



## Music At Secret Harbour Primary School.

### **School Ensembles**

The school provides opportunities to participate in a number of different ensembles. Entry into some ensembles is by audition.

#### **Choral**

- Secret Harbour Junior Choir (Year 2 & 3) (Rehearse weekly)
- Secret Harbour Senior Choir (Year 4-6) (Rehearse weekly)

#### **Instrumental**

- Secret Harbour Concert Band Semester 2
- Small group clarinet lessons
- Small group Flute lessons
- Small Group Guitar lessons
- Small Group Brass lessons
- Ukulele Group – Rehearse weekly
- Recorder group – Yr 4.

### **Catering for Differences**

Modifying instruction and direction is important for advancing students as well as for students needing support. Students who have shown high musical aptitude through the SMIA Test in year 5 are referred to the instrumental music program for extension. Students who show high levels of musical ability and interest are referred to the instrumental and choral programs by the classroom music teacher if openings are available at the beginning of the year.

Catering for high ability students within the music classroom is a process of extension laterally rather than teaching more information. Extension of activities may include changing the activity from its simple form to a more complex task. For example, the class is singing a song with a body percussion ostinato the advanced students could be required to perform a much more complex ostinato while singing the same song. Another example could be that the advanced students play or sing a song in canon instead of unison, manipulating the music with more complex compositional techniques (augmentation/diminution) and improvising and composing at a more complex level.

Students who need support can be catered for in a variety of ways. Attached is a Strategy Bank of modifications that can be used in general classroom practise. Liaison with the Special Needs and Learning Support departments is important to ensure a basic understanding of students' needs is known. It is important to use in-class strategies such as positioning the children in appropriate seating patterns, giving extra explanation or assistance to students who need it, guided assistance and clearly structured learning activities.