

1 The Department – An Audit

Your curriculum

Start by considering the following questions:

- Does your curriculum start from the place where the students are?
- Does it aim to take your students to distant places?
- Will it lead them by planned, measured stages that they want to accomplish?
- Will the route:
 - offer involvement?
 - offer challenge?
 - offer excitement?
 - be within the capabilities of all your students?
- As the end point for each student will be different, will each student find themselves in a good and satisfying place?
- Will they feel the thrill that you feel about music?

All this is not just idealism. It might well be a luxury to think along these lines, but unless our curriculum is designed to enable the love and experience of the world of music to be passed onto our students we might as well stop now and go home.

Views of the music department

To begin the audit, it will be useful to discover the views that you and your colleagues hold about the department in which you all work. In order to do this, ask them to take time to complete the questionnaire (see **Form 1**, pages 8 to 12). At the same time, responses from peripatetic/instrumental staff and any ancillary staff should also be sought.

Part of the audit asks your colleagues what their professional plans are for the next few years. This will enable you to gauge the time-span of service that they might offer you.

OFSTED inspections

Next it would be useful to return to the last OFSTED report on your department and remind yourself of the content and, in particular, the recommendations of that inspection. Consider the following:

- Is there a common theme running through the recommendations?
- Were the recommendations followed up and implemented at the time?
- Have all the recommendations been implemented now?

- provision made for display of:
 - students' work?
 - course outlines?
 - assessment requirements of different courses together with deadlines?
 - photographs of musical events?
 - posters advertising forthcoming events in and out of school?
 - details of instrumental lesson timings?
 - programmes of musical activities and dates of concerts, etc for the year?
 - brief notes on musical programmes due on television that week?

Special educational needs

Does your special educational needs policy mention:

- arrangements for:
 - low attainers?
 - high attainers?
 - students with behavioural difficulties?
 - students with social difficulties?
 - students with a poor attendance record?
- how you:
 - identify students with special musical needs?
 - support students with special needs?
 - monitor the performance of students with special needs?
 - record concern about individual students?
 - communicate concern about individual students?
- which member of the music department will liaise with the member of staff responsible for special needs?
- a timetable for meetings, regularly arranged in order to make such liaison a reality?

