



Herefordshire School Music Conference 2022

Workshop Information For Delegates



Keynote Address

Onwards and Upwards!

(Sue Nicholls)

Workshop 1

Sing, move, play: Musical connections in the early years

(Wendy Wilson-Goddard, EYFS)

Research shows that regular child and adult led musical activity in the early years supports the development of language and communication, physical development, personal, social and emotional development and provides opportunities to examine and explore the world around us and develop maths and literacy skills. Although music is mentioned briefly in the expressive arts and design area of the early years framework, it can also be an incredibly valuable tool for delivering both prime and specific areas of learning and development. There is also, of course, the case for including music in our curriculum for music's sake. It brings people joy and comfort, it can soothe us, energise us, make us laugh and give us a sense of wellbeing. Music communicates and brings us together in a shared enjoyment and helps us forge relationships.

Join me for a fun, practical music making session exploring how musical activities can support and enhance all the areas of the EYFS framework.

Workshop 2

Sound Healing in Schools: a guide to using percussion instruments and the voice to increase wellbeing and positivity for pupils and teachers

(Helen Wilding, KS1 and KS2)

This interactive workshop begins with a brief overview of what sound healing is and how it can benefit both children and teachers; this will be followed by a mini sound bath to relax and reenergize you!

A variety of sound healing instruments (e.g. singing bowls, chimes, drums) and school percussion instruments will be available for you to explore sounds first hand, noticing the effects vibrations have on the body and mind. You will be invited to experiment with vocal sounds, using techniques such as humming and vowel sounds, noticing how the sounds resonate and how these vibrations can help to reduce anxiety and increase focus and productivity. You will also be given access to some simple online resources to help you support sound healing in your classroom, and there will be plenty of time to share your experiences and ideas of using sound in the classroom.

Note: You may want to bring a mat to lie on, a cushion and blanket for your comfort to fully experience the effects of the sound bath.

Workshop 3

Unpacking Progression in Singing – KS 1

(Ula Weber, KS1)

Suitable for any level of experience, delegates will unpack what progression in singing might sound like at KS1 and how to encourage children to sing with 'increasing accuracy, fluency, control and expression'. Plenty of practical tips and suggestions for engaging repertoire will be shared. We'll refer to the Model Music Curriculum along the way.

Workshop 4

Developing the music leadership role

(Sue Nicholls, KS1 & KS2)

This is a session for the primary music specialist, in which we will re-examine and refresh the role, and focus on current issues. Among the many possible topics, we shall explore strategies for supporting generalist colleagues, look at ways of expanding the musical life of your school and carry out a scrutiny of the Model Music Curriculum.

Workshop 5

Teaching Composing Creatively for GCSE

(Mark Aitchison, KS4)

In this workshop, we will identify the challenges presented in progression from KS3 to KS4. The session will explore how the use of Vocational Music Qualification pedagogy and assessment criteria can be applied to GCSE teaching to improve student learning and attainment, especially in relation to teaching melodic composition with a more 'traditional' focus.

Workshop 6

Introducing part-singing to your class/school choir

(Ula Weber, KS2 & KS3)

Using rounds and simple part songs as a starting point, this interactive workshop will introduce techniques for teaching singing in parts. Learn a range of repertoire that explores part-singing, vocal improvisation and singing in rounds.

Workshop 7

Teaching the Model Music Curriculum through Charanga's 'Model Scheme'

(Timothy Bond, KS1 & KS2)

This interactive workshop will explore the new resources within Charanga's Model Scheme that are available to support music in your school. We will explore the songs, listening activities, skills-based units of work, assessment materials, support for composing & performance and consider links to the Model Music Curriculum.

Please bring a non-tuned percussion instrument with you to the session, and a small glockenspiel if you have one (but not essential!). Some instruments will be provided. This session is relevant for both non-music specialists and music specialists.

Workshop 8

Battle Of The Bands

(Anna Martin, KS1)

Anna will lead delegates in an exploration of the Model Music Curriculum's recommendations for composition. There will be an emphasis on using instruments and body percussion to help children develop their understanding of and creative engagement with pulse, rhythm, and notation, all leading towards a performance aka Battle of the Bands!

Workshop 9

Music to enrich primary themes and topics

(Sue Nicholls, KS2)

In this workshop, we will work through material designed to enhance and complement the familiar classroom topic themes followed in most primary schools. The activities will be age-appropriate, reflect the music curriculum and demonstrate a joined-up approach to cross-curricular delivery. We will sing and play and achieve some imaginative and creative outcomes!

