

Available for September 2018 onwards



Dear primary school headteacher,

Transform your curriculum music and make music more inclusive with our INTRODUCTION TO MUSIC WITH IPADS

a 10- 20- or 30- week programme of whole class music technology plus teacher CPD



"It achieved all we wanted it to: understanding of musical concepts as well as composition - often the hardest thing to deliver. We have a few pupils that have behavioural issues, ADHD, family members with mental health problems - they find concentration and engagement hard, but were engaged completely. I think it has changed their perception of themselves, how they feel about music and what they can achieve."

Diane Bainbridge, Headteacher, Whiteshill Primary, nr Stroud

Watch the video and find out more:

www.themusicworks.org.uk/whole-class

Learning an instrument is a fantastic experience with a wealth of personal, social and educational benefits. But there can be barriers to young people finding the right instrument or being able to afford lessons.

Our programme is inclusive, pupil-centred, and fun. Even those who struggle most with learning discover new interests, talents and motivation – and often, so do teachers!

It will also help you to meet the government's requirement (in the National Plan for Music Education) that *'every child should have the chance to learn to play a musical instrument for at least a term and ideally a year'*.

If you'd like to be one of the schools to receive a programme at a subsidised rate, then visit the website (schools section, whole class music technology page), download a booking form and email to: bblowers@themusicworks.org.uk

Best wishes,
Anita Holford,
Operations Manager/
Communications, The Music Works

This programme also includes
FREE CPD support sessions – see
the enquiry form for more details.

- * Uses iPads, keyboards, music apps and vocals to compose and record music
- * Improves teachers' confidence and understanding of music
 - * Covers composing, performing, listening and critical engagement
 - * All equipment provided plus pupil progress logs and signposting to further tools and resources, PLUS teacher CPD sessions and a video series to help teachers continue

**Heavily subsidised by the Hub: just
£399 per 10-week block
(subsidy of around 65%)**

"Quite simply, using music technology more frequently and more effectively to create, perform, record, appraise and improve pupils' work is central to improving inclusion and the quality of assessment of music in schools."
Ofsted - Wider still, and wider, Quality and inequality in music education, 2012

MakeMUSIC
gloucestershire

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ARTS COUNCIL
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Transforming lives through music.

Gloucestershire Music Makers trading as The Music Works. Registered office: Box Hedge Cottage, Horsley, GL6 0PP.
Registered in England & Wales with company registration number: 5195345. Registered charity number: 1106979.

info@themusicworks.org.uk
www.themusicworks.org.uk

KS2 Music technology whole class: sample 10-week programme

Learning objectives and content



Programmes may vary/are adapted according to the needs and abilities of learners.

Session One: pair work, group call and response and guessing game

- Introduction to GarageBand, how to create a new project and name it
- Trigger notes and chords within Smart Instruments using the keyboard, recording Smart Instruments
- Working in a group, musicianship
- Familiarisation with chords, instruments and notes

Session Two: pair work, play along, group discussion

- Spot rhythm and tempo changes using a metronome, understand rhythm and tempo
- Find and use Smart Drums
- Build chord progressions to structured drum loops
- Differences between major and minor chords and effect on listener

Session Three: pair work, show and tell

- Use Smart Drums to create a backing beat
- Create a four-part chord progression/arrangement using all Smart Instruments (Guitar, Keyboard, Bass, Drums)
- How to compose and arrange a piece of music

Session Four: pair work, group work

- Connect keyboard to iPad and composing music using Keyboard – chords, chord progression, ostinato, timing
- Play three chords in a rhythm
- Creating original melodies
- Playing in an ensemble and collaborating as musicians

Session Five: pair work, show and tell

- Understanding sampling and how to sample – recording classroom sounds using MadPad
- Record sounds using different classroom sounds and vocals
- Make a loop in rhythm using vocals
- Composing, collaborating

Session Six and Seven: pair work, show and tell

- Why and how to use Apple audio loops to make an 8-bar arrangement
- Track overlay using triggered Virtual Instruments and Apple loops
- Arrange into a structured 16-bar loop (intro, verse, chorus)
- Editing using cut, copy, and paste

Session Eight: pair work, discussion and listening

- Using audio effects – echo, reverb, volume, panning (dynamics)
- Further understanding of how to arrange songs – listening to songs, recognising what is happening, how to apply that to own music

Session Nine: pair work, recording

- Consolidating skills acquired so far – composing a song using composition and arrangement, audio loops or samples, editing using cut, copy and paste, collaboration, chord progressions and melody, rhythm and timing, audio effects

Session Ten: large group work, recording, show and tell

- How to play in an ensemble – using Jam Session in GarageBand
- Perform and create music on the iPad independently and with other people
- Practicing listening and giving feedback

The Music Works is a key partner in Make Music Gloucestershire, the county's music education hub.

