



# Discussion Paper Blueprint for Music in Schools?

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CACHE Level 3 NVQ

Supporting Teaching & Learning in Schools

Peripatetic Piano & Recorder Teacher since 2009

# Overview



- Aiming to extend access to Kodaly based Early Years Modules, further developing musical learning to complement Keyboard Studies Programme and/or other SofW's.
- Drawing on rich treasury of childhood music materials and resources, selected from a base of over ten years provision of lunch-time singing activities
  - Main focus of which was to lay down foundational skills for aspiring piano/recorder pupils within context of popular lunch-time club, encouraging a life-long love, understanding and appreciation of music.

# Progress to date



• “The Pandemic interrupted my own teaching flow, bringing to light other ways of working as an online Music Tutor.” *JJ*

- Already formulated imaginative repertoire list of songs and games.
- Mapped to Early Learning goals.
- Takes long-term view of musical educational requirements (ie prepares effectively for academic study of music, together with holistic view of learning an instrument).

# Musical Progression

- Students begin with a considered selection of songs and games, all of which will contribute to future learning.
- Follows natural developmental pathway making best use of range of introductory musical instruments – Percussion, Sound Blocks (Chime Bars), Xylophones, Glockenspiels.
- Singing continues, alongside optional addition of Melodion studies.



# Capacity to extend further:

.Able to showcase model of affordable, high quality singing and instrumental tuition, including use of latest music software and technology.

- Assisting schools review their musical instrument inventories to identify assets, so that they can make any necessary expenditure from their budgets with confidence.
- Offering schools online “Twilight” sessions to support non-music specialists, contributing to their CPD.
- Also online music assemblies or other events available.

.Signposting for most suitable resources, materials and further training/knowledge base.

.This short blueprint is intended as a starting point for discussions. You are welcome to adapt any of the ideas for your own setting.

## About Julia ...

Julia's CACHE Level 3 NVQ in Supporting Teaching and Learning in Schools included **Leading extra-curricular activities**, and **Providing learning opportunities for colleagues**.

- She enjoyed successful teaching list in schools for many years (beginning with private tuition in 2007, and Peripatetic from 2009). Following a transition of music lessons to Skype during the Pandemic, she continues to offer online music tuition. This style of music instruction has proved to be highly valued by participating families.
  - **As a freelance practitioner, she extends her availability to any schools interested in observing, or procuring her methods:**
  - To facilitate change, and 'action plan', she draws on many elements from earlier in her career (NHS), when she was responsible for the computerisation and audit of medical records, including Post Graduate approved training sessions for GP's, Nurses and other Health Care Professionals
- With the advent of Music Exam Boards offering Remotely Assessed Performance Grades, using online teaching offers an affordable, convenient, desirable and up-to-date way to learn to play a musical instrument.