

MEHEM 'Road to Recovery' CPD Sessions for Music Teachers - Wednesday 30th June

4-4.20pm Intro session: Body percussion warm ups from around the world

Ollie Tunmer from Beat Goes On will take you on a whirlwind journey of fun, high energy body percussion warm-ups, based on rhythms from a variety of cultures. Ollie will take you on a whirlwind journey of fun, high energy body percussion warm-ups, based on rhythms from a variety of cultures. These new resources are the results of a recent ACE-funded project, involving collaborations with internationally renowned practitioners.

Ollie is the director of 'Beat Goes On', a percussion workshop company specialising in STOMP-style Body Percussion and Afro-Brazilian Percussion. They deliver workshops, long term projects and CPD sessions throughout the UK and internationally. Ollie is a former cast member of STOMP, a qualified music teacher and combines these to create experiences that both educate and entertain!



Ollie has recently developed Beat Goes On's online output, including workshops, PD sessions & masterclasses to thousands of students and educators across the globe. These sessions promote well-being alongside creativity. His body percussion tutorial 'Body Beats - an easy and fun guide to the art of Body Percussion', published through Hal Leonard, is available from www.beatgoeson.co.uk

4.25-5.25pm Choice of sessions as below:

How to be an anti-racist music educator – Sharon Jagdev Powell

1. Identity: Who are you?
2. Terminology (anti-racist, non-racist, privilege white supremacy, unconscious bias, micro-aggressions, decolonisation)
3. Connecting with your community
4. Youth voice
5. How to improve your practice, what next?

Sharon Jagdev Powell is a musician and educator currently working as the Deputy Head of Leicester-Shire Schools Music Service. She is an anti-racist who is passionate about working with young people to enable them to connect with music. She aims to amplify the voices of underrepresented groups celebrating creativity and diversity through performances, ensembles and networking groups that embrace the power of music. Sharon taught in inner-city Secondary Schools across London and Nottingham for over 20 years before she joined Leicester-Shire Schools Music Service in 2019.



Composing & Improvising in SEND Contexts – Ben Sellers

This session introduces fun and meaningful composition and improvisation activities for pupils with additional needs. Focussing on creative potential offers pupils control and agency over their learning and bypass many cognitive and physical barriers to engagement. We will explore methods suitable for all contexts, from PMLD to SEMH: lyric and melody writing, group improvisation, and composing for moving image. We will consider equipment and teaching resources available, and allow space for participants to share and develop their own ideas. The session is suitable for anyone working in SEND contexts

Ben is a workshop leader, trainer and writer, specialising in inclusive pedagogy. His work is focussed on improving access to high-quality creative music-making opportunities for disabled young people and those with additional learning needs. Like his workshop leader heroes, Ben sees the music workshop as a space for personal and social transformation, and was heavily influenced by the Rhythms of Resistance Samba movement. As a practitioner working in Special Education schools, he offers a hybrid model of delivery, offering in-class training for non-specialist classroom teachers, and follow-up



resources tailored to specific pupils and cohorts. As a trainer and mentor, he works with arts organisations and Music Education Hubs to embed inclusive practice throughout workforces, notably as the leader of the MEHEM Uprising! project and as an Associate Musician at Drake Music. He has written for Music Teacher and Sing Up! magazines, and his textbook 'Teaching Music with Garageband for iPad' is used by teachers on five continents.

Let's keep Early Years music fresh and vibrant! - Sue Nicholls

A workshop session offering updates on new published and 'freebie' resources plus an opportunity to engage in some 'live' Early Years' activities to take straight into your settings.

Sue Nicholls worked as a music subject leader in many EYFS and primary settings during her teaching career, achieving the status of an Advanced Skills Teacher - a role which allowed her to develop her particular passion: the support of generalist teachers. She has published several music resource books with Collins and contributed material to other books. Sue works nationwide as a music education consultant delivering workshops, seminars and CPD and leads music modules for PGCE teacher trainees. She also leads the 'Fast-Track' Trinity CME programme for the City of Peterborough centre.



Music technology in the primary classroom - Kelly-Jo Foster-Peters

Using mobile technologies in the primary classroom to foster creative/musical learning.

This interactive session will help give primary teachers confidence in using mobile technologies effectively to progress musical learning in classroom activities.

