

Gamelan

The premium gamelan pack has allowed both secondary and primary school pupils to experience the culture of Bali not only through the medium of music but also through the physical medium of touching and playing authentic hand made instruments.

I have enclosed below a report given to the headteacher and for the teacher's records of the impact of a ten week course using the premium gamelan set. This should show how well teachers are able to cover the vast majority of the requirements for Key stage 2 music national curriculum. It also shows how the gamelan enabled a lot of cross curricular work. From an educational point of view many boxes were ticked by using the gamelan for just a ten week course. In monetary terms the gamelan has been a substantial investment, but in educational terms the value has been worth it because of the learning and enjoyment that has taken place. The gamelan is suitable for everyone in the classroom from the most gifted and talented to pupils that have many challenges. There is something for all abilities.

Best supplier

Drumsforschools has a growing catalogue of world music instruments that is meeting the demand of English schools for diversification and cultural experiences at price that has been within budgets.

Drumsforschools has shown excellent customer care with excellent response time to email or telephone enquiries. Their after care service has been excellent with telephone and email support.

Drumsforschools will always go the extra mile to support their customers.

Neil Watson

Wirral Music Service

BIDSTON AVENUE 10 WEEK GAMELAN COURSE AUTUMN 2010

Knowledge, skills and understanding

Controlling sounds through singing and playing - performing skills

1. Pupils should be taught how to:
 - a. sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
 - b. play tuned and untuned instruments with control and rhythmic accuracy
 - c. practise, rehearse and present performances with an awareness of the audience.

Creating and developing musical ideas - composing skills

2. Pupils should be taught how to:
 - a. improvise, developing rhythmic and melodic material when performing
 - b. explore, choose, combine and organise musical ideas within musical structures.

Responding and reviewing - appraising skills

3. Pupils should be taught how to:
 - a. analyse and compare sounds
 - b. explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
 - c. improve their own and others' work in relation to its intended effect.

Listening, and applying knowledge and understanding

4. Pupils should be taught:
 - a. to listen with attention to detail and to internalise and recall sounds with increasing aural memory
 - b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, ostinato] and used to communicate different moods and effects
 - c. how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations
 - d. how time and place can influence the way music is created, performed and heard [for example, the effect of occasion and venue].

Breadth of study

5. During the key stage, pupils should be taught the Knowledge, skills and understanding through:
 - a. a range of musical activities that integrate performing, composing and appraising
 - b. responding to a range of musical and non-musical starting points
 - c. working on their own, in groups of different sizes and as a class
 - d. using ICT to capture, change and combine sounds
 - e. a range of live and recorded music from different times and cultures [for example, from the British Isles, from classical, folk and popular genres, by well-known composers and performers].

During this course pupils have been taught not just how to play the Gamelan but also all aspects of music. They have also learnt about the country of origin of the Gamelan and the context, history, traditions and etiquette of playing the Gamelan.

Using the National Curriculum guidelines for KS2 Music (shown above), this course has covered the following knowledge skills and breadth of study:

1, a, b, c, 2, a, b, 3, a, b, c, 4 a, b, d, 5, a, b, c, e

The standard that pupils have reached can be identified using the following criteria:

Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.

Level 4

Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.

Level 5

Pupils identify and explore musical devices and how music reflects time and place. They perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support. They improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures. They analyse and compare musical features. They evaluate how venue, occasion and purpose affects the way music is created, performed and heard. They refine and improve their work.

Most pupils reached level 4, some pupils reached level 3 and some exceptional pupils reached level 5.

Throughout the course there has been cross curricula work involving numeracy, literacy, history, geography, science, personal and social development, and some minor foreign language work (Indonesian). ICT has been involved with this project but mainly for presentational purposes.

Pupils have learnt to work together in small and large groups, they have learnt to sing and play together, and they have learnt how to improvise on a theme.

NW WATSON
Wirral Schools' Music Service
Gamelan Tutor
8th December 2010