Our mission is to transform lives through creative music-making. We want to make sure that everyone who wants to, regardless of their background or situation, has the chance to reach their potential through music.

Transforming lives through music.

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How I use music technology in my classroom

First published on the Music Mark website <http://www.musicmark.org.uk/>

The Ofsted report "Music in Schools: wider still and wider" recommends encouraging teachers to use music technology in their lessons to improve the quality of assessment of music in schools. Jackie Schneider, a primary school teacher in Merton, shares how music technology helps her in the classroom.

Author Douglas Adams famously defined technology as "the stuff that doesn't work yet". Many of us know exactly what he means as we recall technology fails in the classroom that led to wasted time or toe curling embarrassment. But we shouldn't let this put us off. Technology has made great strides forward and what would have been beyond classroom teachers 20 years ago is now readily and easily available to us today.

When you think about it, music and technology are closely linked. Throughout history musical instruments and musical performance have been influenced by the prevailing technology. But it isn't about using technology for the sake of it. Using technology effectively can dramatically help us improve the quality of the musical learning, provide opportunities for differentiation, give the most helpful feedback and assess learning.

It isn't about **what** technology we use but rather **why** we use technology. The starting point always has to be "how will this technology improve the teaching and learning musically?" Music has to be at the heart of school music lessons. Technology is simply a tool that can help ensure that high quality listening, composing and performing takes place. Here are four areas where using technology helps me in the music classroom:

1. To improve the quality of work

The most obvious and straightforward way to get started with music technology is to record something your class has been working on. This can be a real time saver. If you find yourself having to repeat instructions such as I "can't hear the words" or "you are rushing the chorus", simply record the children and then play it back to them. I find children spot the weaker areas much more quickly once they can listen to themselves. Not only will this lead to improvements, you will also be involving the children in appraising their performances and identifying areas for improvement. It doesn't matter how you do it - you can use a phone, a computer, a laptop etc. I personally use a smartphone, but you should use what works best for you. There can be a big mismatch between what children think they are doing and what they actually do! I had a class who were convinced they were keeping their instruments still but it wasn't until they heard a recording of their practice that they realised their careless handling was spoiling the performance.

2. To provide performance opportunities and get feedback

I use a blog to give my children a platform for their music making. It is a brilliant tool that allows me to showcase work from individuals as well as whole classes. It is easy to share with class teachers, the head, parents and the wider music education community. I find many generous musicians visit the blog to leave comments for the children which inspire and motivate them. Obviously there are e-safety issues which I raise directly with the children.

On all my school blogs there are clear rules for posting comments. I pre-moderate all comments which I can do quickly and easily from my phone. In addition to providing worldwide performance opportunities the blog allows me to deliver detailed differentiation. I can put up simple skills-based resources such as a recorder fingering chart and children who need extra practise can repeat the exercise as often as they like at home. At the other end of the scale I can put up links to harder pieces. I personally use Primary Blogger which is free and works brilliantly. Have a look at our blog to see how it works: <http://stteresasmusic.academyblogger.co.uk>

3. To get children to compose at a higher level than their current musical skills allow

I think that Garageband is so amazing that it alone justifies the cost of an iPad. Children as young as 7 can create backing tracks that can be used in singing assemblies. They can explore all the interrelated dimensions in a musically meaningful way. Garageband is also a fantastic tool for song writing. When you use iPads, it is important you have access to splitters, headphones and a speaker to get the most out of them. I can highly recommend two brilliant resources:

- Ben Sellers' "Teaching Music with iPads" which is a book that accompanies his excellent inset training. <http://www.mrandrewsonline.com/pages/teaching-music-with-garageband-for-ipads>
- "GarageBand for Schools", an e-book by Phil Heely and David Ashworth <https://itunes.apple.com/gb/book/garageband-for-schools/id969094325?mt=13>

4. Listen to the best in the music canon

One way of getting kids to listen actively to unfamiliar music is to challenge them to make a short film to accompany the music. It can be animation, stop-go, silent movie but whatever they choose the music dictates all the movement. I did this with a year 6 class who were given a choice of Chopin's Etudes to work on. The children had to listen obsessively in order to ensure their filming matched the music. We put the films on the blog so we could evaluate each other's works and suggest improvements. There are many brilliant apps on the iPad that will allow your classes to make excellent films.

And if you need help to persuade the senior management at your school that you need more budget to invest in technology, share with them the Ofsted report "Music in Schools : wider still and wider". Their key recommendation was to encourage teachers to use music technology in their lessons: "Quite simply, using music technology more frequently and more effectively to create, perform, record, appraise and improve pupils' work is central to improving inclusion and the quality of assessment of music in schools."

Jackie writes two blogs: Primary Music Matters for music teachers (primarymusicmatters.wordpress.com) and St Teresas's Music Matters, a school music blog (stteresasmusic.academyblogger.co.uk). Find her on twitter: @Jackieschneider