

# Make Music

Opportunities for Young People  
in Leicester-Shire  
2017 - 2018



For further information please contact:

**Leicester-Shire Schools Music Service**

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**ARTS COUNCIL ENGLAND**



# Let's Make Music!

Welcome to the Leicester-Shire Schools Music Service (LSMS) offer for 2017/18. Through whole class instrumental tuition, singing, staff training, inspirational projects or performance opportunities, we can support music education in city and county schools.

**The National Plan for Music Education says that every child aged 5-18 should have the opportunity to:**

- ✓ Learn a musical instrument
- ✓ Play in ensembles and to perform
- ✓ Access clear progression routes
- ✓ Sing regularly and join choirs

In order to achieve this in Leicester-Shire, LSMS has introduced some exciting new packages for both Primary and Secondary Schools. These packages allow you to tailor music education to your school's needs – choose from a half or whole day package, access special offers and add-ons whilst making big savings on individual prices.

LSMS has a team of specialist teachers and delivery partners who are skilled in music education at both a whole class and 1-2-1 level across a variety of different settings. To discuss anything you see in this brochure further, please visit:

[www.leicestershiremusicclub.org](http://www.leicestershiremusicclub.org)

to find your Area Music Leader contact. They'll be more than happy to help your school make music!

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# Primary Instrumental

## What's on Offer?

From African drums and Brazilian Samba, to violins and trumpets, we offer a wide variety of instruments to suit each school and setting. Our packages can be learned using any of the following:

- ✓ Brass (Cornet, Baritone, P-Bone)
- ✓ Djembe
- ✓ Flute
- ✓ Guitar (Acoustic)
- ✓ Indian Music Experience (Tabla, Sitar & singing)
- ✓ Percussion (including Samba)
- ✓ Recorder
- ✓ Steel Pan
- ✓ Strings (Violin, Viola, Cello)
- ✓ Ukulele
- ✓ Woodwind (Clarinet & Saxophone)

## Whole Class Ensemble Teaching (WCET)

WCET is a year-long programme that involves weekly instrumental lessons for whole classes (maximum 33 pupils) at a time. Designed for KS2, we aim to start with Year 4 pupils, however the programme is flexible. This ensemble approach not only allows more children to access instrumental learning, but also offers a

whole class learning experience where children can improve their listening skills and develop their team work.

Recent research by the UCL Institute of Education into WCET found that Head Teachers recognised the value of the programme in developing the 'intellectual, personal and social skills of the children'. A Head Teacher involved in the research said:

“WCET has been a huge success at the school, the sound of Djembe resonates around the school and when our year six children are combining their complex rhythms the whole hall vibrates and it makes your skin tingle. Our children love it, it's the highlight of their week.

Covering a wide range of musical learning outcomes, WCET provides an excellent foundation of musical knowledge to all who take part and can really enhance the quality of music provision on offer within a school. In order to remain inclusive, WCET must be free to pupils in their first year of learning. Lessons are 45 minutes long and there are a minimum of 33 lessons over one year. LSMS supplies the instruments, and if appropriate children can take them home to practise. We also use interactive resources, and where a school chooses to, these resources can be accessed by pupils at home.

WCET projects are led by high-quality music leaders who support children in developing the musical skills and understanding necessary to meet many of the requirements of the National Curriculum for Music at Key Stage 2.

The overarching aims of WCET programmes are to support children in:

- ✓ Developing their musical skills, knowledge and understanding primarily through performing but also in responding to music as composers, improvisers and listeners
- ✓ Acting creatively and imaginatively in and through their music-making.
- ✓ Expressing their musical ideas and feelings through making and responding to music
- ✓ Reflecting on and evaluating their music making and knowing how to make further progress

At the back of this brochure, we have included our curriculum map (see pages 21 - 22), which sets out the planned learning outcomes for children who undertake a WCET programme and the foundational musical knowledge that underpins their musical and instrumental learning. The outcomes are divided into Core and Additional Outcomes which are mapped against the National Curriculum programme of study for music at Key Stage 2. It is anticipated that most children will achieve the core outcomes and any



additional ones achieved will depend on the progress made by the child and/or the nature of the instrument and its context.

