

# lancashire music service

Wider  
Opportunities

To engage children and young people in music making.



'Creating pathways to music'

# wider opportunities



## What does it mean in Practice?

- For one year a class or year group will be provided with whole class practical instrumental music making as part of their curriculum entitlement. The tuition provided meets many of the requirements of the national curriculum for music.
- This must be free to the children; it is part of their curriculum entitlement.
- At the end of the year pupils should be able to make an informed choice about whether they wish to continue or not.
- The Music Service will provide on long-term loan suitable instruments to meet the needs of the class.
- The class teacher will learn to play an instrument and work with the Music Service's instrumental specialists as a team in the delivery of this opportunity.
- The class teacher will be required to attend an INSET course (which is free of charge) in preparation for this.
- The Music Service will provide live music performances to support the development of knowledge and understanding.

## What are the implications for your school?

- Whilst the Music Service will provide instruments on free loan we do charge for the time of our teachers, delivering a total of 38 weeks per year with a minimum visit of 1.25 hrs per week. Full details can be seen on the SLA.
- This cannot be used for PPA cover. It is a team teaching situation bringing together the expertise of the music specialist and the classroom teacher.
- Adequate storage facilities are required to store the loaned instruments.
- Use of the school hall, sound system and interactive whiteboard will be required.
- Particular attention should be given to the years following Wider Opportunities. Pupils if they wish should be given the opportunity to continue with their musical studies.

**Service Order Booking Hotline**  
**01257 517116**

## Instrument Options

**Strings (various sizes)** Violin - Cello - Double Bass

**Brass** Trumpet / Cornet - Tenor Horn Euphonium - Trombone

**Woodwind** Flute - Clarinet - Saxophone (from yr 5)

**Percussion** Various

**Guitar**

**Keyboard**

**Singing**

*Based on 34 pupils in the classroom*

# “It's raised the profile of music here. It was way down the list prior to this; now we're really proud of the music.”

Headteacher (Impact Evaluation of Wider Opportunities Programme in Music at Key Stage Two by Professor Anne Bamford and Paul Glinkowski)



## Statement of Outcomes

During the course of the year, the pupils will:

- Learn to play and participate in an ensemble
- Learn to work in a way that demonstrates a clear knowledge and understanding of musical concepts
- Learn how to improvise with a clear sense of purpose
- Learn to compose with a clear sense of purpose
- Learn to appraise their own as well as each others' work
- Learn and demonstrate a basic knowledge of their instrument, producing quality sounds
- Learn that singing is a skill required by all musicians
- Learn about the place of ICT within music
- Learn to discriminate between different styles and genres and be able to recognise some sense of chronology
- Learn how to prepare for and participate in performances
- Learn how to make their own musical decisions and have the confidence to implement them.

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## How is it delivered?

**For the specific purposes of the delivery of Wider Opportunities the following terms and conditions apply.**

- Through our interactive website, the school will have access to the entire Wider Opportunities course "Inspira".
- From this year a new and exciting feature of our Wider Opportunities Programme is that all students can now login to our interactive website [www.lancashireonlinemusic.co.uk](http://www.lancashireonlinemusic.co.uk) to gain access to this 'core curriculum' content and our ground breaking 'Inspira' resource to view and use where ever and whenever they wish!  
For more information click on pupil login found on the home page [www.lancashiremusicserviceinteractive.co.uk](http://www.lancashiremusicserviceinteractive.co.uk)
- This is a team teaching situation and the participation of the class teacher or music coordinator in the delivery of the programme is essential (See SLA). The designated person will be involved in planning, evaluation and follow up activities.
- This is a whole class activity involving the use of musical instruments and the use of the hall is required.
- The school will supply enough music stands should they be required.

This programme is delivered as a flexible package based on an annual commitment of 47.5 hours per instrumental teacher i.e. equivalent of 1.25hrs over a 38-week period. The normal method of delivery per week would include 1hr pupil contact, 0.25hr lesson planning/evaluation. Direct contact with the pupils will be a minimum of 34 weeks with the remainder of the time being dedicated to:

- Planning/Evaluation sessions
- Concerts
- Meetings with parents

## Statement of Intent (January 2008)

### What do we mean when we say "Wider Opportunities" and what are we trying to achieve by its implementation?

1. Pupils who enjoy their musical experiences and make good progress as a result of high expectations for all – every child can make music and benefit from it.
2. There must be constant emphasis on aural development and practical music-making that helps pupils learn how to respond musically. Work should be modelled by the teacher and other pupils so that they can see and hear what is expected. This must be firmly embedded so that, when introduced, the visual aspect of de-coding notation will not detract from aural development. Remember – SOUND BEFORE SYMBOL.
3. Performing is at the heart of all musical activity.
4. There must be positive working relationships in order to create a learning environment in which pupils are given the confidence to:
  - Perform
  - Be Creative
  - Make, and learn from, mistakes.
5. There must be clear and simple learning objectives.
6. Assessment aids musical progression; sufficient data must be collected to track progress, adapt teaching plans and celebrate success. There needs to be regular audio recording of pupils' work at both "process" and "product" stages.
7. The lessons' content needs to reflect the particular needs, experiences and interests of the pupils involved. Plans need to be adapted according to need and there must be appropriate depth and breadth of study – it is only through differentiated work that all will be actively engaged in the lessons.
8. Provision must include all pupils – the aim must be to have all on task throughout each lesson. There needs to be proactive selection at each end of the ability spectrum – those who struggle are important, but so too are those who are quick learners that run the risk of becoming bored.
9. Partnership between the Music Service teacher(s) and teacher(s) from the host school must be strong for Wider Opportunities to succeed.
10. There must be a clear vision for development, both corporate and individual. Work will be monitored and, therefore, improved. Staff must adopt a proactive approach which is open to suggestion and which takes into account initiatives at both county and national levels.

**Lancashire Music Service**

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