

# INSTRUMENTAL MUSIC SERVICE

## Guidelines



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# RENFREWSHIRE INSTRUMENTAL MUSIC SERVICE

Renfrewshire Council Instrumental Music Service offers no-cost instrumental music lessons to primary and secondary school pupils. Lessons are provided on bagpipes, brass, guitar, percussion, pipe band drumming, strings, and woodwinds.

The service is delivered by qualified instrumental music instructors (from this point now referred to as IMI) who work in partnership with schools and music departments to deliver a curriculum which enables each child/young person to be successful, confident, responsible, and effective contributors.

The benefits for children and young people resulting from participating in music and learning to play a musical instrument are well recognised. Curriculum for Excellence recognises the value of music and is taught as part of the expressive arts, one of eight curriculum areas.

Learning through music provides children and young people with a wide range of skills, opportunities and learning experiences which develop and prepare them for life beyond school.

Instrumental music tuition enhances the curriculum delivery, develops musical learning and is integral to supporting the delivery of Scottish Qualification Authority (SQA) qualifications for pupils learning a musical instrument with the instrumental music service.

Learning to play a musical instrument is fun, and along with the musical benefits, it improves attainment and achievement, supports health and wellbeing, and contributes positively to the ethos of the school and community life.

This document outlines the purpose and processes relating to instrumental music tuition in Renfrewshire Schools. This guidance provides information for schools, families, learners, and staff to ensure the instrumental music service delivers a consistent approach to learning a musical instrument across all schools providing an insight into the work of the instrumental music service and how it operates.

## Our Aims

The instrumental music service provides quality learning experiences in instrumental music education for pupils attending Renfrewshire Schools. The programme offers children and young people the opportunity to participate in a wide range of music-making experiences and activities. The key objectives of the music service are:

- To deliver music tuition in a range of instruments to children and young people in Renfrewshire schools
- To provide a wide range of experiences and opportunities for children and young people to play a musical instrument
- To contribute to raising attainment and improving positive destinations for young people
- To enable young people to develop, independent learning, responsibility and social skills through music making
- To support all instrumental music pupils to realise their full potential
- To provide an instrument on loan for at least the first year of tuition. Participation in Music Service activity is not dependent on the ability to purchase an instrument.
- To support the delivery of the curriculum in schools
- To support the continued professional development of the IMI
- To support the delivery of the music programme by organising IMI deployment, delivering an in-service programme for staff and providing a framework for effective quality assurance of each aspect of the instrumental music service
- To provide advice on the purchase of appropriate instruments, equipment, and music suitable to the young person's ability and stage of learning
- To report on each young person's progress to parents/carers and schools
- To engage and work with partners and other organisations to ensure our music programme is current, creative, and resourced appropriately.

# Learning, Teaching and Assessment

## Programme of Study for Instrumental Music Tuition

Playing a musical instrument is challenging, rewarding and enjoyable and contributes to and develops many interrelated skills. These skills need to be developed consistently over a long period of time to achieve a high standard of performance. It is therefore essential that pupils are given opportunities to gain an understanding and appreciation of the rhythmic, melodic, harmonic, historical and stylistic components of music.

### Instrumental Skills

While certain skills are specific to each instrument, the following skills are common to all:

- Posture
- Tone quality
- Articulation
- Technique

Each skill can be used as a specific teaching focus or as part of a holistic approach to learning.

### Musical Skills

Musicality is common to the teaching of all instruments and comprises of techniques, knowledge and information gained from resources and repertoire used during instrumental lessons. The following skills have been identified:

- Rhythm
- Pitch
- Tuning and Intonation
- Music Terminology
- Music History
- Instrument Maintenance
- Reading of Music Notation
- Music Theory
- Expression and Musicality

The continual pursuit of musical skills should go hand in hand with the development of instrumental skills.

## Approaches to Learning

Instrumental lessons are [generally] delivered during the school day in small groups. On occasion, young people may be offered an individual lesson, but this is the exception rather than the rule. By learning in a group environment, young people will learn from their peers to work as part of a team, an essential skill in the musical and social development of young people. The grouping of lessons will depend on several factors e.g. range of ability, rate of progress, stage of learning and teaching space.