Workshop 10

Engaging students from 'non-traditional' music backgrounds

(Mark Aitchison, KS4)

In this session, Mark will explore pedagogy and musical activities that facilitate access to GCSE Music for all students. Having taught in schools without access to individual instrumental lessons, Mark will invite colleagues to consider strategies that deliver successful outcomes at GCSE for students, including those from 'non-traditional' musical backgrounds. The session will be practical, empowering colleagues to go back to the classroom feeling refreshed and invigorated with engaging and practical activities that you can use the following day!

Workshop 11

Unpacking Progression in Singing KS 2

(Ula Weber, KS2)

Suitable for any level of experience, delegates will unpack what progression in singing might sound like from Year 3 to Year 6 and how to encourage children to sing with 'increasing accuracy, fluency, control and expression'. Plenty of practical tips and suggestions for engaging repertoire will be shared. We'll refer to the Model Music Curriculum along the way.

Workshop 12

Using Garage Band to support music across the curriculum

(Mark Sanderson, KS 2 & KS3)

GarageBand is a popular iPad app, but one that often scares teachers at first sight. This workshop will look at how it can be used effectively, and simply, with a whole class or group of children both for performance and for simple composition. We'll consider good educational use for lessons and how it could be used across the curriculum. We'll be focusing entirely on the iPad (or iPhone) version of Garage Band in this workshop but if you have Mac computers the ideas could easily be extended to the app's big brother on a computer. KS2 & 3

Workshop 13

To Infinity And Beyond!

(Anna Martin, KS1)

In this session, Anna will delve into the Model Music Curriculum's recommendations for listening as a starting point to support delegates in building a programme of 'critical' listening activities. Delegates will also explore the use of graphic scores and movement as a means to create engaging extension activities.

Workshop 14

Composing for the Terrified

(Sue Nicholls, KS2)

A very practical workshop for generalist teachers, in which we will explore a range of accessible and 'non-terrifying' activities to support composition at KS1 and 2, using tuned and untuned percussion and unconventional sound-makers. Music specialists would be very welcome, because, hopefully, the material would be appropriate to share with less confident colleagues in your schools

Workshop 15

Class ensembles at KS3

(Mark Aitchison, KS3)

In this session delegates will explore and dissect the Model Music Curriculum at KS3. We will analyse it and use it as a benchmark that allows us to reflect on where we are. Is the document outrageously out of touch or does it clarify what we want our students to be able to achieve, particularly in relation to class ensembles. Please come ready to share how class ensemble provision is delivered in your school.

Keynote Speaker

Sue Nicholls



Following a successful career as a primary music specialist, Sue Nicholls became an Advanced Skills Teacher, a post which allowed her to follow her particular passion within music education: the support of the generalist teacher.

Her books to date: **Bobby Shaftoe Clap Your hands, The Handy Band, Pat-a-Cake, Make and Shake** and, this year, the third edition of **Music Express Early Years (Delivering the EYFS through Music)**, published by Collins, demonstrate an accessible and practical approach to delivering EYFS and primary music curricula. She has composed and contributed songs to many other collections, including **Singing Sherlock 1, 2 & 3** and **Voiceworks at Christmas**. Sue's song collection: **Voicelinks**

published by Oxford University Press, forms part of the acclaimed 'Voiceworks' series, with differentiated and progressive material that bridges three adjacent age groups: EYFS, Y1 and Y2.

Sue currently works as a freelance music education consultant delivering training, conference workshops and CPD nationwide, including seminars at the Music and Drama Expo: she also leads the 'fast-track' Trinity 'Certificate for Music Educators' programme for the City of Peterborough Music Hub. As part of her commitment to supporting music education for trainee teachers, Sue lectures at the University of Leicester, delivering music modules to PGCE and 'School Direct' students.

Workshop Leaders

Ula Weber



A former “Outstanding” (Ofsted 2004) primary school teacher, Ula is a leading conductor, teacher trainer and workshop leader, whose work has taken her around the UK and as far afield as France, Hong Kong, Uganda, Ukraine, Thailand, China and New Zealand.

Ula is an expert in developing choral and classroom singing and has delivered singing strategies for Sandwell and Dudley Music Hubs. She has had a number of songs and arrangements published and is the co-founder of music education organisation Vocal.Point. Ula sings with the renowned choir Ex Cathedra and is one of their lead education vocal tutors. She co-created Ex Cathedra Education’s internationally acclaimed and award-winning *Singing Playgrounds* project.

A trained choral conductor, Ula currently conducts CBSO SO Vocal (a 200-strong community choir run by the City of Birmingham Symphony Orchestra), the HSBC UK Choir and, until recently the Birmingham City Council Choir (as featured in the 2013 BBC2 programme ‘The Choir’, with Gareth Malone). She is the founder and Musical Director of *Echo Doliny* (The National Polish folk choir) and the National Teachers’ Choir. Most recently Ula has been appointed conductor of the CBSO Children’s Chorus.

