

# Music Education Conference – Bath Spa University – 11<sup>th</sup> July 2008

## Workshops

### **Tribal Groove** - Victoria Leith

**1a 2a 3a**

Tribal Groove is a high energy, exciting workshop that will enable all participants to see how easy it is to fuse music and movement – even with little or no experience! Tribal Groove is all about how African Body Percussion can be used as a tool to teach Citizenship whilst enabling the group to work as a team and learn about each other's strengths and abilities. The workshop is empowering, very different and requires participants to just bring themselves to make some noise!

Victoria Leith

### **Rhythm Bank!** - Kirsten Graham

**1b**

Taking you on a rhythmical journey we will explore games and activities that will promote and enhance children's rhythmic awareness and develop their sense of pulse. The workshop will be full of five minute fillers that don't require lots of resources and are aimed at K2. Everything will be hands on leaving you with endless ideas and suggestions that will help children to listen and feel the beat. Touching on rhythms of the world, word games, clapping exercises and body percussion these activities will be perfect for a musical warm up, suitable for lessons or rehearsals or just as a brain break in the middle of a long teaching day!

### **Creating your own Indonesian Style Gamelan** - Andy Gleadhill

**1c**

Using instruments that are available in most schools we will build our own Indonesian style Gamelan (percussion Orchestra). We will then make music using a pentatonic (five note) scale and explore reading the cipher notation system that uses numbers instead of letters to represent the notes and look at ways this can be used for creating our own compositions.

### **Podcasting for Beginners** – Sven Rees

**1d**

If you Google podcasting you will find over 85 million results. In the past few years podcasting has become a new form of expression and is just starting to become popular in classrooms. We will look at what podcasting is, how to create podcasts and how to use them in the classroom.

### **Taiko Drumming – try it, and see why your pupils will love it** - Jonathan Kirby

**1e 2e 3e**

This workshop provides an introduction to taiko, and is for the personal benefit of conference attendees. Taiko can be taught as part of the music curriculum (Musical Futures), part of a Wider Opportunities programme or in myriad ways for all manner of special needs. It attracts pupils who would not normally get involved in school music – some don't even regard it as music! It also attracts the best young musicians. The physicality of taiko makes it utterly absorbing and exciting, while the discipline provides a structured framework for creativity. Taiko does not come from Japan; it comes from the player – and the teacher. Try it, and see what it can do for you, and your pupils.

### **Twenty FAST activities to bring your secondary music classroom to life** - Alison Cooper

**1f**

This session will work as a quick fire session introducing 20 new ideas to staff that can be used straight away in the classroom the next day! Including loads of starter ideas, how to teach a launch lesson - without teaching anything! several schemes of work to take away on the day (with multi media files) and how to make a plenary/review session interesting! Plus lots more!

### **Live Performance using Music Technology** – Phil Heeley

**1g**

This workshop will explore the vast possibilities and potential that modern music technology offers the performer. Using both software and hardware Phil will provide an interactive environment allowing access to everyone and access to a vast variety of traditional instruments from across the globe as well as sounds, synths and samples. Any style of music can be utilised and performed and perhaps more excitingly fused with each other. Feel free to bring any instrument to this session.

### **The use of Sign Language as a method to differentiate within large group or class singing** - Tim Parker

**1h**

Singing is a wonderful activity that any child of any age or ability level can both participate in and, crucially, learn from. This workshop seeks to introduce you to, and help you to learn, some new ideas for group singing in your schools with a particular focus on the use of Sign Language as a strategy to differentiate your whole class singing sessions. It will be suitable for all teachers and will provide you with some resources to further promote singing within your schools. Everyone can sing!

### **Singing Journey – Val Whitlock**

**2b 3b**

Practical (and lively) workshops with activities and repertoire for KS2 and KS3. They will cover how to build good vocal foundations, and how to find the clues to develop quality singing that is expressive and communicates to an audience. This will also include material from the new *Singing Sherlock* Book 4, published by Boosey and Hawkes.

### **African Drumming - Andy Gleadhill**

**2c 3c**

African Drumming is a great way to introduce pupils to all the Elements of Music. Playing on African Djembes we will start with some warm up exercises and play some drumming games. We will then play a wide range of Pan African rhythms that are suitable for small group or whole class (Wider Opportunities) situations and look at the best ways of teaching these to be able to work towards rewarding performances.

### **Using instruments at Foundation Stage and Key Stage 1 - Anne Clough**

**2d**

Need more ideas about how to use tuned and untuned percussion instruments with your class? In this workshop we will use classroom instruments with a variety of songs, games and activities. This is a practical, 'hands on' workshop- be prepared to sing and play, and to walk out with lots of usable ideas!

### **Making better classroom recordings – Alan Smith**

**2f 3f**

We often need to record our pupils' music-making, but how do we make good and useable recordings without spending a fortune on equipment and training? In this practical workshop, we will use a small selection of appropriate equipment and learn the basic principles of effective sound recording. Both workshops – primary and secondary – will focus on the classroom, but the secondary workshop will also include making demo tracks and backing tracks, and recording school choirs and orchestras. Detailed handouts will be provided.

### **Song Writing with Music Technology using Garage Band - Phil Heeley**

**2g**

Garage Band music software has long been valued and used in music education. It is easy to use, highly motivating for pupils, contains great quality sounds and produces excellent results. Phil will demonstrate a step by step approach to song structure incorporating: Lesson plans, Learning outcomes, Assessment sheets, Worksheets, Extension tasks and many other relevant educational resources.

You will learn how to use the software by getting hands on experience with the program, learn how to deliver a structured lesson to a whole class and explore and use some Teacher & Student Resources.

### **Band Coaching in Popular Music - Jeremy Ward**

**2h 3h**

This workshop will look at effective strategies for coaching band sessions for pop musicians. It is aimed at classroom teachers and those who run band workshops for pop musicians. The workshop will explore ways of bringing together musicians of differing abilities and looking at how best to promote creativity, song writing, rehearsing and performance within a pop music context.

### **Fun with Whiteboards - Ben England**

**3d**

So you have an interactive whiteboard (or you want to get one) – now what do you do with it? Look at some truly interactive ways to use this superb resource, including some exciting things to do with software you already have! After the fun and ideas part, there is time to think about practical ways to use the technology with your existing schemes of work. Warning – may contain silly games.

### **Whole class instrumental & vocal tuition at KS2 – Madeleine Casson**

**3g**

This practical session will explore whole class instrumental & vocal tuition at Key Stage 2.

The workshop will consider the

- context of provision
- resources & support available
- provide a 'hands on' experience

It will be directly relevant for anyone involved in KS2 delivery but also to those working on either side of this key stage.