IMI will employ a variety of teaching approaches to meet the needs of each learner, allowing them to develop to their fullest potential. Pupils will agree on short, medium, and long-term targets with their IMI which reflects their ability and aspirations.

## The Curriculum

The Curriculum includes all the experiences and outcomes which are planned for young people throughout their education, whatever they are learning. These experiences are grouped into four contexts:

### Curriculum Areas and Subjects

When considered in partnership with a secondary music department or as enhancing music education in the primary classroom, instrumental music plays a key role in the holistic development of the young person. This has an impact on improving attainment and plays a role in developing skills for life, such as resilience and perseverance, which can be applied throughout the curriculum. Learning through music also contributes to the development of employability skills and those skills and personal qualities associated with leadership such as creativity, flexibility, and a determination to succeed. An understanding of the work undertaken by learners in the classroom enables Music Instructors to contribute to a young person's progress.

### Interdisciplinary Learning (IDL)

Instrumental music tuition develops many of the personal attributes and skills outlined in the four capacities of Curriculum for Excellence (CfE). Instrumental music can play a pivotal role in developing transferable skills. By taking responsibility for managing their own learning, young people can develop a wide range of personal qualities that will complement their learning. Instrumental music lends itself to mixed-stage learning and partnership working, often leading to the practical application of learning through public performances.

## Ethos and Life of the School

Learning to play a musical instrument provides young people with an opportunity to take a personal role in developing a positive school ethos. Participation in ensembles, for example, will help young people to develop important skills for life, learning and work, including being able to work with others and taking on aspects of leadership. As they develop these skills and, show commitment to both school and the wider community, young people will be a positive role models for other learners.

## Opportunities for Personal Achievement

Instrumental tuition is an enabling process for young musicians, offering a range of opportunities for personal achievement and lifelong learning e.g., performance at school, local authority, and national level. Learning to play an instrument can be accredited through a range of external awards. This provides scope for achievement in a variety of contexts to be recognised and celebrated. Access to the range of available accreditation should be encouraged and supported wherever possible and appropriate. In addition to National Examinations, other examples of accreditation include external examination bodies such as the ABSRM or Trinity Schools of Music, or the Duke of Edinburgh Award Scheme.

## Entitlement

Young people learning a musical instrument are entitled to access a curriculum that is varied and includes a range of experiences and outcomes appropriate to their stage of learning.

Through participation in school and music service activities, a child or young person will follow a personalised curriculum which reflects their current skills, interests and aspirations as well as satisfying any examination requirements and/or attainment targets.

Generally, most young people will negotiate the beginner stages of tuition within their first year of tuition. While many will reach a good general level of musicianship, some will progress to an advanced level during their school life. No matter what level a young person aspires to, they will be supported by the school and music service in their weekly lesson and through the variety of ensemble opportunities available to them. While instruments are initially loaned for the first year of tuition, if a family is unable financially to rent/purchase an instrument, Renfrewshire Council will continue to provide an instrument on loan at no cost to ensure a child can continue with their instrumental tuition.

## Using ICT in Support of Learning

ICT provides a wide range of possibilities supporting instrumental music lessons. For purposes such as demonstration, recording performances, listening, and gathering information. ICT, as a tool, can play a role in helping to support an instrumental music service which is progressive and relevant to learners.

## Key Stakeholders

The following section will outline the roles and responsibilities of everyone involved with the delivery of music tuition in Renfrewshire Schools to ensure that everyone has a clear understanding of how to apply them.

### The Role of the Music Service

The music service sits within Children's Services. The music development officer is responsible for the management of the music service in line with council and national values and priorities. The music development officer is responsible for managing, developing, and supporting all aspects of the instrumental music programme on behalf of Renfrewshire Council.

IMI are line managed by the music development officer; however, due to the peripatetic nature of their work, school issues related to service delivery should be discussed with the Head Teacher and/or delegated member of staff (e.g. music subject leader).

Each primary school will have tuition available in at least one instrumental family. Secondary schools will offer tuition on a range of instruments (where capacity permits), however, the choice of instruments available will vary from school to school.

Pupils are encouraged to participate in school and authority ensembles and to perform in various concerts and events.

