

On Friday, I had the delightful privilege of accompanying Mrs Naomi Wearn to her annual Music Conference with a view to learning more about the new Leicester-Shire Schools Music Service scheme of work that Scraftoft Valley have recently signed up to and started to implement. Naomi signed me up to workshops she felt would help me understand the value of music in school and in the classroom.

The day started with a welcome from key personnel from the LSMS team, followed by a practical example, involving the delegates, of warming up with singing and actions before we dispersed to our workshops.

Workshop 1: Creativity, putting theory to work. Dr Victoria Kinsella

Creativity should be at the heart of the school day and creative learners need teachers to take risks. In 2021, PISA will test creative thinking of 15 year olds in 72 countries.

Key questions to ask: *What will this policy look like in classrooms? How can teachers encourage creative thinking? How will schools assess it?*

Characteristics of creativity include individuality/ feeling of self, pleasure in creation, becoming lost in the moment, developed curiosity, increased confidence, an ability to communicate ideas...

Creative teaching leads to creative learning: encouraging inquisitiveness; making learning relevant, interesting, exciting and effective. Creative teachers make connections to prior learning/experiences and value contributions. They use “What if...?” questions to push learners outside their comfort zone.

Workshop 2: Make more of music! Activities with creative outcomes for EYFS.

Sue Nichols



Walking into room, we were immediately asked to take hold of a giant scrunchy and participate in the first teacher led, pupil response activity. “Who’s holding yellow? I’m holding yellow... Let’s sing some more.”

Changing the scrunchy for a large circular piece of Lycra, Sue placed a Humpty Dumpty doll in the middle and taught us a

chant: “*Humpty Dumpty, bump, bump, bump. Humpty Dumpty jump, jump, jump...*” followed by a rocking song with a rag doll in the middle of the Lycra, a counting song adding beans and a bouncing song using a character called Bezulah.



Then she swapped the Lycra for the scrunchy and taught us a sitting down, rocking song called *Pirates, Pull and Push!* to the tune *Polly put the kettle on*. At the end of each verse, the participants are encouraged to supply a new item for the pirates to search for.

The next activity involved a wash bag containing bath-time props that the children can dip for, identify and offer an adjective to describe the prop. *“What’s in the bag? What can it be?” “It’s a duck...and it’s yellow.”*



After that, Sue then split the class into groups of four and asked each to choose a hand puppet. A special friend to name and describe: “ Here is a **princess**, Wave hello. she has a **golden crown**... Off we go!”

For the final activity, we learned a song called Odd socks to the tune of ‘Old MacDonald had a farm’. Each participant was given a red or yellow sock to wear on a hand except one who was to be Odd Sock to pop out and shout “Boo!” at the end. When it came to the part “...*With a red sock here, And a green sock there, Red sock, Green sock...*” the appropriate hand is raised. Sue explained that different sounding instruments could be played on Red and Green and then the children could use paper sock symbols to create a score (notation) to perform to.



After the morning workshops, we listened to the keynote speaker, Sir Richard Stilgoe, who explained how he founded the Orpheus Centre in 1998, where young people with disabilities are offered performing arts experiences; he also started the Stilgoe Family Concerts series at the Royal Festival Hall, which feature young performers and regular commissions of new music.

He believes that anybody can create music and that music changes perceptions. By knowing levels, knowing how to ask for help, teachers give children a chance to use their imagination, gain confidence and independence. He has seen firsthand how mixed ability pairings can be beneficial and recounted anecdotes of disabled performers inspiring able bodied musicians and even young offenders.

Music empowers through performance however teachers can help pupils perfect their by having high expectations.

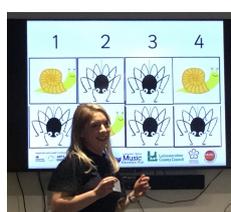
He suggested several key ways to develop music in a school: school musicals, parents’s choir, teachers’s choir, Headteacher/ SLT/ governors recognising the importance of music, students knowing when to sing quietly (creates discipline and sounds amazing), praise /make a point of advice /praise, don’t start too high, rap is a great teaching tool

He offered a key question to ask as a starting point... *What makes you angry?* helps children to find the song inside...



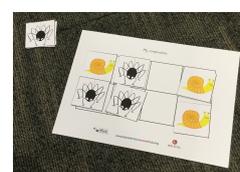
Workshop 3: A whirlwind tour of LSMS Primary scheme of work. *Emily Millard*

Emily started by that the new scheme was designed by teachers for non-specialist teachers to give all children high quality music education. Emphasising the detailed lesson plans with clear progression, she went on to give us an example of a Year 6 lesson. She played a piece of music and asked us to discuss which of 4 paintings best fitted the music. She explained it was important to encourage the children to justify their choice... The music could suggest waves gently lapping the side of the boat, the chatter of the ladies, the wind in the wheat field or the pitter, patter of the rain, in other words any of the pictures would fit.