Attendees will:

- Consider the educational value of using mobile technologies in the classroom.
- Develop pedagogical approaches for incorporating music apps into musical activities.
- Take part in practical music activities, engaging with music both independently and in a community of learners.
- Consider the role of music technology in supporting inclusivity, especially regarding children with additional support needs (ASN/SEND).



Kelly-Jo has incorporated iPads into the SEND classroom environment for the past 9 years, culminating in an iPad performance at the Music for Youth Proms at the Royal Albert Hall. In the role of music education consultant, she has delivered music technology training at music education hub conferences including the Solent music hubs conference, NYMAZ (North Yorkshire) and SoundCity (Brighton and Hove). Additionally, Kelly-Jo has led sessions on iPad music for teacher CPD workshops, including on the Teach Direct course.

Positive Inclusive Music in a Primary Setting - Claire Cheetham

'Positive Inclusive Music in a Primary Setting' aims to give teachers the tools to ensure an inclusive lesson for all. The session will include practical ideas to enable all children to gain positive musical experiences and achieve to the best of their ability particularly in light of the pandemic and the amount of time spent out of routine. There will be overviews of Autism, PDA, ODD and ADHD to aim to ensure an understanding of why these children may display unwanted behaviours plus practical and fun strategies and ideas to reduce negative behaviours which can impact the Music lesson.

Claire is currently Music lead at Warren Wood Specialist Academy in Gainsborough where she is also a sensory base class teacher, teaching children with profound and multiple learning disabilities. Educated in Lincolnshire, she attended a school



with a high focus on Music, developing instrumental skills and singing, which paved the way for her to inspire children as she was inspired.

Over the last 29 years Claire has been Music lead in a variety of settings, initially in Lincolnshire then in West London to work in a school with a high level of children struggling with behaviour followed by an all-boys preparatory school with very high achieving children. Returning back to Lincolnshire she joined Lincolnshire Music Service leading me to Warren Wood Specialist Academy where staff enable children to participate and thrive in the Arts to the best of their ability through a combined Music therapy and curriculum approach.

Musical Theatre as a Vehicle for Learning – Jonathan Francis

This session will explore how musical theatre can be used as a catalyst to develop students' engagement and understanding of music, and how we as teachers can use musical theatre repertoire to open doorways to more complex musical development. As we seek to re-inspire our students after a year of disruption and online learning, this session will demonstrate how musical theatre can help to ignite a passion for music-making, build self-confidence. and develop musicianship within an artform that is accessible to students of all abilities and backgrounds.

Jonathan trained at Rose Bruford College of Theatre and Performance. He has over twenty years' experience as a musical director, choral trainer and teacher, working with all ages and abilities, musically directing over 100 musicals as well as conducting opera and works for choir and orchestra. He is Artistic Director of Chesterfield Studios, a Delivery Partner of the Derbyshire Music Hub, which has a membership of over 150 adults and young people who attend weekly out of school classes in musical theatre, dance, drama and singing. Chesterfield Studios was established in 2009 and has produced in the region of 70 productions with adults and young people. Jonathan has worked closely with the Derbyshire Music Hub to develop workshops for schools aimed at engaging students with musical theatre.



Beatboxing Basics – Shay Sharma

The instrument on your face! Learn the foundations of beatbox including kick, snare and hi-hat sounds, exciting drum rhythms and breathing techniques. Popularly known as Mr Shay, Akshay Sharma is a poet, producer and loop pedal artist from Leicester, who fell into the music scene after he was noticed creating live beats on a small stage using his mouth as his instrument. Mr Shay produces his own music; ranging from UK Hip Hop to Trap by fusing beatbox and freestyle rap/poetry, and often touches on topics relating to young people and the community.



He has performed at various festivals and shows around the UK and regularly hosts local music events. Through his social enterprise, The Underground Creatives, Shay offers a distinct and uplifting sound for community music projects to engage teenagers and young adults facing various social barriers.

Why Classroom Music? Discovering the purpose of music in schools – Simon Toyne

"We need to decide what classroom music actually is, and then its purpose may become clearer."(Professor Martin Fautley, Westminster Education Forum, October 2019)

Music in schools is an unusual subject, because it means different things to different people, and music in schools not only looks very different between different countries of the world, but in this country between the state and independent sectors, and even between individual schools. The recent publication of the Model Music Curriculum has prompted vibrant debate



about the nature and content of classroom music and also about the role the music plays in school life. Yet, sadly, a lack of consensus on its purpose has created a disconcerting arbitrariness in terms of what music education pupils receive in school.

