teach through music

Final Conference Pledges – How Will You Make KS3 Music More Musical in 2015-16?

Name	Job Title	School/Organisation	Pledge
Audriee Ennin-Mensah	Head of Music	Overton Grange School	Plan lessons and curriculum to make it as practical and experimental as possible.
Katie Stanton	Director of Performing Arts	Coopers School	Include more singing and student self-directed learning in class.
Ben Reeve	Music Teacher	Mulberry School for Girls	I can't wait to do some whole-class improvising ☺ and sing, sing, SING!
Sarah French	Head of Music	Stationers' Crown Woods Academy	Use recordings, video and audio to evidence progress to both SLT and pupils.
Ruth Lowe	Director of Music	Trinity, Lewisham	Focusing more on the process, not just the end product.
Selena Kong	Clore Fellow 2014-2015 AHRC Research Fellow	IOE, University of London	I will identify primary school head music teachers to share best practices and talk about what they need when I go back to Hong Kong.
Leonora Davies	Freelance Music Educator	Consultant	Encourage KS3 teachers to recognise what happens in KS2 – cross phase collaboration as well as networking within KS3.
Peter Romhany	Music Teacher	Morpeth School	More vocal starting points.
Dan Daly	Music Teacher	Parliament Hill School	Using my LIC experience to create a new KS3 composition project. Observing music teachers at other local schools to share best practice.

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Jenny Beer	Producer	Drum Works (Barbican)	Work towards developing our CPD programme in response to the ideas shared today, including enabling networking across borough boundaries and devising the programme with a more long-term view, i.e. not delivering one-off sessions.
Judith Robinson	Creative Project Leader	Sound and Music	Keep developing Listen Imagine Compose. Think about how we can extend and/or influence creative music at KS2.
Kate Tidball		Previously The Grey Coat Hospital School	Try to be less scared to allow students to be freer in their compositions. Allow them to take risks and don't worry about the end result.
Keith Evans	Senior Lecturer in Music Education	University of Greenwich	1. Ensure that trainee teachers only train in schools where I am confident that music lessons are a truly musical experience. 2. Do whatever I can to signpost to qualified practising teachers towards schools which exemplify best music education practice.
Jason Kubilius	Head of Music	George Greens School	Use the drum works approach to change a SOL for year 7s & learn a new instrument.
Katie Tomczynska	Secondary School Music Teacher	Thomas Tallis School	I am going to lead musical learning by modelling, rather than verbally explaining before a task. I am going to use 'circular singing' in the school choir.
Sarah Jones	Programme Manager (National Youth Folk Music ensemble)	English Folk Dance and Song Society	Although my programme won't take place in schools (yet!), I hope that I can make links with hubs and schools across the country to enable more teachers and students to discover folk music, and encourage young people to take part in the ensemble.
Mia Kikkawa			Circle of singing was really helpful in improvising, leadership, singing, etc. Will there be a collaborative workshop with dance and/or drama?

Ellie	Music Teacher	Royal Docks C. S. Newham	Performance opportunities. Take ss. out to see as much music as possible.
Greg Monk	Teacher of Music	Enfield Grammar School	Having just completed my PGCE I want to maintain and develop music as the dominant language of classroom. Widen participation and eradicate fear of 'being wrong'.
Fran Robertson	Music Teacher	Conisborough College	Continue to make assessment more musical, more whole-class playing and more opportunities to form outside the classroom and make musical links outside the classroom.
Rachel Elliot	Education Director	EFDSS	Enable more KS3 music teachers to use folk song, music and dance in the classroom.
Chris Philpott		University of Greenwich	Swanwick wrote 'To teach is to assess' but we can do neither unless we know what it is that we are teaching and assessing i.e. to understand the nature of musical knowledge. I will continue to strive to develop an epistemology for music and music education.
Peter Foster	Director of Music	Our Lady's Abingdon	Create more opportunities for creative/open-ended composing in my schemes of work and develop improvisation as a focus for assessment (mostly in year 8).
Alexandra Loewe	Freelance Music Workshopper	The Laurels School (secondary) & Oliver House (primary)	I will run a series of creative music workshops that are unassessed, unconstrained, fun and collaborative, to give everyone a chance to explore and engage in whichever way they want.