## Large Group Continuation

After the first year of WCET, schools are encouraged to continue with whole class tuition. Continuation gives children the chance to consolidate their musical learning and really progress their instrumental playing skills. Arrangements such as lesson length and instruments are the same as in the initial year. If it is not possible for your school to completely fund the continuation year, then at this point schools can choose to ask parents to contribute to the cost if they so wish. To encourage this, why not invite parents in to school to see the initial year? They'll be amazed at the progress and enjoyment the children have made and many will be keen to see their children continue enjoying the benefits of music education.

## Small Group Continuation

Supporting progression for groups of seven children or less that have already taken part in WCET or a Continuation project in a previous year. This option works really well for pupils in their third or even fourth year of learning. ABRSM Music Medals, an accredited assessment scheme, can be included to provide motivational goals and tangible rewards for the children. These are available on almost all instruments but please check when booking. Sessions are 30 minutes in length and schools can choose to ask parents to contribute to the cost if they so wish.

## Performances for WCET and Group Continuation

Performances can be inspirational and motivational - working to raise pupil's self-esteem and sense of achievement.

We provide at least one in-school performance as part of the programme. This can be during the normal lesson time, or it may be possible to arrange a different time depending on your Music Leader's other commitments. Showcase and celebrate your pupils' musical talent by inviting parents in to school, or by performing to other staff and pupils.

You will also be offered the opportunity to apply to take part in a larger scale performance. This would be out of school time and involve joining with other WCET schools to create a massed ensemble. These larger scale events are often held in prestigious concert venues and will create forever memories and encourage progression for the children in your school.

## After School Club

You can choose to offer a 30 minute music club, so children can extend their learning on their WCET or Continuation instrument. You might even have several different instrumental lessons in your school, and depending on the mix, an after school club could be a way to join them together in an ensemble or band.

## Individual Continuation

These bespoke 1-2-1 sessions are tailored for the individual child and suit particularly able students and those who have been playing for a longer time. Designed for

pupils who have already taken part in a WCET or Continuation project in a previous year, pupils can if they wish, work towards ABRSM Graded Examinations. Sessions are 20 minutes in length and will be taught on the instrument that is the specialism of your WCET music leader.

## Charanga

Charanga is a digital resource for music teachers as well as an exciting on-line learning tool for children. Used by our specialist Music Leaders, Charanga supports instrumental learning through activities such as video, backing tracks, rhythms grids and many other games and activities.

Schools that choose Charanga as an option when booking, also have access to 2 more exciting areas of this resource, Charanga Music World and Charanga Musical School.



**Charanga Music World** is a self-contained and completely safe system which children and parents can access at home. Designed to support and encourage more practice between lessons, many parents and carers enjoy exploring the World with their children and it can provide them with hours of musical enjoyment and engagement.

**Charanga Musical School** is a digital resource to help deliver the new Primary Music Curriculum. Suitable for all classroom teachers it includes lesson plans, assessment, clear progression, and whiteboard resources to support every lesson. For more experienced teachers there is also a library of resources categorised by musical style or topic, along with simple lesson building tools.

## The Leicester-Shire Music Curriculum for Primary Schools

LSMS, working with a group of city and county primary teachers, have developed a music curriculum resource pack for non-specialist and specialist primary teachers. There are 6 units of work for EYFS to year 6 which include lesson plans with clear learning objectives, assessment strategies, resources with embedded sound files and video clips of the materials being used with pupils.

Schools that select this option will have access to:

- ✓ A scheme of work that meets the requirements of the new National Curriculum for Music
- ✓ 2 free training days on how to use the materials (normally £290)
- ✓ Support from LSMS in delivering the new curriculum

## Small Schools Offer

We understand the challenges that small schools face and so in order to keep music accessible to all pupils we can offer a 20% discount for small schools (150 pupils or less on roll & classes of 20 pupils or less).

Charanga, the online music resource is included with all small schools packages. See page 5 for more details.

