



## Music Instruction in Jordanhill School

### 1. Introduction

In 2020, the Scottish Government announced a new policy to ensure that pupils attending state schools in Scotland should receive music instruction free of charge. This policy applies to Jordanhill School with funding provided by the Scottish Government to allow the school to provide free tuition.

This policy explains Jordanhill School's approach to free music tuition and gives information about our music tuition service.

### 2. Music tuition in Jordanhill School

2.1. Jordanhill School has a rich tradition of music making with approximately 350 pupils per year learning an instrument through the school's programme of music tuition. Prior to the introduction of the Scottish Government free music tuition policy, parents were required to pay for music lessons, instruments, sheet music and all accessories. From April 2022, music tuition is free of charge.

2.2 Jordanhill School employs music instructors to offer instruction in the following:

- Woodwind (flute, oboe, clarinet, bassoon, saxophone)
- Strings (violin, viola, cello, double bass)
- Percussion (tuned percussion and drum kit)
- Brass (trumpet, trombone, French horn, tuba)
- Guitar and bass guitar
- Voice

2.3 Instruction is offered from Primary 5 up to S6 and the starting age can vary depending on the instrument.

2.3 Each year, we write to parents of pupils entering Primary 5, 6, 7 and S1 offering the opportunity to try an instrument. Parents are then invited to apply for their child to receive instruction on the child's preferred instrument.

### 3. Availability of music lessons

3.1 We wish as many pupils as possible to experience the joy of learning a musical instrument. However, we are limited by the costs and availability of instructor time which means that places are subject to availability.

We allocate places by:



**(a) Holding suitability auditions for all interested pupils.**

All pupils who express an interest in taking up an instrument have a suitability audition with a music instructor. This involves basic pitch and rhythm exercises and looks at physiological suitability for that instrument.

If a pupil is not successful in gaining a place on their preferred instrument, the department will try to accommodate them on a more suited instrument or they can choose to audition again the following year.

**(b) Prioritising pupils who are studying music for National Qualifications.**

Pupils must study two instruments at National 4,5, Higher and Advanced Higher Music. When allocating tuition to Jordanhill pupils, we prioritise those pupils who are studying for National Qualifications (NQ). This may mean that music lessons in a particular instrument are not available to pupils who do not require tuition for the purposes of NQ music.

**(c) Creating a waiting list where demand outstrips availability of lessons.**

We hope each year to allocate places to all interested pupils, but if the demand is particularly high then we use waiting lists.

**(d) Demanding commitment to lessons from pupils who are receiving instruction.**

Commitment to lessons requires pupils to attend lessons and practise regularly. If a pupil falls short of this commitment, we will discuss with both pupil and parent and agree short-term targets. If the pupil continues to show a lack of commitment, it is likely that they will be withdrawn from the programme so that their lesson slot can be offered to another pupil.

3.2 Another strategy we use to help meet demand is the use of paired and group lessons. This is most commonly used with younger pupils in Primary and in the early stages of Secondary. For pupils studying NQ music, we do our best to offer one to one lessons where possible.



## 4. Music lessons in Jordanhill School

### 4.1 What does the government funding cover?

The funding allows us to provide:

- (a) Approximately 30 lessons per year for each pupil lasting between 25/30 minutes
- (b) A musical instrument on loan
- (c) Support with the purchase of accessories: sheet music, reeds etc.

4.2 As pupils progress through their musical education, where possible, families are requested to purchase their own instrument and accessories. This is optional but is ultimately likely to allow pupils to reach a more advanced level and allows us to sustain the current level of provision. Our music department can offer advice on this.

### 4.3. How are instrumental lessons delivered?

Lessons are delivered in school, during the school day. All pupils will follow a rotation timetable which ensures they are not removed from the same class each week.

### 4.4. How is progress measured?

(a) All pupils receive a report card from their instructor and parents are given the opportunity to attend an appointment with their child's instructor.

(b) Many pupils will follow an exam syllabus leading to 'grades' with ABRSM, MTB or Trinity College exam boards. These give pupils a framework to assess progress and structure learning.

### 4.5 Participation in Instrumental ensembles

(a) Participating in groups/ensembles is an integral part of making music. We offer many opportunities for group music making with rehearsals taking place at lunchtime or after school. In addition, we have created a programme of evening concerts and musical outreach events to give pupils the opportunity to perform in front of a live audience. It is our expectation that all children receiving instrumental instruction participate in a school music making ensemble.

(b) All of our ensembles are subsidised by a generous grant award from the Educational Amenities Trust fund. This allows us to purchase sheet music and musical instruments for pupils to use.

(c) To make our ensembles self-funding, we ask that pupils purchase a music pass. This allows pupils access to all groups and ensembles. The money raised from the sale of music passes is used to pay for sheet music, instructor time and to boost our supply of musical instruments. Funding from the Educational Amenities Trust fund and funds raised from concerts also assists and subsidises the cost of running our programme of ensembles, groups and performances.

(d) Finances should not be a barrier to participating in our ensembles or any aspect of music making. If any family has concerns about purchasing a music pass or any other financial outlay related to music making, they should have a confidential discussion with the school bursar.