



# Inspire-works First Access Programmes & Arts Award Discover Adviser Training





## First Access Programmes Overview

Inspire-works' African drumming and Brazilian samba drumming First Access Programmes include Trinity College London's Music Tracks material.

Music Tracks is an initiative designed to support instrumental teachers in delivering First Access Programmes, and to help smooth the transition into small group instrumental teaching through brand new teaching resources and support, resources for learners, and exciting whole class and small group repertoire. Further information about Music Tracks and the progression routes for pupils is here:

**[www.trinitycollege.com/musictracks](http://www.trinitycollege.com/musictracks)**

The programmes and materials have been created in such a way that they also meet the criteria for the Arts Award Discover. This means that pupils who have completed their First Access Track Log Book are awarded a Music Tracks Arts Award Discover certificate. Further information is at [www.artsaward.org.uk](http://www.artsaward.org.uk)

All the percussion material for Trinity College London's Music Tracks has been devised and written by Inspire-works facilitators. Mike Simpson, Inspire-works Musical Director, is also the Senior Examiner for Music Tracks at Trinity College London.

### **Our African Drumming and Brazilian Samba Drumming First Access Programmes consist of the following:**

#### **Taught/administered by the facilitator:**

- Specially written pieces of music for whole-class teaching
- Musicianship Skills – Copyback and Improvisation
- Arts Award Discover sign-off

#### **Taught/administered by school class teacher (fortnightly programmes only):**

- Class Teacher Lesson Plans
- Class Teacher Support Site (contains *Class Teacher Lesson Plans, backing tracks & videos*)
- Pupil Assessment Forms

#### **Pupil guided-work:**

- Music Tracks First Access Track Pupil Log Book (*led by the Mike & Tom Videos*)
- Pupil VLE (Virtual Learning Environment) – contains information to help pupils complete their Log Books

Upon completion of the above, pupils will obtain their Arts Award Discover qualification.

***Please note: If a school has opted NOT to include the Arts Award, then the following will not be used:***

- ***Mike & Tom videos***
- ***Pupil guided work including Log Books***
- ***Some schools may not teach Class Teacher Lesson Plans either which is ok.***

#### **We lead several different First Access Programmes:**

- 1-term (10 x weekly facilitator visits)
- 1-term (5 x fortnightly facilitator visits)
- 2-terms (10 x fortnightly facilitator visits)
- 1/2 term (5 x weekly facilitator visits – no Arts Award)

Facilitators need to check they are following the correct First Access Programme for each school. All facilitators delivering First Access Programmes will need to be trained as Music Tracks Arts Award Advisors with Inspire-works Musical Director & Trinity College London.



## **Class Teacher Website**

Inspire-works' First Access Programme Class Teacher Website is found here:  
<http://www.inspire-works.co.uk/class-teacher-website/> (password: firstaccess)

It contains:

### **Overview**

**Arts Award Discover & Trinity Music Tracks**

**Recommended length of sessions and provision**

**Role of Class Teacher**

**Performance Options**

**Parent Guardian Letter**

**Pupil VLE Safeguarding Information**

**Pupil Assessment**

**Class Teacher Evaluation**

**Inspire-works Arts Award Discover Enrolment Form  
(complete at end of programme)**

**African Drumming Class Teacher Lesson Plans**

**Brazilian Samba Drumming Class Teacher Lesson Plans**

## **Pupil Virtual Learning Environment (VLE)**

Inspire-works' Pupil VLE is found here:  
<http://www.inspire-works.co.uk/pupil-vle/> (password: drums)

It contains:

**Important Stuff for Parents/Guardians**

**Pupil Log Book Videos**

**African Drumming Log Book Stuff**

**Brazilian Samba Drumming Log Book Stuff**

**Find Out About Your Facilitator!**

**Poem Stuff**



## Facilitator Website: Recommended Lesson Structure

First Access Programme lessons vary between 40 minutes to 1 hour as dictated by the school. The timings below are for a 1-hour lesson so you will need to truncate them if the lesson is shorter.

Unlike previous Inspire-works First Access/Wider Opportunities curriculums where the facilitator was expected to cover specific Learning Outcomes and Key Words in each lesson, we've changed the structure so the Learning Outcomes and Key Words are spread over several lessons and only change when a new piece of music is being taught. This ties in better with current teaching guidelines and will relieve some of the pressure from the Facilitator! Make sure you spread out these Learning Outcomes and Key Words and don't try to cram them all into the first lesson or leave them all until the last lesson!