## How to Book

Packages, as well as additional stand-alone services, are available to support and enhance your school's broad and balanced curriculum. To achieve the maximum learning outcomes and value for money for your pupils you can build a bespoke package to meet the needs of your school by choosing from the following options:

- ✓ The Full Day Package Plus  
Our ultimate package, best value for money, with a possible maximum saving of £1880 and includes free CPD for your staff
- ✓ The Full Day Package
- ✓ The Half Day Package Plus
- ✓ The Half Day Package
- ✓ Individual Sessions
- ✓ Small Schools Offer

Packages can be made up of a mixture of WCET tuition plus extra activity to aid progression and train staff. Each item within a package is allocated a unit value and these can be mixed and matched to suit your needs. For more information about how these packages work, and to access the on-line booking form, go to :

[www.leicestershiremusicclub.org](http://www.leicestershiremusicclub.org)

# Primary Singing

## What's on Offer?

Singing should be at the heart of every primary school and accessible to all. The aim of the LSMS singing strategy is to give every child and young person the best possible opportunity to sing, to raise awareness of singing in the community and beyond and promote singing and develop high quality vocal work across Leicester-Shire. We are keen to support singing in schools, sourcing appropriate repertoire and delivering vocal activity of the highest standard. Through quality delivery, our aim is to support teachers to provide singing opportunities for children in school and to provide opportunities for children to develop their singing with clear progression opportunities.

A menu of singing options, enabling young people to work with vocal specialists while building class teachers confidence, is available for all primary schools.

## Vocal-Ease

Vocal-Ease is a comprehensive, one year programme aimed at increasing the confidence of your staff in teaching singing, whilst engaging all pupils. Delivery is carried out by a vocal specialist and includes the opportunity of children performing in a large scale performance. Each of the three phases of Vocal-Ease builds on the last to truly embed singing into the heart of your school.

### Phase 1: Teacher Training Programme

- ✓ 2 bespoke training sessions for your whole staff from a singing specialist
- ✓ A singing day for all children, modelling the ideas from the staff training session
- ✓ Practical resources and advice

### Phase 2: Teacher Training Programme

- ✓ 6 bespoke sessions working with up to 2 classes from the same year group
- ✓ An ensemble performance led by our singing specialist together with the class teachers
- ✓ Practical resources and advice

### Phase 3a: Groups of Schools Programme (minimum of 4)

This option provides a number of schools with the opportunity to work together on a singing project, whilst at the same time receiving CPD training on singing development.

The programme includes:

- ✓ 3 rehearsal sessions in each of the schools with support from the class teacher
- ✓ A massed rehearsal with all the schools
- ✓ A performance for parents, in the feeder school or another suitable local concert venue
- ✓ LSMS can work with you to set up a school or area choir

### Phase 3b: Individual or Groups of Schools Large Scale Performance - All Key Stages

This final phase is the perfect end to a year's singing programme. It aims to further develop the confidence of the class teacher by giving them the chance to lead part of a performance or rehearsal with a massed choir.

The programme includes:

- ✓ A large scale performance opportunity
- ✓ 3 rehearsals in each school to work with up to 2 classes
- ✓ Further support for your school in the form of appropriate resources and on-going advice

## Whole School Singing Programme

This termly project (10 weeks) is delivered to both KS1 & KS2 in two separate 30 minute sessions. The focus is to develop singing skills, challenging pupils through accessible repertoire singing both in unison and in parts – working with a skilled vocal specialist. The term culminates in a performance in an assembly where everyone can take part – parents will enjoy the opportunity to see how singing is progressing within school and might even join in too!

## Sing the Curriculum

Lyrics can embed ideas and facts more easily than spoken words and a song can act as a conduit to link many other subject areas, providing a real epicentre for a topic or theme. 'Sing the Curriculum' is a singing experience for your pupils directly linked to the curriculum. This option involves 10 weekly sessions over one term.

Choose from:

- ✓ Singing Science (KS1 or KS2)
- ✓ Singing History (KS1 or KS2)
- ✓ Ourselves (KS1)
- ✓ Our World (KS2)

## Choral Workshops

Bespoke half or whole day workshops, for KS1 or KS2 children. Our vocal specialists can work with your school to choose repertoire that links to your curriculum. This more intensive approach can work perfectly to complement a themed day, curriculum enrichment, kick start a topic or even form the beginnings of a school choir.

## Singing Assemblies/ School Choirs/ large group singing activities

A choir can be an excellent way of bringing children together across year groups and provide the perfect showcase for children in your school who want to continue their singing outside of the classroom. Or how about a 'big sing' to work on singing skills across the school for teachers and pupils? Singing assemblies can also be an excellent way of giving staff some extra CPD by allowing them to observe a music focussed singing assembly that helps improve the quality of singing and the outcome of large group singing activity.

