

Music Education Conference 2017

Keeping Creativity at the Heart of Learning

Tuesday 31st January 2017

9.30	Welcome			
9.45-10.15	Keynote Jem Shuttleworth – Chief Executive: Music Mark			
10.15-10.45	Learning Through Singing Glyn Murphy – Excellence Advisor for Singing (BLTM) Developing Musical Skills and Understanding through large group singing			
10.45-11.15	Break			
11.15-11.45	Empowering your Broad and Balanced Curriculum Paul Guenault (<i>Director of Education Services BLTM</i>) Celebrating success through Artsmark			
11.45-13.00	Practical Workshop Choices:			
	Session A Musical Transition: Practical Approaches to Measuring Musical Progress from KS2 - 3 Ally Daubney (<i>University of Sussex and ISM</i>)	Session B Musical Progress in the Early Years Penny Hale (<i>BLTM</i>)	Session C Musical Progress for Children with SEN Fay Hayhurst (<i>BLTM</i>)	
13.00-13.45	LUNCH A chance to visit a range of Music Education Suppliers and Organisations			
13.45-14.45	Session D Approaching new Courses at KS4 and 5 Paul Guenault (<i>BLTM</i>)	Session E (Not)ation – Learning through Improvisation 1 Phil Meadows (<i>NYJO</i>)	Session F (Not)ation – Learning without music Mike Simpson (<i>Inspire-works</i>)	Session G Active Listening – The Classical 100 Rebekah Laughlin (<i>ABRSM</i>)
14.45-15.45	Session H (Not)ation – Learning through Improvisation 2 Phil Meadows (<i>NYJO</i>)	Session I (Not)ation – Learning through percussion Mike Simpson (<i>Inspire-works</i>)	Session J Active Listening – The Classical 100 Rebekah Laughlin (<i>ABRSM</i>)	
15.45-16.15	Discussion Panel – Why Music?			
16.15-16.30	Feedback and Live Music			

The Gateway Conference Centre, Gatehouse Road, Aylesbury, Buckinghamshire HP19 8FF

A conference for anybody responsible for the development of delivery of music for young people aged 0-18. Refreshments and Live Music from 9am. For further details, visit www.bucksmusic.org/BMEH/musicate or call [01494 475937](tel:01494475937)

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MUSICATE:

Practical Workshop Information

Session A: Musical Transition: Practical Approaches to Measuring Musical Progress from KS2-3 (Joining up the dots in young people's musical journeys)

Dr Ally Daubney – University of Sussex and the ISM

Through a combination of practical ideas and discussion, this session will explore the notion of progress and what it looks like/sounds like for children engaged in musical activity in different settings and how this can be documented in ways that are meaningful for the young person and their parents/carers. The session will explore the work Ally has collaboratively undertaken with Professor Martin Fautley, published by the Incorporated Society of Musicians and freely available on their website, alongside a discussion of practical strategies being used by teachers in Buckinghamshire schools in order to provide a measure of progress that is 'classroom clear' and, ultimately, provides a coherence across the primary and secondary phases. This session aims to address both the opportunities and challenges presented to teachers by the introduction of the revised National Curriculum and the removal of standardised assessment levels, providing teachers with a range of practical ideas for developing music within and beyond the curriculum in their own context.

Session B: Musical Progress in the Early Years and Foundation Stage

Penny Hale – Area Leader, BLTM

This session will look at the range of skills a child can be expected to learn through an engagement with music. The practical session will explore a range of music-making activities and how these can be used to develop both musical and non-musical skills in children at the earliest stage of their formal education. Delegates will also be able to identify how these can be linked together to create a coherent curriculum which can demonstrate the development of these skills over time.

Delegates will need a musical instrument for this session

Session C: Musical Progress for children with Special Educational Needs

Fay Hayhurst – Area Leader, BLTM

This practical session will look at how to create opportunities for children with Special Educational Needs to make meaningful progress through musical activity. Delegates will explore what we mean by meaningful musical progress and how activities can be managed effectively to ensure that every child can access an appropriate musical curriculum within and outside the mainstream classroom.