The following structure should be used as a guide, being careful to always adhere to Inspire-works' 75% playing 25% instruction/talking guidelines:

### **Warm Up (max 5 minutes)**

### **Main Activity (max 50 minutes)**

- Learn piece

- Musicianship Skills

- Info Bank (interspersed throughout lesson – in a musical & practical manner where possible – avoid long speeches)

### **Summary (max 5 minutes)**

- Watch Mike & Tom Video clip (1-term weekly visits only)

- Check Pupil Log Books

- Test any new Key Words

## Role of Class Teacher

Although Inspire-works Administration would have already communicated this to the school, it is important that a culture and expectation is set by the facilitator in Week 1 that the class teacher participates in the sessions.

This is especially important for the 1-term fortnightly and 2-term fortnightly programmes as the class teacher will be required to lead some music activities, using the Class Teacher Lesson Plans, and based on what the facilitator has taught during the fortnightly lessons in-between the facilitator visits.

Of course, music based activities may be out of many class teacher's comfort zones and they may be reluctant to play a drum. In such cases please ask if they can simply support you throughout the lesson by assisting struggling pupils and backing up any of your necessary discipline issues.

Also, the class teacher will need to complete the Pupil Assessment Forms throughout the programme which will require them to be fully engaged in the lesson to make full assessments. They should not use this time to mark books – you may wish to gently remind them of this if necessary!

This is the usual First Access Programmes model used by Music Hubs and providers across the UK.

If you experience any problems with this, please contact Tom.



## Musicianship Skills

Copyback and improvisation are integral parts of pupil musical development at Key Stage 2. We have therefore included opportunities for pupils to develop both these skills throughout their First Access Programme.

The standard of difficulty has been carefully chosen to be appropriate for the expected ability of the age group and also a step down in difficulty from the Trinity College Music Tracks Initial Grade musicianship skills tests which form one of the progression routes for the pupils once they have completed their First Access Track with Inspire-works.

## Higher Ability Parts

The music difficulty in these lesson plans is aimed at Year 3 & Year 4.

If you are teaching Year 5 or Year 6 (or have particularly able classes) you should also teach the Higher Ability Parts within the Main Activity of each lesson.

## Info Bank

Throughout each lesson, use the Info Banks from Mike's Teach & Play African Drums or Teach & Play Samba books to inform the pupils of facts about the culture/music/instrument.

It is best to do this in a practical way whilst learning a new rhythm/instrument rather than long speeches.

Each Facilitator Lesson Plan details which Info Bank to use.

You can, of course, also add in any cultural/musical information you already know from your own experiences. However, please remember to keep it brief and always adhere to Inspire-works' 80% playing 20% instruction/talking guidelines.

## Performance Options

Please discuss with the main contact at the school (probably the Music Coordinator or Head of Year) during your penultimate lesson the performance options for the final week:

- 1 Each class receives a shorter lesson during the final week to enable time for one 25 minute performance using all classes at the end of the morning/afternoon to either parents or the rest of the school (each class should perform different pieces to make a varied performance).
- 2 The session times stay as normal & other classes/parents watch the end of the session (e.g. last 20 minutes). For this option, the facilitator will be leading several performances in one day (useful when there are several classes who have all learnt the same piece so the performance is fresh for each class & audience; several identical performances, using different classes and to different audiences)
- 3 More informal performance/sharing session – parents sit next to their child and take part as you run through all pieces.

Always include audience participation in performances (e.g. clapping, shouting, call & response etc).

## First Access Programme Facilitator Evaluation

All facilitators are required to complete a First Access Programme Facilitator Evaluation for every school they facilitate a First Access Programme. This helps provide essential data for Inspire-works to pass on to the Music Hubs for the Annual Arts Council Data Returns.



## Arts Award Discover Assessment Criteria

### **Art form knowledge and understanding**

**pass:** a basic understanding of a range of art forms.

Typically children and young people will:

- discover how a range of art forms connect with their own lives
- gain a basic understanding of artists and their work

### **Creativity**

**Pass:** show commitment in arts activities

Typically children and young people will:

- take part in a range of structured arts activities
- respond to the ideas of others and demonstrate enjoyment of the arts

### **Communication**

**pass:** a basic understanding of communication

Typically children and young people will:

- share information with others in any format
- undertake clearly defined tasks

The above assessment criteria is taken from the Arts Award Adviser Toolkit -Discover & Explore page 25.

*Pupils participating in an Arts Award Discover programme should spend approximately 20 hours engaged in the programme. This can include research & written work as well as practical music making. The Inspire-works First Access Programmes are made up of 10 hours of workshops with Inspire-works Facilitators and 10 hours of logbook/Pupil VLE based activities.*