Whatever the singing need in your school, LSMS are on hand with on-going support from a vocal specialist.

## How Do I Book?

Build a bespoke package to meet the needs of your school by choosing from the following options:

- ✓ Vocal-Ease Complete Package (our best value and most comprehensive singing programme)
- ✓ Vocal-Ease Phase 1
- ✓ Vocal-Ease Phase 2
- ✓ Vocal-Ease Phase 3a
- ✓ Vocal-Ease Phase 3b
- ✓ Whole School Singing Programme
- ✓ Sing the Curriculum
- ✓ Choral Workshops full day
- ✓ Choral Workshop half day
- ✓ Singing Assemblies

Access the on-line booking form at: [www.leicestershiremusicclub.org](http://www.leicestershiremusicclub.org)

# Secondary Instrumental

## What's on Offer?

Our secondary offer is now more comprehensive than ever with lots of options to build a bespoke package to meet the needs of your school.

### Secondary Whole Class Ensemble Teaching (SWCET)

- ✓ Brass (Cornet, Baritone, P-Bone)
- ✓ Djembe
- ✓ Flute
- ✓ Guitar (Acoustic)
- ✓ Indian Music Experience (Tabla, Sitar & singing)
- ✓ Percussion (including Samba)
- ✓ Recorder
- ✓ Steel Pans
- ✓ Strings (Violin, Viola, Cello)
- ✓ Ukulele
- ✓ Woodwind (Clarinet & Saxophone)

SWCET is a year-long programme that involves weekly instrumental lessons for whole classes (maximum 33 pupils) at a time. This ensemble approach not only allows more children to access instrumental learning, but also offers a whole class learning experience where children can improve their listening skills and develop team work. SWCET can be delivered during music curriculum lesson

times. LSMS understand that some high and secondary schools have a 2 week timetable. Once orders have been received we will work with these schools to try and accommodate their needs.

Primary schools in your area may already be offering Whole Class lessons, or it may be that this will be your pupils' first experience of instrumental learning.

Lessons are 45 minutes long and there are a minimum of 33 lessons over one year. We supply the instruments, and if appropriate children can take them home to practise. We also use interactive resources, and where a school chooses to, these resources can also be accessed by pupils at home.

Sessions can take place between the following times:

Session 1	Session 2
9:00 - 10:30am	10:45 - 12:15pm
Session 3	Session 4
1:00 - 2:00pm	2:15 - 3:15pm

## Secondary Large Group Continuation

If you run a SWCET project in your school, we encourage you to offer a second year of Continuation for the whole class. Or, it may be that your feeder primary schools are running WCET lessons and pupils moving into your school have already completed the initial year - or even more. Offering Large Group Continuation to these pupils supports transition as well as building on musical progress. Arrangements such as lesson length and instruments are the same as in the initial year.

## Small Group Continuation

Small Group Continuation supports progression for groups of seven children or less that have already taken part in Whole Class or Continuation learning in a previous year. This option works really well for pupils in their third or even fourth year of learning. Accredited assessment through ABRSM Music Medals or Graded Examinations can be included on most

instruments to provide motivational goals and tangible rewards for the children. Sessions are 30 minutes in length.

## Individual Continuation

These bespoke 1-2-1 sessions are tailored for the individual child and suit particularly able students and those who have been playing for a longer time. Designed for pupils who have already taken part in Whole Class or Continuation learning in a previous year, pupils can if they wish, work towards ABRSM Graded Examinations. Sessions are 20 minutes in length.

## After School Ensemble

Offer a 30 minute music club, band or ensemble led by a specialist from LSMS, so that children can extend their learning on their Whole Class/Continuation instrument. This option can only be booked in conjunction with SWCET or Continuation, and must be with the same teacher. Sessions are 30 minutes and there are limited places available for this option.



## Turntablism

We now have a unique new Turntablism Unit of Work available for Secondary Schools. The scheme aims to provide a new dimension to pupils' music making and engage and inspire children with an alternative genre of music. The project includes teacher training, resources - including a six lesson planned unit, and an instructional video featuring Mr Switch, a world renowned Turntablist.