## The Role of the Instrumental Music Instructor

The role of the IMI is to deliver quality music tuition to each pupil during the school academic year. Every IMI will deliver:

- Instrumental lessons which embrace the values and ethos of Curriculum for Excellence based on a personalised and progressive curriculum
- A structured course of study which is suited to the pupil's abilities
- A range of practical music-making opportunities which complement and develop the skills and techniques learned in a pupil's instrumental lessons

IMI undertake a number of duties which underpin and support the development of pupils in their music lessons. IMI are committed to:

- Taking an active role in supporting/leading musical activities in schools
- Recording and reporting on pupils' progress and achievements to all relevant stakeholders
- Liaising and maintaining good levels of communication with colleagues, parents /carers, and other stakeholders as appropriate
- Effective administration of instrumental lessons and all related tasks
- Ensuring good order, discipline and health and safety, regarding child protection and wellbeing
- Complying with agreed service, school, and national assessment procedures
- Ensuring that pupil selection procedures are robust, transparent, and equitable
- Encouraging pupils to perform and listen to others
- Support IMS instrumental pupils in preparation for SQA and external examinations. \*Where capacity allows, the instrumental music service can provide short-term temporary SQA support for classroom pupils in S3/4/5 who do not receive instrumental lessons with the instrumental music service. Additionally, the IMS can offer SQA support on guitar/ percussion/drum kit/voice at the Saturday Music Centre.
- Supporting the activities of the authority ensemble programme
- Undertaking training, professional review and development
- Maintaining and cataloguing instrument stock in schools

IMI have a complex role to play in the delivery of effective lessons. The following checklist will help staff meet the needs of pupils, the expectations of parents/carers and the demands of the school.

## Instrumental Music Instructors should:

- Always conduct themselves professionally
- Ensure punctual arrival at all schools
- Provide learning opportunities which challenge and meet the needs of pupils
- Develop positive relationships and create an inclusive ethos conducive to effective learning and teaching
- Use praise to recognise effort, and promote self-confidence in all learners
- Be aware of current developments in all aspects of instrumental music education
- Have a knowledge of the relevant bodies and organisations and their functions
- Deliver well-prepared lessons which are relevant and appropriate
- Teach a structured course which reflect national/local/school priorities
- Comply with, and implement agreed assessment procedures
- Use continuous summative and formative assessment to inform their teaching
- Employ a breadth of teaching approaches to make lessons enjoyable and challenging
- Devise and implement strategies which facilitate group tuition
- Promote and develop good practice habits
- Set realistic targets for lessons and personal home practice
- Expect learners' achievements to reflect their abilities
- Encourage the development of self-reflection in learners
- Encourage learners to lead their own learning
- Listen to the views of young people and agree on short/medium and long-term aims which encourage a high level of interest and motivation
- Give clear instructions and explanations
- Help young people appreciate the social values and benefits of learning to play an instrument and the important role of music in society
- Timetable lessons effectively within each school
- Support young people in taking personal responsibility for good attendance, punctuality, and preparation for lessons
- Investigate absences and take appropriate action in conjunction with schools
- Monitor the provision and condition of music service instruments and alert the music development officer to any maintenance/replacement issues
- Ensure that any demonstration of playing an instrument should not normally involve touching the pupils in any way. Should physical contact be required i.e. adjusting a hand or finger on an instrument, the IMI should seek permission from the pupil in advance, explaining the reason for doing so
- Remember that they are part of a large public organisation and therefore must adhere to all corporate policies and procedures.

## The Role of the Parents/Carers

Parents/Carers have an important role to play in supporting their child's progression through music. Parents/Carers can take the following steps to support their child's learning.

- Ensure that their child attends instrumental lessons prepared and has all required materials for each lesson
- Encourage **regular** personal home practice
- Encourage their child to take part in school and authority ensembles, activities, and events
- Purchase music and provide replacement strings, reeds, valve oil, sticks, etc. when required
- Be aware that they are responsible for the care, maintenance, and insurance of any instruments on loan
- Parents/Carers should not attempt to repair instruments themselves. Advice on repairs should always be taken from the IMI
- Contact the IMI if there are any concerns or queries relating to their child's tuition or progress
- Contact the school or instrumental music service for advice when considering a change of teacher, supplementary lessons, purchasing an instrument or entering external music examinations
- Be aware that it is not in the child's interests to arrange regular lessons on the same instrument with more than one teacher
- Contact the instrumental music service if they have any concerns or queries relating to instrumental tuition that cannot be resolved with the school/IMI
- Be responsible for the prompt completion of the child's instrumental tuition registration and relevant paperwork
- Where appropriate, be responsible for the payment of external examination fees e.g. ABRSM/Trinity exams
- Advise the instrumental music service of any change in personal circumstance which may impact tuition.

