



ESSEX MUSIC EDUCATION HUB PRESENTS

First Access

**Specialist Tutor
Training Programme**

MONDAY 18TH – THURSDAY 21ST JULY 2016

FIRST ACCESS SPECIALIST TUTOR TRAINING PROGRAMME

Monday 18th July 2016

2.30pm – 3.30pm

Session 4 – Breakout Sessions

9.30am – 11am – Chamber room

Session 1: Introduction to Classroom Teaching Practice

At the first session of the week Sarah Goldsmith introduces the basics of lesson planning and structures, behavioural and classroom management strategies, and discusses pacing your lessons, resources that work – and hears examples from your own teaching experience to better the learning process.

Reflective Question: “Why do you believe that Instrumental First Access is an important part of a child’s primary education?”

11.30am – 12.30pm – Chamber room

Session 2: Approaches to Differentiation

Trinity College’s Kay Charlton discusses differentiation in the classroom – working with different abilities, talents and characters in the classroom situation, with particular consideration of the First Access Year 5 age group.

“Think about your planning and how you can scaffold activities to ensure that all pupils fulfil their musical potential, whatever their ability on the instrument. What activities and repertoire will you employ in order to stretch the more able while keeping the less able engaged?”

LUNCH BREAK 12.30PM – 1.30PM

1.30pm – 2.30pm – Chamber room

Session 3: Charanga Digital Learning Resources

Madeleine Casson leads in informative session to discuss the use of Charanga digital resources. The adaptability and ease-of-use of this vital software will be discussed, and session participants will be able to experience first-hand the possibility of a holistic approach to music learning.

“From the learner’s perspective, what aspects of this session will be most beneficial to their musical progress?”

- Option 1: Advanced Charanga with Madeleine Casson - **Crompton**

Join Madeleine for a follow-on session, taking yesterday’s ideas to a more advanced and technical level.

“From the learner’s perspective, what aspects of this session will be most beneficial to their musical progress?”

- Option 2: TOOLKIT: Games, Warm-ups and Using The Voice to Support First Access - **Marconi**

James Devaney and Charly Richardson lead a practical session, exploring curriculum-focused activities and how these can be utilised within the context of instrumental learning. The session will look at rhythm and pitch games; use of voice; warm-ups; body percussion, and how these ideas can be developed into support for instrumental learning and composition.

“What do you need to consider when applying a general music activity to the specific instrument you’re teaching within a First Access lesson?”

- Option 3: Engaging the reluctant student, LSA or TA – **Main Chamber**

Kay Charlton from Trinity College discusses strategies and approaches in engaging a reluctant student, and the benefits of training your LSA/TA to work alongside your lessons – and how this can assist in the continuation of classroom music after First Access.

“Consider how you can make your sessions open, accessible and enjoyable for all participants. How can you utilise the valuable skills of a TA/LSA to enhance the experience?”

3.30pm – 4pm – Chamber room

Session 5: First Access Review Findings – **Main Chamber**

James Devaney leads the final Monday session, discussing findings from First Access review – and how First Access can be adapted to each different classroom and school.

“How would you compare the identified key features that lead to successful programme outcomes to your current approaches?”

FIRST ACCESS SPECIALIST TUTOR TRAINING PROGRAMME

Tuesday 19th July 2016

1.30pm – 2.30pm

9.30am – Main Chamber

Session 4 – Breakout Sessions

Session 1: Warm-up with Charly Richardson

- Option 1: First Access in SEND Settings & Using Assistive Music Technology Effectively – Marconi

10am – 11am – Main Chamber

Session 2: Behaviour Management In Action

Join Maureen Hanke for the first session of the day, as she discusses one of the key areas outlined by our tutors as an area for development, and an area needing support: behaviour management. Providing you with tools to take into your First Access lessons, Maureen offers a valuable learning opportunity to build on current knowledge.

“Where does behaviour come from?”

Drake Music follow on from the morning’s session, giving an opportunity for tutors who want to explore the learning in more detail. This session will go into more detailed discussions about the challenges posed in a whole-class context within a SEND/special-school setting and how this will differ from the mainstream. Drake Music will also discuss the benefits of assistive music technology, and how it can support instrumental learning in both mainstream and SEND settings.

“How can having access to different types of Assistive Music Technology make ensembles more inclusive for some pupils? How can we effectively assess and support the musical development of pupils and identify barriers to participation?”