Your school will have the loan of a half class set of double decks over a half term. This equipment is substantial and if you choose to apply for this project you will need to ensure there is enough space to deliver sessions and store the turntables in school. Places are limited to six schools per year.

## Yamaha Class Band

Class Band is a symphonic orchestra of wind instruments including Flute, Clarinet, Alto Sax, Trumpet, Trombone, Euphonium, Tuba and Percussion (Optional French Horn, Baritone and Oboe if required). The Class Band method caters for groups of 20-32 KS3 students and aims to improve musical transition from year 6 to 7. It includes the use of high quality Yamaha instruments as well as CPD designed to improve teacher confidence in leading Class Band.

To run Yamaha Class Band, you will need to provide a teacher who is a brass or woodwind specialist to team teach with the LSMS music leader. You will also need to plan to work with at least 50% of your Year 7 classes. For more details about this project, check our website page: [www.leicestershiremusicclub.org/yamaha-class-band](http://www.leicestershiremusicclub.org/yamaha-class-band)

## How Do I Book?

Build a bespoke package to meet the needs of your school by choosing from the following options:

- ✓ Secondary Whole Class Ensemble Teaching (1 year)
- ✓ Secondary Large Group Continuation (1 year)
- ✓ Small Group Continuation (1 year)
- ✓ Individual Continuation (1 year)
- ✓ After School Ensemble (can be bought termly)
- ✓ Turntablism (6 sessions/ half a term)
- ✓ Yamaha Class Band

For prices, more information and to access the on-line booking form, go to: [www.leicestershiremusicclub.org](http://www.leicestershiremusicclub.org)



# Secondary Singing

## What's on Offer?

The aim of the LSMS singing strategy is to give every child and young person the best possible opportunity to sing, to raise awareness of singing in the community and beyond and promote singing and develop high quality vocal work across Leicester-Shire.

Our secondary offer focuses on encouraging young people to continue singing by working with your feeder primary schools, developing young singing leaders and motivating pupils through high quality performances.

## Transition Sing

Singing projects which bring together the combined energies of primary and secondary pupils and their teachers are a well proven way of strengthening the relationships between schools. The project can be tailor-made to suit your individual requirements – this could be anything from an initial consultancy role, advising on musical content and strategies for success to practical involvement at all stages, including visits to each participating school. We can help and advise, or we can lead the whole project – the cost of this would depend upon the extent of LSMS involvement and you will be quoted the full cost before you commit.

## Young Singing Leaders

This 10 week project will train your pupils to be Young Singing Leaders. Each session will last an hour and later in the term they will have the opportunity to work with KS1 & KS2 children at your cluster primary schools. A great transition project!

## Vocal-Ease Phase 3

**Phase 3: Individual or Groups of Schools Large Scale Performance – All Key Stages.**

Vocal-Ease Phase 3 provides a high profile performance opportunity for your pupils, part singing and joining together with other schools to form a massed choir. This programme also offers the class teacher the opportunity to lead part of a performance or rehearsal with the massed choir.

The programme includes:

- ✓ A large scale performance opportunity
- ✓ Three rehearsals in each school to work with up to two classes
- ✓ Further support for your school in the form of appropriate resources and on-going advice.

## How Do I Book?

Build a bespoke package to meet the needs of your school by choosing from the following options:

- ✓ Transition Sing
- ✓ Young Singing Leaders
- ✓ Vocal-Ease Phase 3

Access the on-line booking form at: [www.leicestershiremusicclub.org](http://www.leicestershiremusicclub.org)

# SEND

Music is one of the most inclusive and participatory subjects for all children. Tailored to the needs of your learners, our SEND school projects use music as a vehicle for developing creativity, helping each individual to shine. Through these projects, LSMS aims to build sustainable partnerships with SEND schools that can support both your teachers and students, responding to needs and interests over the long-term.

## Additional Needs in Mainstream School

If you have pupils with additional needs in your mainstream school, we can adapt our instrumental and vocal projects to ensure the lessons are fully inclusive. When you make your booking, there is a section where you can tell us about pupils' specific needs so that we can plan accordingly. This might include selecting the most suitable instruments, adding different instruments, adapting teaching styles and resources or selecting appropriate music.

