

GIFTED AND TALENTED

Guidance on teaching the gifted and talented in Music

The following information is available on the web site: <http://www.nc.uk.net/gt/music>

Gifted students are defined as having 'academic' ability in one or more subject areas and talented students are those with ability in creative arts or sports.

Identifying talented pupils:

Pupils who are talented in music are likely to:

- be captivated by sound and engage fully with music
- select an instrument with care and then be unwilling to relinquish the instrument
- find it difficult not to respond physically to music
- memorise music quickly without any apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- sing and play music with natural awareness of the musical phrase - the music makes sense.
- demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
- show strong preferences, single-mindedness and a sustained inner drive to make music

Musical talent is at least as much demonstrating a higher quality response *within* levels as about attainment at higher levels. Musical talent can be seen at every level of attainment.

Talented musicians may not demonstrate talent or giftedness in other areas.

Some teachers believe that music is only accessible for pupils with talent: that pupils are either musical, or not musical. This is not the case. All pupils can develop musical skills, knowledge and understanding. Some may need more or less help, but this is no different from any other subject.

Teachers need to recognise the different needs of all pupils, including not only those who are talented but those who are more generally gifted across several subjects. The musically talented will need appropriate extension and development, while the more generally gifted pupils will need challenging musical contexts that enable them to apply their more general abilities.

There are many other facts and guidelines on the web site addressing the following issues:

- **Inclusion issues:**
Setting suitable learning challenges
Responding to pupils' diverse needs
Overcoming potential barriers to learning and assessment
- **Teaching talented pupils:**
Selecting musical repertoire
- **Examples of units of work - Key stages 1, 2 & 3**

Key Stages 1 & 2

Ongoing skills - Units 1, 8 and 15

Descriptive skills - Units 2, 7, 9, 13 & 18

Discipline skills - Units 3, 4, 5, 10, 12, 14, 16, 19, 21

Ensemble skills - Units 6, 11, 17, 20

Key Stage 3

Developing pupils who show general giftedness in music - Unit 3

Developing musically talented pupils who have not been identified previously - Unit 1

Specialist instrumental tuition - all units

- **Activities beyond the classroom**
- **Resources**
- **Monitoring and evaluation**
How successful is your policy for talented pupils?

INTERNATIONAL SUCCESS

In the Summer we reported how Ian House, a pupil in Year 10 at Downend School won the Young Theatre Organist of the Year Competition at the age of 14.



Ian was invited to attend the Junior section of the International Young Theatre Organists competition in Milwaukee USA in June and we are delighted to inform you that he came second to an experienced 19 year old boy from America.