## The Role of the Pupil

To fulfil their musical potential, it is important that pupils follow some simple guidelines which will help them progress and enjoy their music lessons. Pupils are expected to:

- Practice **regularly**
- Attend music lessons promptly as timetabled
- Ensure that their instrument and music are brought to every lesson
- Notify the IMI in advance of any planned absence:
  - Three unexplained absences will result in the pupil being issued with a letter of concern (LoC1)
  - If there are a further two unexplained absences within four weeks of issuing LoC1, a second letter of concern (LoC2) will be issued
  - If there is no improvement in the areas highlighted in LoC1/LoC2, this may result in instrumental tuition being discontinued.
- Participate in school, authority, and national ensembles as appropriate
- Clean and maintain their instrument regularly
- Liaise with their IMI on all matters concerning tuition
- Play an active part in lessons and make sure the IMI knows what they hope to achieve from their lessons
- Conduct themselves in a respectful and orderly manner

## The Role of the School

Most music lessons take place in school during the school day. Some lessons may take place out with the school day or on a Saturday morning at our music centre at Paisley Grammar School. Schools should support the participation of music tuition by doing the following:

- Provide suitable accommodation for music lessons. The teaching room should be clear of obstructions, well-ventilated and have a door with a window, free from interruptions
- Assist and support in the selection of pupils for music tuition
- Assist and support the IMI in following up on pupil absences
- Provide school-based support for IMI
- Manage certain organisational matters, e.g. parent's nights, concerts, and events
- Liaise with the music development officer regarding all aspects of the delivery of instrumental music lessons
- Identify pupil needs and liaise with the IMI accordingly
- Ensure that the IMI is aware of any pupils who have additional support needs (ASN), English as an additional language (EAL) and/or medical conditions that which impact their learning

- Consult with IMI about any necessary changes to timetables or accommodation
- Advise and consult the music development officer of any changes required to the IMI school timetables
- Ensure that all school staff are aware of the instrumental music programme operating within the school
- Encourage pupils to take part in appropriate school/authority and national ensembles
- Inform the IMI of safeguarding/child protection procedures and key contacts and Health and Safety procedures/policies within their specific buildings
- Monitor timetables and pupils receiving instrumental lessons with the instrumental music service
- Ensure that the selection of pupils takes place at the appropriate stage. In secondary schools, priority should be given to S1 Pupils
- Liaise with the IMI regarding any matters relating to SQA candidates and school-based performances
- Deal with queries relating to school-based matters. Where an issue cannot be resolved, this should be forwarded to the music development officer.
- Any child protection issues should be dealt with according to Renfrewshire Council guidelines
- Support permission for a pupil to leave class to attend an instrumental music lesson

#### The Music Service/Instrumental Music Instructor can advise on:

- All aspects of policy and procedure for the delivery of music tuition
- Providing suitable instruments, music, and equipment
- Attending music courses at local and national levels
- Information about further education or career opportunities in the music profession
- Obtaining grants or external funding to support music-making or courses
- Entering for external examinations
- Choosing suitable repertoire for examinations or performances
- The purchase, rental, maintenance, or repair of instruments
- Attending the appropriate authority ensemble(s)
- Joining a local authority or community group

# Instrumental Recruitment

## Recruitment Procedure

Your child will have an initial presentation from the instrumental music service about what instruments are available to learn at their school. For pupils interested in learning an instrument, the IMI will carry out an informal musical aptitude and suitability assessment.

Several factors can influence someone's suitability for an instrument. One of the main factors is physiology. For example, a young person looking to play the saxophone will need to have a hand span that allows them to reach each key, while a trombone player will need to extend their arm to reach each position on the slide. The IMI in the school will be able to offer detailed feedback on the recruitment process if requested.

As demand for instrumental lessons always exceeds availability, it may not be possible to offer every pupil the opportunity to learn a musical instrument. However, if a pupil is not selected, they will be placed on a waiting list and may be offered the opportunity to learn a musical instrument if a place becomes available later in that academic year. Where possible, interested pupils will be informed of other opportunities within the service.