## Whole Class Ensemble Teaching & Vocal-Ease for SEND Schools

WCET is a year-long programme that involves instrumental lessons for whole classes and is suitable up to Key Stage 4 in SEND schools. This ensemble approach offers a whole class learning experience where children can improve their listening skills and develop their team work. We are keen to ensure all pupils can access instrumental learning and singing projects. We are able to deliver the following instruments in SEND settings:

- ✓ Brass
- ✓ Strings
- ✓ Ukulele



## iPad Project for SLD Students

Tailored to the needs of your pupils, this 5 session project uses iPads to develop musical skill, knowledge and creativity, particularly allowing SLD and MLD students access to creating music. A comprehensive resource pack is also included in the package. Sessions will be delivered by a specialist, and activities could include:

- ✓ Mixing iPads with acoustic instruments
- ✓ Creating iPad ensembles

## Bespoke Projects

LSMS knows that SEND schools are unique and that all learners have individual needs. We're committed to making music available to every child, and would be very happy to create a bespoke project for your school. Please email [LSMSteaching@leics.gov.uk](mailto:LSMSteaching@leics.gov.uk) and one of our team will get back to you to discuss the possibilities.

## How Do I Book?

Choose from the following options:

- ✓ Additional needs in Mainstream Schools (make a note on the booking form)
- ✓ WCET in SEND schools
- ✓ Singing in SEND schools
- ✓ iPad project

For prices, more information and to access the on-line booking form, go to: [www.leicestershiremusicclub.org](http://www.leicestershiremusicclub.org)





# CPD

## What's on Offer?

### Leicester-Shire Music Educators' Conference

An annual event suitable for primary, secondary and special school music leaders. You will be able to choose from a range of practical workshops and seminars led by inspirational local, national and international workshop leaders.

### Network Meetings

Primary and secondary focused meetings, free of charge, with the opportunity to identify and share good practice, discuss key issues and meet with colleagues.

### Free Consultation Visits

Your school is offered an annual free visit in the form of a professional dialogue to share the development needs of music within your school.

### Music Curriculum Support

Our Curriculum Music Support Leaders are fully trained to deliver high quality curriculum music teaching. They can plan, prepare and teach music lessons or teach alongside the class teacher to give opportunity for CPD.

### In-School CPD for the Whole School Staff

We can deliver CPD for your school staff or a family of schools, by the day, half day or per hour.

### 1 Day External Courses for Primary and Secondary Teachers

A programme of training courses held in different areas of the county and city.

For more information, prices and how to book CPD, please see our dedicated CPD brochure:

[www.leicestershiremusicclub.org](http://www.leicestershiremusicclub.org)



## LSMS Quality Mark

The LSMS Music Quality Mark has been developed as part of the Leicester-Shire School Music Education Plan. It is an audit tool aimed to support schools in developing and celebrating the quality of music provision, teaching and learning in Leicester-Shire schools. Schools are encouraged to achieve bronze, silver or gold awards.

### The Aims of the LSMS Music Quality Mark

- 01 To raise the profile of music in schools
- 02 To celebrate success and share good practice in music
- 03 To encourage schools to develop the quality and range of music provision for all children and young people
- 04 To provide a set of criteria by which schools can start to judge the quality of provision
- 05 To provide a framework for improvement planning in music

For more information about the LSMS Music Quality Mark process, please contact:

[LSMStraining@leics.gov.uk](mailto:LSMStraining@leics.gov.uk)



# Make More Music

## Special Initiatives

Leicester-Shire Music Education Hub is a collection of local and national partner organisations and schools, working together to deliver the National Plan for Music Education. Throughout the year we work together on partnership projects, some of which are targeted and others which schools can apply for.

Examples of some of our unique partnership projects include:

- ✓ **Taiko Rhythms with Bullfrog Arts**  
Introducing Taiko to a wider school audience, including teacher training
- ✓ **Boys Noise singing project with Leicester City Football Club**  
Encouraging boys to find their voice through a link with sport
- ✓ **Orchestra Unwrapped Strings**  
A partnership with the Philharmonia Orchestra, bringing young people and professional musicians together

Projects are advertised via our Hub newsletter. To sign up to receive the newsletter visit:

[www.leicestershiremusicclub.org](http://www.leicestershiremusicclub.org)

## Instrument Demonstrations

If you have a special music day or assembly, or you want to inspire pupils who are about to start a project, then a demo is the perfect choice. Two of our specialist instrumental teachers will come to your school and can deliver up to 30 minutes for each key stage (maximum of 1 hour in total), showcasing the instrument group through demonstration and performance. There are a limited number of sessions available, and they can take place in the first and last week of each term.