11.30am – 12.30pm – Main Chamber

Session 3: The Case for Inclusive Musical Learning

Drake Music discusses why musical learning in its broadest sense should always be inclusive. This session explains how First Access can be fully inclusive from its early stages, looking at social aspects of disability and its effect on learning in the classroom.

“Through a social model lens, what can you do (as a teacher) to make music more inclusive and accessible in your school? How can you implement the removal of barriers for participants? What timeline would you hope to achieve this in?”

- Option 2: Bringing The World Into First Access – Crompton

Shanti Paul Jayasinha gives a fascinating insight into adapting world music repertoire for a First Access setting, using an inclusive approach to harness abilities within the classroom. An interactive session, you will be given the opportunity to explore and discuss how World Music can enhance your First Access teaching toolbox. **Repeated at 2.30pm**

“How would you go about researching and adapting material from a different country to use in your teaching?”

- Option 3: Creative Approaches In The Classroom – Main Chamber

John K. Miles discusses creative approaches to classroom music, and how to use a mix of abilities and instruments to get the most from your First Access sessions. With reference to his collaborative educational work throughout the country, John will provide a hands-on approach to music making and composing in a classroom context. **Repeated at 2.30pm**

“What are the benefits and challenges of teaching curriculum and musical skills from a creative starting point?”

LUNCH BREAK 12.30PM – 1.30PM

FIRST ACCESS SPECIALIST TUTOR TRAINING PROGRAMME

2.30pm – 3.30pm

Session 5 – Breakout Sessions

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“How would you go about researching and adapting material from a different country to use in your teaching?”

- Option 2: Creative Approaches In The Classroom – **Main Chamber**

John K. Miles discusses creative approaches to classroom music, and how to use a mix of abilities and instruments to get the most from your First Access sessions. With reference to his collaborative educational work throughout the country, John will provide a hands-on approach to music making and composing in a classroom context. **Repeat of 1.30pm session**

“What are the benefits and challenges of teaching curriculum and musical skills from a creative starting point?”

Option 3: Behaviour Management In Action – **Marconi**

Join Maureen Hanke as she continues to discuss behaviour management in the classroom. Providing you with tools to take into your First Access lessons, Maureen offers a valuable learning opportunity to build on current knowledge, with reference to Tuesday morning’s session.

“Where does behaviour come from?”

3.30pm – 4pm – Main Chamber

Session 6: Time To Join In!

Trinity Music offer a fully interactive session for all participants, giving you the opportunity to bring your own instruments – and proving that minimal knowledge gives maximum impact! This is a chance to relax and experience a collaborative musical environment of your very own.

FIRST ACCESS SPECIALIST TUTOR TRAINING PROGRAMME

11.30am – 12.30pm

Wednesday 20th July 2016

9.30am – Main Chamber

Session 1: Resources That Work

Charly Richardson leads a conversation about beneficial resources, giving you the opportunity to discuss the pros and cons of various types of resource – and give feedback.

10am – 11am

Session 2 - Breakout Sessions

- Option 1: Brass Specialists Discussion with Andrew Coles – Foyer

Giving brass specialists a chance to discuss what has been beneficial in their learning and delivery, and what could be improved.

- Option 2: Piano-Keyboard Specialists Discussion with Peter Lovell - Crompton

Giving piano and keyboard specialists a chance to discuss what has been beneficial in their learning and delivery, and what could be improved.

- Option 3: Guitar & Ukulele Introduction To Hockets – Michael Davidson – Main Chamber

A session primarily aimed at ukulele and guitar tutors, Michael Davidson introduces the Hockets approach to teaching large groups, and how this approach can be extended to creative work with small groups.

“How can the Hockets approach encourage musical inclusion?”

- Option 4: Preparing for a Live Performance – Marconi

Sarah Goldsmith returns to discuss setting a live performance goal and how it can inspire students to engage with their instrumental learning on a longer term. Factors include selecting the right material, practical organisational tools and engaging parental and school assistance. **Repeated at 11.30am**

“What factors would you bear in mind when preparing a group for their first live performance?”

Session 3 – Breakout Sessions

- Option 1: Guitar/Ukulele Specialists Discussion with Charly Richardson - Crompton

Giving guitar and ukulele specialists a chance to discuss what has been beneficial in their learning and delivery, and what could be improved.

- Option 2: Musical Futures Introduction to Just Play – Main Chamber

Another chance for you to bring your own instruments, Fran Hannan leads a session to look at how the informal learning approaches within Musical Futures can inform the more formal practice of First Access teaching. Using Just Play resources, this is an opportunity for you to experience a Musical Futures lesson first-hand. **Repeated at 1.30pm**

“How might the Just Play approach be used to engage all instrumental learning, and encourage generalist teachers to engage in music delivery?”

