

Subject Identification Criteria for More Able Pupils (MAPs)

Music

The identification of gifted musicians starts early and is ongoing. The provision, which is wide and varied, is targeted at the very individual needs of musical children. Numerous choirs, orchestras, rock bands, and ensembles provide opportunities for musicians of all abilities to develop their skills.

Running alongside these there are extra classes in the theory of music, aural training and music appreciation. We have sixteen visiting music teachers who provide specialist teaching on a wide variety of instruments.

Pupils who are particularly talented will be guided by the Director of Music towards a scholarship and the requirement of the senior school will be met through support and tuition from a team of professional musicians. The Director of Music will also advise about county and national orchestras and support the children through the audition process.

Performance opportunities are numerous throughout each term and the musicians are encouraged to take part in competitions, choirs and orchestras at local, county and national level.

Pupils who are More Able and Talented learners in Music show this through the quality of their musical response. Musicality is difficult to define in words, but can be seen as a unique and personal affinity with sound and the potential of its expressive qualities. Musical talent can be identified at every level of attainment, therefore musical talent is as much about demonstrating this higher quality (musical) response as about reaching higher levels of practical attainment. More musical pupils may display a selection of (but not limited to) the following characteristics.

They:

- are captivated by and engage fully with music
- select an instrument with care; may be unwilling to relinquish the instrument
- naturally respond to music and find it difficult not to respond physically
- memorise music quickly, without apparent effort
- are able to repeat more complex rhythmical and melodic phrases given by a teacher
- sing and play music with a natural awareness of the musical phrase; the music makes sense

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- are particularly sensitive to melody, timbre, rhythms and patterns
- demonstrate the ability to communicate through music; perform with musical expression and
- show strong musical preferences, single-mindedness and a sustained inner drive to make music
- have the motivation and dedication to persevere and practise
- show a commitment to achieving excellence

Activities that MAPs in music should do:

- Participate in concerts in school and outside
- Consider taking ABRSM grades on two or more instruments
- Join a Youth Orchestra
- Take part in extra-curricular music activities
- Listen to a wide variety of music of different styles and genres
- Go to concerts
- Engage in conversations about music
- Develop skills in sight reading
- Attend external orchestras/ensembles
- Learn about composers, performers and the history of music
- Mentor younger musicians

How can parents support MAPs:

- Support pupils' practise
- Encourage pupils to participate in youth orchestras/ensembles out of school
- Support performances as active audience members