

CASE STUDY SAMPLER

Teachers enrolled in Teach Through Music (TTM) have been asked to take ideas, experiences and learning from the programme – and beyond – into the classroom: to do something different and reflect on the outcomes.

You can read a short summary of some of the projects undertaken here.

A selection of full Case Studies will be available from October 2015



SINGING

Broken to Unbroken, Ben Reeve, Mulberry School for Girls, Tower Hamlets

Ben's project set out to explore how, as a male teacher, he could engage young women in high quality singing. Ben joined a choir himself (outside of school) to improve his vocal confidence and included lots of singing in his Y7 and Y8 classes, using vocal warm ups and incorporating singing into existing units. He saw the behaviour, confidence and enthusiasm of his pupils improve as they became more used to him singing with them.

“My pupils sang to Michelle Obama when she visited in June and delivered a confident performance that was captured on the news” –

Ben Reeve

Colleagues at Ben's school have noted that the standard of singing has improved considerably. The school are looking to create a vocal unit of work for KS3 next year, and increase extra-curricular singing.

Developing Singing at Key Stage 3, Rachael Adediran, Skinners Academy, Islington

After attending the Voice Works TTM Short Course led by Jane Wheeler, Rachael has introduced Singing Assemblies at her school, inspired by her TTM Fellow, Amy Haynes (Lister Community School). She followed lots of Jane's advice – such as teaching rhythms and actions before pitch – and organised a performance at Hackney Festival as a focus. She drew on peer observations, including a visit from Amy, to gain constructive feedback.

WHOLE CLASS ENSEMBLES

Band on the Run, Katie Stanton, Coopers School, Bromley

Katie was finding it difficult to sustain interest and engagement in music amongst Y7 pupils as music lessons took place for only half of each term. Only 2 of 120 students were having peripatetic music lessons. She has introduced a classroom ensemble programme based on the American Band model, in partnership with her local music hub. Pupils really enjoyed learning new instruments and 97% said the programme was good or excellent.



“My confidence when teaching singing has improved dramatically and the music I have delivered has been much more appropriate and successful” – Rachael Adediran

ASSESSMENT & TRACKING PROGRESS

Using technology to monitor and track student progress at KS3 and developing ‘out of hours learning’ to support musical development in class, Peter Romhany, Morpeth School, Tower Hamlets

Peter set out to embrace the idea of ‘assessment for learning’, enhancing pupil progress through a tracking system using technology. He combined iDoceo, Youtube / Youtube Capture and Googlesites to create a package that integrates video, planning and tracking and gave pupils opportunities to listen back to their class work during the week. Although it took time to set up, the system has saved Peter time in the long run, and allows for more music

making time in class.

“A number of students were talking about their work as they entered the room. The answers they gave in their reflections were much more detailed, they appeared to be more focused and understood what they needed to do to improve.” – Peter Romhany

COMPOSITION

Offering pupils a composition toolkit, Katie Tomczynska, Thomas Tallis School, Greenwich

Katie undertook her action research project as part of the Listen Imagine Compose TTM Short Course. Her aim was to improve confidence in composing, improvising and taking risks at Key Stage 3 in order to improve preparedness of pupils to approach composition tasks for GCSE Music. Alongside experimenting with free improvisation tasks and developing new resources, Katie explored perceptions of composition amongst young people and the extent to which they could identify, personally, with the role of ‘composer’.

“If I provide year 8 students with a specific composition toolkit, will this enable students to play with possibilities and tolerate uncertainty whilst developing their own compositional voice?” – Katie Tomczynska

Overcoming lack of confidence in composing, Frances Robertson, Conisborough College, Lewisham

Fran’s project also explored issues of identity and ownership in composing by pupils, exploring ways in to composition through improvisation and group creative projects. Fran allowed herself to plan less and focus on pupil choice, ownership and freedom. She has decided, as a result, to further develop her use of technology to record pupil progress.