Instrumental and vocal tuition

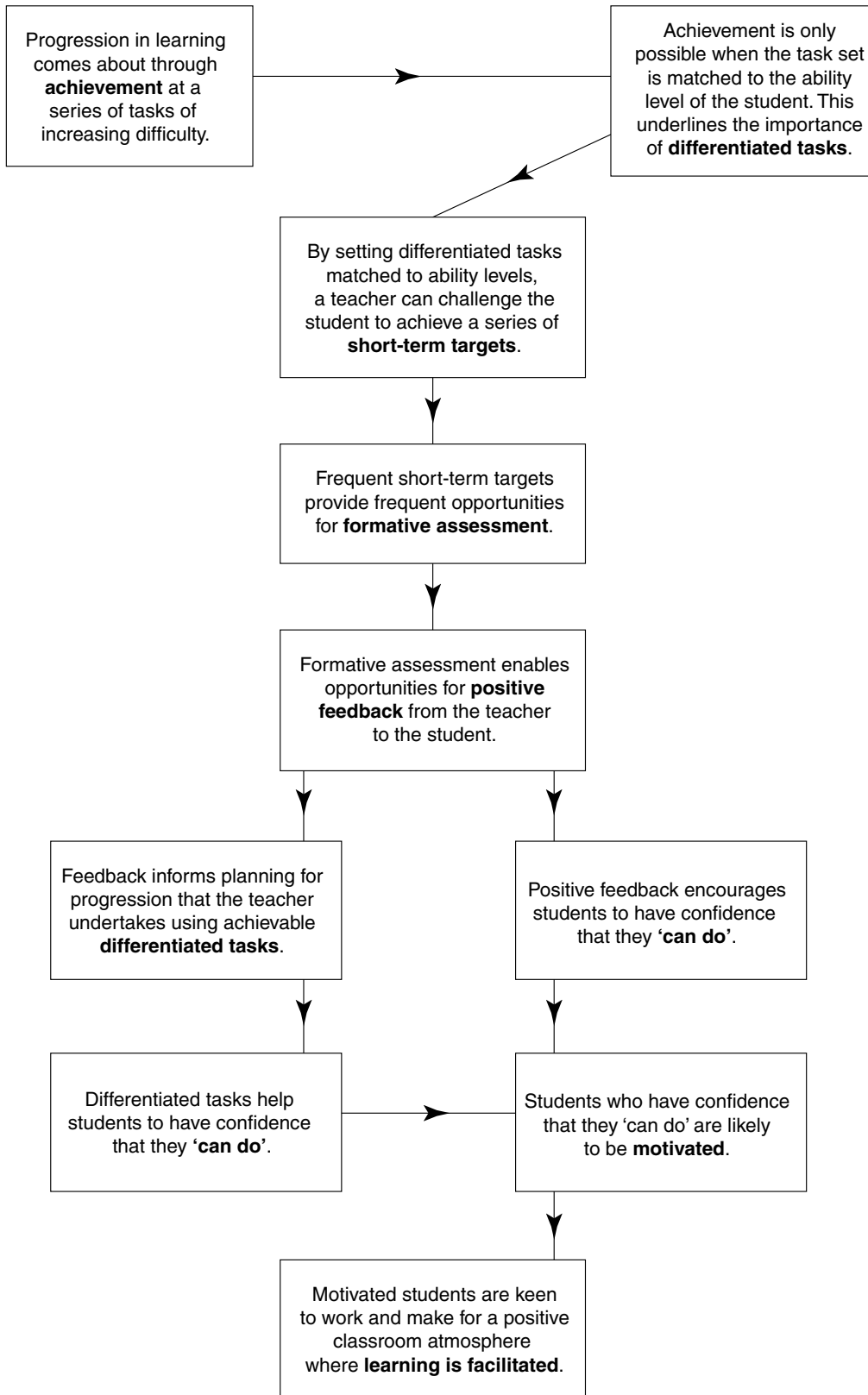
Does your tuition policy mention:

- the choice of instruments and voices on which lessons are available (possibly including ICT)?
- the accreditation of teaching staff?
- the usual length of an individual or group lesson?
- how this might vary according to the ability of the student?
- how this might vary according to the needs of the student, eg they are entered for an exam this term?
- the cost of lessons per term, including any reductions for siblings, beginners, etc?

Assessment form

Name		Tutor group	
Curriculum area	Evidence		Date
Sing unison and part songs, developing vocal techniques and musical expression.			
Perform with increasing control of instrument-specific techniques.			
Practise, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, and audience and venue.			
Improvise, exploring and developing musical ideas when performing.			
Produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions.			

A route to positive classroom management through a positive curriculum



Checklist for visits to the school

- Check the date with the school calendar.
- Check the availability of performance spaces.
- Check the amount of disruption to classes with colleagues.
- Check the costs involved.
- Will the music department be able to subsidise costs in any way?
- Fix a price for the event.
- Check the proposed event with your line manager.
- Are there any special staff (bursar, etc) that you need to work through?
- Is any school funding likely to be available as a subsidy?
- How else can funding be obtained legally?
- Obtain a standard letter to parents.
- Discover interest informally from your target group.
- If you are confident, book the event and arrange how it will be paid for.
- Check the appropriate number of staff needed for supervision of students.
- Liaise with the person responsible for cover as to who those staff might be.
- Liaise with the staff.
- Modify the standard letter and ask your line manager to check the contents.
- Issue letters to be taken home.
- Collect reply slips and cheques obtaining a signature for any money paid in.
- Retain all reply slips giving parental approval.
- Liaise with caretaking staff on any setting up of performance areas.
- Make sure that all staff are aware of the event at the staff briefing.
- Call a meeting of all those involved to explain arrangements and confirm expectations regarding behaviour and dress, etc.
- Make it clear that students must seek approval from the member of staff normally teaching them. You might issue a form on which they can do this.
- Put notices around the area warning that quiet is needed.