- Option 3: Preparing for a Live Performance - Marconi

Sarah Goldsmith returns to discuss setting a live performance goal and how it can inspire students to engage with their instrumental learning on a longer term. Factors include selecting the right material, practical organisational tools and engaging parental and school assistance. **Repeat of 10am session**

“What factors would you bear in mind when preparing a group for their first live performance?”

LUNCH BREAK 12.30PM – 1.30PM

FIRST ACCESS SPECIALIST TUTOR TRAINING PROGRAMME

1.30pm – 2.30pm

Session 4 – Breakout Sessions

- Option 1: String Specialists Discussion with Andrew Coles - Foyer

Giving string specialists a chance to discuss what has been beneficial in their learning and delivery, and what could be improved.

- Option 2: Percussion Specialists Discussion with Peter Lovell - Crompton

Giving percussion specialists a chance to discuss what has been beneficial in their learning and delivery, and what could be improved.

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“How might the Just Play approach be used to engage all instrumental learning, and encourage generalist teachers to engage in music delivery?”

- Option 4: Linking First Access to the curriculum - Marconi

Sarah Goldsmith looks at how approaches to First Access can be complementary to what schools provide within their curriculum offer. In particular reference to the KS2 core national curriculum, Sarah will discuss in the integration of First Access and how it can be beneficial across the board.

“What are the inter-related dimensions of music? Suggest one way in which each dimension can be introduced through First Access.”

2.30pm – 3.30pm

Session 5 – Breakout Sessions

- Option 1: Woodwind Specialists Discussion with Charly Richardson - Foyer

Giving woodwind specialists a chance to discuss what has been beneficial in their learning and delivery, and what could be improved.

- Option 2: Musical Futures Introduction to Just Play – Main Chamber

Another chance for you to bring your own instruments, Fran Hannan leads a session to look at how the informal learning approaches within Musical Futures can inform the more formal practice of First Access teaching. Using Just Play resources, this is an opportunity for you to experience a Musical Futures lesson first-hand. **Repeat of 11.30am session**

“How might the Just Play approach be used to engage all instrumental learning, and encourage generalist teachers to engage in music delivery?”

- Option 3: Guitar & Ukulele Introduction To Hockets – Crompton

A session primarily aimed at ukulele and guitar tutors, Michael Davidson introduces the Hockets approach to teaching large groups, and how this approach can be extended to creative work with small groups. **(Repeated session)**

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“What are the inter-related dimensions of music? Suggest one way in which each dimension can be introduced through First Access.”

3.30pm – 4pm

Session 6: Briefing of portfolio needs & Assessment Processes – Main Chamber

A quick briefing of course attendees’ portfolio needs, and a look at assessment processes in preparation for Thursday’s course conclusion.

FIRST ACCESS SPECIALIST TUTOR TRAINING PROGRAMME

Thursday 21st July 2016

9.30am – 9.50am – Main Chamber

Session 1: How First Access can support KS3 learners

From a Secondary Music point of view, a discussion as to why First Access is important.

9.50am – 10am – Main Chamber

Session 2: Encouraging Progression from First Access

Charly Richardson talks briefly on taking things forward from First Access.

10am – 10.30am – Main Chamber

Session 3: How Teaching and Learning Transfers to What Comes Next

Trinity College looks at what tutors and teachers can do to support whole class learners in the next stage of their journey, whether this is for small groups, individual lessons or other musical opportunities.

“How can I support students' progression in their musical learning after their First Access sessions”

10.30am – 12pm – Main Chamber

Session 4: Effective Teaching and Learning Strategies

Pulling together the learning journey of the last few days, Trinity College leads a discussion on a reflective look at teaching and learning best practice, finding common threads which cross music education delivery more broadly. This session will also link into the new *Effective Teaching and Learning Framework* developed by Trinity College London, Canterbury Christchurch University, and Essex, Southend and Thurrock Hubs. It concludes with a plenary discussion summing up the week and discussions about completion of portfolios.

“What areas of effective teaching do I need to develop in order to support my student's musical learning?”

LUNCH BREAK 12.30PM – 1.30PM

1.30pm – 4pm – Main Chamber

Final session: Course Conclusion

A conclusive session to collate and discuss this week's experiences, learning processes and presented material. This also gives all attendees the chance to reflect on their own practise and to produce the written, audio or filmed responses required for the portfolio.