This session will seek to clarify the purpose of classroom music, to expand upon the relationship between the classroom, extra-curricular music and instrumental tuition, to consider what might be meant by musical knowledge and to offer a response to Martin Fautley's thought-provoking challenge.

Simon Toyne received his musical training as a chorister in Exeter Cathedral Choir, a music scholar at Eton College, and as Organ Scholar of University College, Oxford. For 24 years, he was Director of Tiffin Boys' Choir. As Director of Music at All Saints' Church, Kingston, a post he held consecutively with that of Assistant Head & Director of Music at Tiffin School, the choir broadcast on BBC1, Radio 4 and World Service Radio, and over 20 choristers gained choral scholarships to Oxford and Cambridge. Since 2015, he has been Executive Director of Music of the David Ross Education Trust, where he is responsible for the development of a music programme for over 13,000 children across 34 state schools in the East Midlands. He conducts the Chapel Choir of Malcolm Arnold Academy and the DRET Youth Choir, and has developed the award-winning 'Singing Schools' programme. He is a member of the Government's Expert Panel for developing a model music curriculum, and is the current President of the Music Teachers Association. He is a Director of the Rodolfus Foundation Choral Courses.

Body Percussion with Literacy - Ollie Tunmer (Beat Goes On)

This session is based on our collaborations with Pie Corbett of Talk4Writing. We take sentences from pupils' creative writing or books they are reading and explore their rhythmic potential when spoken out loud. We then use this as a stimulus for body percussion composition. This approach combines music and literacy in a fun, creative and highly interactive way.



Understanding the Model Music Curriculum at Primary Level - Hannah Wallis-Windle

Released by the DfE in March 2021, the Model Music Curriculum is guidance to support the music national curriculum for KS1 - KS3. In this interactive session we will be delving into the KS1 and KS2 guidance, exploring how it can be positively used by music teachers and leaders in order to support the development of music in Primary school settings. Those attending the session will have a summary of the guidance, ideas on how to use the MMC and opportunities to discuss the potential use and impact of the MMC within individual schools.



Hannah Wallis-Windle is currently the Director of Music and Music SLE at The Minster School in Southwell, a state cathedral school and the professional development partner of Inspire Music Hub. The Minster School has a large and thriving music department with a strong tradition and reputation for music in the county. Over the past 10 years Hannah has led high-profile music departments in Cheshire and Nottinghamshire, working with colleagues to deliver music and cultural education CPD for primary and secondary educators in both regions. As well as leading regular workshops and CPD events, this work has included co-founding the Nottinghamshire Mus:Ed conference; working as Cultural Partnership Lead in a DfE project and delivering keynote addresses on music, creative and cultural education for Manchester Museum and Curious Minds. Following her Music degree at the University of Manchester, Hannah studied on the Specialist Strings PGCE at the Royal Northern College of Music/MMU and has since taught music across all key stages in both the state and independent sectors.

5.30-6pm Closing session - singing session followed by closing remarks.

End the 2-day virtual CPD on a high by joining award-winning tenor, choral director and vocal coach Charles MacDougall for an interactive, energising and joyful singing session. Expect to flex your musicianship, move your body, get your air flowing, connect to your voice, learn a song, and take away plenty of ideas for working with your own classes and choirs. All in just 20 minutes!

Charles MacDougall is an award-winning tenor, vocal coach and choral director known equally for his voice and his transformative work with choirs and singers. Formerly a member of internationally-acclaimed vocal ensemble VOCES8 (2005-12), he currently sings for a number of other ensembles, including the Gabrieli Consort, London Early Opera and London Voices, as well as undertaking solo engagements internationally. An accomplished choral conductor and vocal coach, he is the Choral Director of The Voices Foundation, Vocal Ensembles Coach and Tutor in Vocal Studies at Trinity Laban Conservatoire of Music and Dance (Junior), is Chorus Master for Gabrieli ROAR, directs two choirs in London, and is an Ambassador for the Britten-Pears Arts Friday Afternoons project. In 2018 he was part of the team that received the Music Teacher Award for Excellence in Primary/Early Years 2018 (for creation and delivery of the VF/DRET Singing Schools pilot programme) and in 2020, he helped devise and deliver the VF Virtual Sing for children on lockdown, as well as creating the VF Choral Essentials online training course to support the development of school singing leaders.