As Head of Events for the National Choral Organisation, Sing for Pleasure (SfP), Ula organises conducting and singing courses across the UK and abroad. She regularly tutors on SfP conductor training courses and is Course Director for their annual Summer School.

Ula guest conducts at national and international events and is regularly invited to lead Big Sings and other singing, training, and corporate workshops for choirs and organisations including ABCD, BBC, G4S, Glyndebourne, Jersey Music Service, NYCOS, Music Mark, Sing Up, Sistema Scotland, the UK Choir Festival and numerous Music Hubs across the UK.

Mark Aitchison

Mark Aitchison is currently Head of Music at Droitwich Spa High School, Worcestershire; and has recently been appointed Lecturer in Music Education at the University of Reading with responsibility for the PGCE Secondary Music Course. Mark has just begun his 21st year as a music educator, having taught in a variety of establishments from inner city to rural schools, independent prep schools and as a peripatetic music teacher. Throughout his career Mark has re-invigorated music departments with numbers of students accessing GCSE or Vocational Music Qualifications increasing, leading to the introduction of Music at KS5. Mark’s passion is ensuring music education is accessible to all from Early Years stages (aged 4) to Post-16 Education pathways, regardless of external opportunities.

Anna Martin



Anna has been working as a freelance music leader in early years settings and primary schools across Worcestershire and Birmingham for over 20 years, as well as delivering workshops and CPD training for non-music specialists. She firmly believes that engaging musically with children at all ages and stages and encouraging them to be creative with their music making, supports and enhances their overall development.

Mark Sanderson



Mark has been working for many years as a consultant in Herefordshire primary schools, championing the cause of all things relating to computing in learning and teaching. He is a well-known and respected face in Herefordshire schools. Mark has a passion for introducing new ways of doing old things and using technology to motivate children to learn. He has spent his entire professional career in primary education (and most of his life as a musician beyond work).

A large portion of his time spent working with schools of late has been around the implementation of tablet technology into the classroom. The workshops that Mark is offering today are all based around techniques that work in primary schools but many of them will easily be extended in KS3 and even KS4.

Helen Wilding



Helen, a qualified primary school teacher with a diploma in violin teaching and Grade 8 piano, has worked in schools for over 30 years in the UK and North America as a KS1 classroom teacher, supply teacher up to Year 8, head of lower school music, peripatetic violin and piano teacher and curriculum music teacher. She has invaluable experience in working with children and adults with special educational needs, delivering music in the special educational needs setting. Helen was also Music Coordinator for Powys County Council, assisting in the delivery of the Council's Music Strategy for

Children and Young People and working closely with schools and music organisations throughout Wales to enhance music provision in the County.

Helen is also a qualified sound healing practitioner (Sound Healing Academy International), holding sound baths, drum circles and individual Sound Healing treatments in and around her hometown of Bromyard. Helen also teaches violin, piano and viola privately, delivers curriculum music in a local Bromyard school, bringing sound healing into the classrooms in the form of 'Mindful Musical Moments'. She holds musical mornings at a local care home for adults with special educational needs and disabilities-you will often hear her around Bromyard, strumming on a ukulele and singing Rockin' Robin joyfully at the top of her voice! Helen plays violin in a variety of musical ensembles including Ceilidh bands, jazz groups, duos and in The Film Orchestra as a violist.

Wendy Wilson-Goddard



Wendy Wilson Goddard studied the flute at the University of Huddersfield and then the Royal College of Music. After working as a freelance performer and instrumental teacher she embarked on a PGCE teaching secondary music. She has many years teaching experience in both state and independent primary and secondary schools and her real passion is early year's music.

Wendy has developed a teaching style which aims to support and enhance the early years learning goals as well as developing musical skills. Her aim is to ensure that lessons are fun, practical and inclusive. Wendy also holds a postgraduate certificate in SEN (Dyspraxia) from the University of South Wales and was a volunteer for the Dyspraxia Foundation.

Timothy Bond

Tim is a primary school class teacher and senior leader in Birmingham with a wide variety of experience working in inner city and shire schools with a focus on music education and school leadership. Tim has been part of assessment and test design on national levels of the English Curriculum at both KS1 and KS2 and is also an appointed governor within a large Diocesan Multi Academy Trust.

Tim's musical background is as a choral singer, specialising in Church music. Tim studied for a BA in Primary Education in Music (Voice and Piano) and Post Graduate Certificate in Secondary Music Education.



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