## Instrument Hire

Many of our packages include instruments, however if you have an individual student who needs an instrument, they can hire one from LSMS. Hire prices range from £30.00 - £90.00 per year depending on the type of instrument.

If you need an instrument for a short period of time, or are an organisation wanting to use a number of instruments for a project or performance, please contact us to let us know what you need - we may be able to help!

Free instrument hire rates will be available to:

- ✓ Those pupils meeting the remissions criteria
- ✓ Those pupils receiving a LMCT bursary

For more information on instrument hire, go to:

[www.leicestershiremusicclub.org/hire-instrument](http://www.leicestershiremusicclub.org/hire-instrument)



## Associate Teachers

If you are not booking a WCET or Continuation project, but you have some individual pupils or a small group who would like instrumental tuition, then you need an Associate Teacher.

Our Associates are quality assured by the Leicester-Shire Music Education Hub who carry out regular lesson observations and offer training. All Associates are DBS checked and have attended Safeguarding Training.

You can contact our Associate Instrumental Teachers directly - details on our website:

[www.leicestershiremusicclub.org/associated-teachers](http://www.leicestershiremusicclub.org/associated-teachers)



## Progression Through Ensembles

To support progression for pupils throughout their musical education, we offer a variety of music ensembles that rehearse on Saturday mornings and weekday evenings catering for all levels of instrumental players from the new starters to those very advanced pupils who play in our flagship Symphony Orchestra. These players are provided with quality, motivational and

aspirational performances at the end of each term showcasing the repertoire they have been working on. Entry to the Junior Ensembles is by application whilst our Senior Ensembles require students to audition for a place to make sure they are placed in the most suitable group. We provide a network of buses from various points around the county and our older students are given the opportunity to tour abroad each year.

### What can I join?

Ensembles									
Grade	1	2	3	4	5	6	7	8	
Brass	Junior Concert Band		Training Orchestra			Wind Orchestra			
					Concert Orchestra				
						Symphony Orchestra			
						Big Band			
Woodwind	Junior Concert Band		Training Orchestra			Wind Orchestra			
					Concert Orchestra				
						Symphony Orchestra			
						Flute Choir			
						Big Band			
Steel Pans	Steel Pans								
Strings	Strictly Strings		Training Orchestra			Concert Orchestra			
					Symphony Orchestra		Senior Strings		
Percussion	Junior Concert Band		Training Orchestra			Wind Orchestra			
					Concert Orchestra				
						Symphony Orchestra			
	Junior Percussion					Senior Percussion			

To ensure there are no barriers to any child who wants to play in an ensemble, full fee remission is available to students whose families receive qualifying benefits.

New pupils playing one of the instruments listed below are given the first term of membership free followed by a 50% subsidy for the rest of the academic year. This also includes free hire of the instrument for the entire time you are a member of one of our ensembles.

- ✓ Viola
- ✓ Double Bass
- ✓ French Horn
- ✓ Trombone
- ✓ Tuba
- ✓ Oboe
- ✓ Bassoon

All of our ensembles are supported by the charity Leicestershire Music and Cultural Trust. Find out more about The Leicestershire Music and Cultural Trust here:

[www.leicestershiremusicclub.org](http://www.leicestershiremusicclub.org)

Find out more about each ensemble here:

[www.leicestershiremusicclub.org](http://www.leicestershiremusicclub.org)



# Leicester-Shire Whole-Class Ensemble Core Curriculum (Learning Objectives and Outcomes)

## Introduction

This document sets out the planned learning outcomes for children who undertake a WCET programme and the foundational musical knowledge that underpins their musical and instrumental learning. The planned outcomes are divided into Core Outcomes and Additional Outcomes which are mapped against the national curriculum programme of study for music at key stage 2. It is anticipated that most children will achieve the core learning outcomes. The Additional Outcomes achieved will depend on the progress made by the child and/or the nature of the instrument and its context.