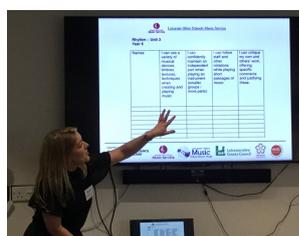


The next activity was a Year 1 lesson using picture clues for early notation. We were asked to clap the syllables: snail, spi..der, spi...der, snail...

Next, we were given a blank grid with cards to create our own and then perform it.



She displayed some of the musical terms the children would need to be familiar with and then we had a treasure hunt style activity to match terms with their definition.



Finally, Emily explained that because the Learning Outcomes for each unit are clear, teachers would be able to complete the provided assessment sheets with ticks when children showed they had achieved the Learning Objective.

Before the final workshop, we were treated to a performance of three songs by the Gartree High School choir (winners of the LSMS Choir competition). The pupils (boys and girls, a range of ages and cultures) obviously enjoy singing and making music together. This amazing performance was followed by a short presentation from Jane Brown, Principal at New College, who explained how a creative curriculum using first sports and latterly arts and culture has been instrumental in moving the college from Special Measures to Good.

Workshop 4: Introducing Project One Dot KS2 resource for Friday afternoons
Emily Barden

To introduce **Project One Dot**, Emily used a song (**Black Neon Sign**) from the Friday Afternoons website as an introduction / warm up to demonstrate how to develop pulse, using actions with words...

We learned the lyrics by repeating one line at a time, then two lines at a time, whole verse, then by splitting the group in half to say in rounds, and finally adding melody using a mp3 file..

This is my most favourite spot to frequent (point to floor)

Dark rainy days it's extra-pleasant (*wiggle fingers for rain*)
 I love to sneak by the black neon sign (*quieter and shuffle feet*)
 Warning 'CHILDREN, DON'T COME IN (*right hand halt sign, left hand waggle finger to tell off*)

All resources are available on the website www.fridayafternoonsmusic.co.uk click on Song Bank tab, complete registration to login for access to pdf and mp3 files.

Emily went on to explain that **Project One Dot** was designed as an introduction to the Friday Afternoons world, a 'first steps' into the resource designed to support quality singing and creative music making in the classroom in a flexible and adaptable way. Each module comprises four songs specifically chosen from the Friday Afternoons Song Bank, all of which have been classified as 'one dot' (easy) in level. Each module contains musical exploration activities and extended creative work, which can be taken as stand-alone 'mini projects' or as part of the complete module.

Commissioned by *Aldeburgh Music for the Friday Afternoon Project*
The Little Girl of Rain
 Jonathan Dove

Aldeburgh Middlesex *Steadily moving* 72 *Push* Jonathan Dove

Next, she used The Little Girl of Rain score asking us to sing each line back after her. Then she asked us to draw the shape of the music as we sang each line (taking a line for a walk).

Under the Project One Tab, there are more resources with comprehensive instructions ...

For Everything there is a Season
 This set of four Friday Afternoon songs all explore the concept of seasons and can be linked to Autumn, Winter, Spring and Summer respectively.
[DOWNLOAD FULL RESOURCE \(pdf\)](#)

Learn to sing the songs

Listen	Song	Download	Charanga Launcher
	The Little Girl of Rain	DOWNLOAD MUSICAL EXPLORATIONS (pdf)	CLICK TO LAUNCH The Little Girl Of Rain Interactive Resource
	Snow	DOWNLOAD MUSICAL EXPLORATIONS (pdf)	CLICK TO LAUNCH Snow Interactive Resource
	Cuckoo!	DOWNLOAD MUSICAL EXPLORATIONS (pdf)	Interactive Charanga Resource

PROJECT ONE DOT

Overview

Teacher Skill Development

- How to use the voice as an instrument and compositional tool
- How to listen to and appraise a piece of music, following the musical line

Assessment

- Students can match up and down pitch with arm movements, to varying levels of accuracy
- Students can respond to stimuli and compose/improvise to varying levels of complexity

National Curriculum Mapping

- Students can edit their ideas to form melodies they like
- Students can listen to a **melody** being played on an instrument and replicate it with their voices
- Play and perform, using their voices and playing musical instruments with increasing accuracy
- Improvise and compose music using the **interrelated dimensions of music**: [emphasis on pitch, structure and appropriate musical notations]

RESOURCE
 Musical Resources plus more information on this song and the composer can be found [HERE](#)

The conference was a great way for teachers to gain creative ideas and pick up resources to use back in school. I certainly came away enthused by everything I saw. Naomi has already been trained and has led an inset session on the first part of the new scheme of work which I am sure will support her non-specialist colleagues.

Many thanks to Naomi for her company and this opportunity to understand more about the Music curriculum. I look forward to seeing the results of this new initiative.