Delegates will need a musical instrument for this session

Session D: Approaches to the New Courses at KS4 and 5

Paul Guenault – Director, BLTM

This session is designed for anybody interested in learning more about the range of options open to children as they move beyond Key Stages 1-3. This will include an overview of the new courses currently on offer, from BTEC and Music Production through to the revised specifications for the 'traditional' GCSE and A-Level Music routes. The session will provide an opportunity to discuss the range of skills children need to develop at earlier stages in their development in order to prepare effectively for these courses and a wider consideration of the ways in which music both in and outside the classroom prepares children for the wider world.

Session E: (Not)ation – Learning Through Improvisation 1

Phil Meadows – NYJO and Shaun Humphries – WCPM tutor, BLTM

This session is designed for anyone who is faced with a group of children with musical instruments and wants to get them exploring and experimenting with the 'interrelated dimensions of music'. During this practical session, delegates will be taken through a range of activities which can help students develop their ability to explore tempo, dynamics, structure, texture and phrasing while only using a minimum of one or two notes. The session will look at how to structure the learning so that teachers can feel confident that children who are relative beginners will be able to develop their creativity through a coherent programme of development.

Delegates will need their musical instrument for this session.

Session F: (Not)ation – Learning without music

(Successful strategies for teaching whole-class drumming and percussion lessons in the primary classroom)

Mike Simpson – Musical Director, Inspire-works

Using the same drums that Inspire-works used for the GUINNESS WORLD RECORD for the largest drumming lesson, delegates will take part in a fun and exciting practical workshop covering a variety of musical genres. The drums are very versatile and portable and the activities will focus on four main elements which can be used and adapted for any genre in a whole-class percussion lesson: a) instrumentation, b) technique, c) cultural significance and classic motifs, d) leadership and classroom management. Delegates will gain experience of how best to deliver whole-class drumming and percussion lessons/schemes of work in a variety of musical genres, such as Brazilian Samba, West African Drumming and Indian Dhol drumming. The session will include tips on achieving authentic styles and techniques within a whole-class workshops context, including how to adapt classroom percussion instruments to create an authentic sound. All delegates will be provided with tried and tested workshop material and repertoire.

Delegates will have access to a full range of instruments for this session.

Session G and J: Active Listening – The Classical 100

Rebekah Laughlin – the ABRSM

This session will look at different ways of incorporating active listening into your lessons to support children in developing their understanding of ‘the inter-related dimensions of music’ and ‘appreciate and understand a wide range of high-quality.....music.....from great composers and musicians’ as set out in the new National Curriculum for Music. Delegates will be given a detailed introduction to the **Classical 100**, a free resource devised by the ABRSM, ClassicFM and Decca; and will have the opportunity to draw on the expertise of one of ABRSM’s experienced team as well as enjoy a practical hands-on demonstration.

Session H: (Not)ation – Learning Through Improvisation 2

Phil Meadows - NYJO

This session is designed for anyone interested in how to develop improvisation amongst more advanced players and for whom improvisation can be a vehicle to developing their aural skills. During this practical session, delegates will be taken through a range of activities focussed on developing improvisation which shows an understanding of the harmonic and rhythmic structure of a given piece of music. You will be given a valuable insight into improvisation techniques from one of Britain’s rising stars of the Jazz World.

Delegates will need their musical instrument for this session.

Session I: (Not)ation – Learning Through Percussion

How to prepare GCSE students for world music syllabus requirements

Looking closely at the world-music requirements of the OCR and Edexcel specifications, delegates will be shown how these requirements and key relevant musical vocabulary can be taught to GCSE students in a practical workshop, with or without authentic instruments. The session will focus on the aural learning techniques that can be used to teach West African Drumming (Meguru Uger-uger) and Indonesian Gamelan (Meguru Pengal) and will end with an energetic massed world music ensemble using traditional African Drums and a genuine Indonesian Gamelan, incorporating all the ideas learnt in the workshop. Full workshop notes are provided which include detailed instrument techniques and notation of all the material used in the workshop.

Delegates will have access to a full range of instruments for this session.