Learning Outcomes		Links
Children will demonstrate their musical understanding, knowledge and skills through achieving all or some of the following outcomes as appropriate to their instrument, stage of musical development and context within which the WCET programme is taking place.		Links to National Curriculum Programmes of Study.
Musical Outcomes		
<p><b>Performing</b></p> <p>Developing foundational instrumental techniques and skills which support them in becoming confident performers and act as a basis for progression and creative, personal engagement with music.</p>	<p><b>Core outcomes</b></p> <p><b>Making good progress towards:</b></p> <ol style="list-style-type: none"> <li>Being able to perform with fluency and technical control, demonstrating secure intonation, good tone and control of dynamic contrasts.</li> <li>Demonstrating through their performances an understanding of the interrelated dimensions of music (e.g. tempo, phrasing, rhythm, pulse and dynamic contrasts).</li> <li>Being able to follow the directions of a conductor or leader and/or musical score.</li> <li>Being able to reflect on and evaluate their performances and know what to do to improve.</li> </ol>	<p><b>Additional Outcomes</b></p> <ol style="list-style-type: none"> <li>Be able to sing with confidence and technical control.</li> <li>Be able to lead a musical performance.</li> <li>Be able to maintain an independent part within a group.</li> <li>Be able to make independent musical decisions relating to their performances.</li> <li>Know about some different performing styles and traditions which feature their instrument.</li> <li>Understanding the expectations of different performing occasions</li> </ol>
<p><b>Composing and Improvising (Creating their own music)</b></p> <p>Using their instruments to engage creatively with music as composers and improvisers</p>	<p><b>Core Outcomes</b></p> <p><b>Making good progress towards:</b></p> <ol style="list-style-type: none"> <li>Being able to use their instruments to compose and/or improvise in response to one or more of the following:                             <ul style="list-style-type: none"> <li>✓ a musical stimulus e.g. a rhythmic or melodic motif, riff or chord sequence;</li> <li>✓ a musical structure;</li> <li>✓ other music;</li> <li>✓ non-musical stimuli, such as a picture or poem.</li> </ul> </li> </ol>	<p><b>Additional Outcomes</b></p> <ol style="list-style-type: none"> <li>Can compose and improvise demonstrating an understanding of, and creative response to, the instrumental techniques and expressive possibilities of their instrument.</li> <li>Can compose and/or improvise within a particular musical style and tradition.</li> </ol>
<p><b>Listening and Responding</b></p> <p>Listening attentively to music (including music of 'the great composers and musicians' (NC PoS) and responding to it both verbally and in their performing, composing and improvising</p>	<p><b>Core Outcomes</b></p> <p><b>Making good progress towards:</b></p> <ol style="list-style-type: none"> <li>Being able to respond to a range of music through attentive listening, using technical and non-technical language.</li> <li>Demonstrating an understanding of the interrelated dimensions of music through describing and discussing music they listen to, perform and compose/improvise.</li> <li>Being able to use technical and non-technical language (including analogy and metaphor) to express their feelings about, and understanding, of music.</li> </ol>	<p><b>Additional Outcomes.</b></p> <p><b>Use technical and non-technical language (including analogy and metaphor) to:</b></p> <ol style="list-style-type: none"> <li>Discuss and comment on the use of instrumental technique in recorded and live performances including performances by other pupils.</li> <li>Discuss and comment on recorded and live music from different styles, cultures and historical periods, particularly those featuring their instrument.</li> </ol>
Knowledge		
<p><b>Foundational Knowledge</b></p> <p>Children will:</p>	<ol style="list-style-type: none"> <li>Know about the basic instrumental techniques relating to their instrument and how these support technical and musical progression.</li> <li>Use technologies as appropriate to support their learning.</li> <li>Know about and understand the inter-related elements of music: (pitch dynamics; tempo; pulse; timbre; texture, structure) and be able to demonstrate this understanding through their performing, composing and listening.</li> </ol>	<ol style="list-style-type: none"> <li>Know about and can recognise some of the musical traditions that feature their instrument.</li> <li>Know how to read and respond to notations (e.g. recreatively and creatively) as appropriate to the instrument and context</li> <li>Adopt appropriate postures and playing techniques that are safe and healthy.</li> <li>Know how to keep the instrument in good condition and assemble it safely.</li> </ol>