## One Pupil - One Instrument

- To maximize access to instrumental lessons, pupils are permitted to receive instruction on **only** one instrument through the instrumental music service (incl. at Saturday Music Centre). However, if capacity permits, requests for lessons on an additional instrument will be considered on a case-by-case basis \*
- If a pupil is currently learning an instrument with the IMS (incl. at Saturday Music Centre) or, has previously done so but chose to stop lessons, they may be eligible to switch to a different instrument \*.

\* Priority will be given to pupils who have not had the opportunity to learn an instrument through the Instrumental Music Service (incl. at Saturday Music Centre).

## Recommended Recruitment Process

Recruitment Year Groups:

- P5 - Strings (where capacity permits)
- P6 - All other disciplines
- S1 - Priority in secondary

1. Instrumental staff will deliver a short demonstration/presentation to class(es)
2. A letter will be issued to parents/carers following the demonstration/presentation to gain permission for their child to participate in the recruitment process
3. A pupil currently learning an instrument in school with the IMS, cannot not be included in the recruitment process
4. At the end of the process, the parent/carer will be informed by letter inviting their child to commence instrumental lessons with the music service. (\*if a pupil is selected for more than one discipline e.g. brass & strings, the pupil/ parent /carer will have the choice of which discipline their child would like to learn)
5. The parent/carer must register their child for lessons with the IMS before their child is issued an instrument/commences lessons.

## PRD/CLPL

### Professional Review and Development (PRD)

Personal Review and Development is an essential part of an IMI's personal and professional development. The IMI will undertake an annual review in consultation with their appropriate line manager. The purpose of the review is to provide an opportunity for the IMI to discuss their work; and their place within the council structure and to agree on development and training opportunities which meet personal needs and service requirements.

### Career Long Professional Learning (CLPL)

With reference to the National Agreement SNCT 11, IMI are required to undertake an additional 35 hours annually of career-long professional development (CLPL). It is the responsibility of each IMI to agree on appropriate CLPL opportunities with their line manager through the PRD process. CLPL opportunities should meet the identified professional development needs of the instructor and service. It is the responsibility of the Music Instructor to keep a record of their development activities.

Development opportunities can take many forms including, but not limited to, mentoring, peer shadowing, networking, professional reading, and internal and external training courses. Where a development opportunity incurs a cost, it is the responsibility of the individual to meet that cost; although there may be occasions where the Local Authority may meet some or, all, of the costs incurred.

It is expected that the IMI will undertake their Professional Learning outside of normal working hours, but it is recognised that some opportunities may only be available at times when the IMI would normally be in school. In these cases, each opportunity will be looked at on a case-by-case basis.

## Quality Assurance

### Reporting Procedures

Instrumental music pupil reports will be completed annually and issued to schools and families. S2, S4-S6 pupils will be issued reports at the end of November/beginning of December. S1 and S3 will be issued in February with P5-7 reports issued in May.

The report will include:

Lesson Attendance	Possible and Actual
Progress	How your child is doing
Next Steps	Areas for improvement
Ensemble Participation	School/local authority/national (if appropriate)

As part of the instrumental music service quality assurance process, instrumental reports will be peer-reviewed with copies issued to the Head Teacher (Primary) or music subject leader (Secondary).

### Parent Consultations

In collaboration with schools, IMI should be involved in at least one instrumental parent consultation evening per year. A [cluster] parent evening is recommended, offering parents/carers an opportunity to discuss their child's progress. The school/IMI will be responsible for arranging appointments.

IMI should be available for parental consultations at other times of the year as required. To reduce workload demand, this may take the form of a video consultation instead of a parents' evening.

## National and Local Policies

### National Agreement

Full details of the national agreement on salaries and conditions of service for IMI are set out in SNCT 11 (see below).

<http://snct.org.uk/library/241/SNCT%2011.pdf>

A summary of the IMI contractual agreement is provided in the table below; part-time workers will work on a pro-rata basis:

Contractual obligation as contained in SNCT 11	
35 hrs	Working Week
27.5 hrs	Maximum pupil contact
2.5 hrs	Preparation
5 hrs	Additional Duties (agreed locally)
*Additional 35 hrs	Continued Lifelong Professional Learning



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