children who are gaining understanding	Music Teacher/TA	AED 0	Music Teacher	Week 1	June 2016	Ongoing
	Performance in Music Assembly	Performance etiquette and concert manners displayed	Head of Music and Peripatetic staff	AED 0	Head of Music and Peripatetic staff	When pieces perfected - <u>Classes</u> May 22- <u>ECA's</u>		Ongoing
	After School Soirees	Performance etiquette and concert manners displayed. Anticipated that more parents can attend than at Assembly	Head of Music and Peripatetic staff	AED 0	Head of Music and Peripatetic staff	June 1		Ongoing
ECAs	Variety of ECAs offered to offer different pathways of interest. External provider engaged	Numbers in each group increase. Standard of performance improves	Registers Concerts	AED 0	Music	September	June 2016	Ongoing