



### ***An Introduction to the Art of Accompanying***

- participants identify the responsibilities of an accompanist and team up in pairs to have a go!
- students analyse their expectations of their own accompanist(s) and therefore acquire an awareness of the skills required.

### ***An Introduction to Jolly Music***

- designed for KS1 & KS2 specialist and non-specialists alike
- a multi-sensory, structured and progressive programme
- consists of sequenced, detailed lesson plans
- develops musical skills, knowledge and understanding using the child's own instruments of voice and body
- a joyful and rewarding way to teach music.

### ***An Introduction to Learning an Instrument***

- designed for KS1 using singing and rhythm games
- Ellie and Henrie introduce the children to upper strings, the flute and the recorder!

### ***An Introduction to the Recorder***

- the recorder has suffered a bit of a bad press as it is largely associated with being played badly by school children frequently "taught" by teachers who are only one note in front of the pupils!
- Henrietta relishes the opportunity to work with KS1 & 2 classes *before* they start learning the instrument introducing them to 6 different sized recorders (anyone wishing to finance the purchase of the other two, all donations are welcome!) and exploring how the sounds differ. She is happy to run their first "proper" lesson which combines memory and rhythm work, singing games and the recorder!

### ***Baroque Dance***

- we play a huge number of dances during our musical training but with little (if any!) knowledge of how the actual dances were performed. Having a go at actually dancing not only improves awareness of musical styling/emphases but also awakens awareness of the historical context; it is also jolly good fun!
- Nicola Gaines is a specialist performer and a teacher of early dance. She worked with Belinda Quirey MBE for many years after graduating from the London College of Dance and Drama and the Royal Ballet School's Teachers Training course. She has worked and performed on several educational projects with the Orchestra of the Age of Enlightenment including the orchestra's 25th celebrations at the Festival Hall and has also led educational projects for the Victoria & Albert Museum and Viva.
- Henrietta can discuss with you the workshop format in full before putting you in touch with Nicola directly.

### ***Gospel Singing***

- as an educator, Ken Burton has led and continues to lead many workshops, seminars and lectures in concert halls, schools, colleges, universities, churches and to private choral groups, on an international level. In the course of his career, Ken has also served as head of music at a north London church school.
- Henrietta will happily discuss your requirements and put you in touch with Ken's team directly.

### ***Ladies' Barbershop***

- quartet, close harmony singing a capella
- Henrietta will talk through the workshop format with you before putting you in touch directly with Surrey Harmony.

### ***Musicianship in Action – An Introduction to Dalcroze Eurhythmics***

- explores the link between movement with sound and how to refine musicality via rhythmic movement
- identifies the potential of Dalcroze as a tool to develop and enhance musical perception, preparation and performance.

### ***Music Should Belong to Everyone – An Introduction to Kodály Musicianship***

- Kodály teaching follows a logical, ordered sequence. The three stages of learning are recognised – unconscious learning, making conscious and reinforcement (sometimes described as Preparation, Presentation, Practice). Every step is carefully prepared and goes from the simple to the complex with plenty of variety and repetition. Musical literacy is a main aim, but this is achieved by a strong aural foundation prior to notation being introduced
- Henrietta will happily discuss your requirements – be they for students or CPD for instrumental and/or class music teachers – and put you in touch with Cyrilla's team directly.

### ***Performance – Etiquette***

- explores the 4 components of stage presence
- practises bowing
- discusses etiquette in different performing roles.

### ***Performance – Nerves and Anxiety***

- identifies different performing situations
- analyses what performance nerves are and the effects they have on us physically and emotionally
- looks at how we can tackle the problem by exploring some of the principles from The Inner Game of Music.

### ***Practice***

- defines the word and identifies why it can cause stress and anxiety
- discusses what motivates us to practise
- explores how to practise effectively.

### ***Recorder Consort Coaching***

- aimed at consorts and groups already running, Henrietta coaches ensembles on prepared pieces and/or on brand new repertoire.

### ***Releasing Tension – An Introduction to the Alexander Technique***

- explores ways of reprogramming thinking in order to improve posture
- teaches recognition of the value of natural balance in the head, neck and back.

### ***So You Want to be a Music Teacher (instrumental/vocal)***

- discusses the reasons for wanting to enter the profession
- identifies desirable qualifications and personal qualities
- highlights how to run a teaching practice
- explores the pros and cons of the job.

### ***String Coaching***

- led by Ellie and John Dickinson, founder members of the Impromptu Quartet
- coaching is available for all year groups
- can work on pre-prepared repertoire or “blind” on-the-spot playing!

### ***Tudor Dance***

- many baroque dances were based upon their Tudor predecessors
- Nicola Gaines is a specialist performer and a teacher of early dance. She worked with Belinda Quirey MBE for many years after graduating from the London College of Dance and Drama and the Royal Ballet School’s Teachers Training course. She has worked and performed on several educational projects with the Orchestra of the Age of Enlightenment including the orchestra’s 25th celebrations at the Festival Hall and has also led educational projects for the Victoria & Albert Museum and Viva
- we recommend this class for any year groups studying the Tudors as well as a precursor to the Baroque Dance workshop
- Henrietta can discuss with you the workshop format in full before putting you in touch with Nicola directly.

### ***Your Rôle as a Music Award Holder***

- explores why music is important to the participants and discusses the students’ perception of their rôle as an Award Holder/Scholar in their school
- increases awareness of what the school expects from its Award Holders/Music Scholars.