

Forms completed: 15

1. What have you learned about yourself during the course of the day?

- Not easy to let go of structure and impose it on others
- Why am I doing what I'm doing? – I'm continually questioning this!
- Sometimes I could develop ideas and activities further to enhance learning.
- That I have a real tendency to forget things I've learned previously and to take time to compile a portfolio of ideas, repertoire, activities, theories and thoughts that I need to expand on and explore
- I'm not too far off 'the mark' with what I myself do, compared with other practitioners
- That I don't have to be 'afraid' of a music course!
- Still have much more to learn!
- What I want to achieve is overwhelming and huge. What I do isn't always what I want. There are so many paths to choose
- That I am a very sensitive practitioner!
- There is still so much more to think about, learn about, try out and introduce to my practice
- I've learnt that there is a lot more I could be doing in my own music sessions
- I've learnt I must be less inhibited in order to encourage purposeful movement in my little class
- To have my own structure but not to impose it on my session participants, to allow for development, growth and free thinking
- Although I'm tired I can be inspiring and interactive and have many useful experiences under my belt
- That musical experiences and opportunities that I have are ever growing and developing and 'don't stand still'

2. What were the things that stuck out for you most today?

- Instruments can be played in any way, it really doesn't matter.
- Frame it!
- Use of space
- Various song activities to use
- Concepts and theories behind practice
- More ideas for creative activities (visible thinking) and some more excellent repertoire from Mary
- Everyone's passion / enthusiasm / belief and loyalty to / for what they do!
- The practical sessions
- Inter-connectiveness of music / movement and other stuff!
- What children get out of 'events' is different to what we might intend – therefore how does this affect our provision?
- Multimodal and non-verbal approach to sessions (visible thinking) – how much can be stimulated through non-verbal activities and how they actually give space for children to fill the silence with their own ponderings and questions and discussions with other children without adults intervening
- Non-verbal communication is so engaging
- All the sessions were useful. Mary makes me want to learn accordion
- As an aspiring music therapist it was great to meet Margareta
- Sandra's theatre session was very thought-provoking and made me think there will be a lot I need to try
- The explanation of Dalcroze which incidentally I have been incorporating in my work regularly
- Masking tape on floor
- Musical instrument auctions
- Paper on floor / grass on a roll on floor – marking out space
- Mary's session was so relaxed but so powerful. The impact she must have on 'mums' and the very young children must be phenomenal
- Sandra and Sarah – silent pageant was very thought-provoking
- The relationship between Dalcroze and the 5 big movements. 'Dalcroze' was a musical theorist in my mind following the first session – now after hearing Margareta I can relate to / understand how his theories sit alongside and are embedded within the pedagogy I am advocating!

3. What, if anything, will you do differently as a result of today?

- Will make sure to 'make a space' – love idea of paper and tape to do this
- Film it – document it
- Use new ideas
- Gradually build concepts into my practice
- Use of space. Justifying my practice to adults in the settings – the reason I do what I do!
- Look at my rhymetime sessions and introduce a lot more movement
- Need to think – but definitely lots
- Non-verbal space
- Need to become more comfortable with 'chaos'!
- Definitely contemplate non-verbal 'provocations'...
- Try out some marking / mark making
- Focus on use of space
- Not make everything 'song' contained
- Buy egg boxes and ladels!
- Create a different sort of space and delineation within my work
- More emphasis on performer than facilitator in EY and mums and toddler sessions
- Go back down memory lane and re-visit some of the things I used to do
- Feel more comfortable as an ambassador of Early Years Music

4. What would you like to do more / less of during the remainder of the series?

- All and anything!
- Only attended the last of the series – all that my line manager put me down for!
- More training days please!
- It's the last one today – but let's meet again!
- More of the same – hope there will be another series. Great combination of 'lectures', workshops and networking opportunities.
- More movement
- More observation
- Last one: I'd like a continued series indefinitely – never stop! I need this – resources, toolbox, shared good practice, intellectualising and networking and building buddy banks!!

5. What will you take away from the session?

- New repertoire from Mary
- Put more movements as opposed to 'just actions'
- Intend to let children be more experiential
- Everything – my head is buzzing!
- Games, activities, concepts to enhance my teaching
- An expanded framework to work within, renewed ideas and more repertoire to use
- Inspiration / new resources, practice and theories!
- Lots and lots of ideas for rhymetimes and letting children have space
- Ideas
- Silence
- Lovely songs and ideas – great workshops today
- More confidence in sinaesthetic value and importance for real development. And more courage to challenge teachers' expectations of session content
- Contacts
- Great advice!
- Great ideas
- Lots of business cards!
- Good networking
- Wordless songs – theme tune, masking tape delineation, desire for accordion, egg boxes for shaker eggs
- Many new ideas
- Many new relationships to develop further through email contact
- A growing confidence
- Chance to reflect
- An interest and a wish to find out more about Dalcroze

6. What will you leave behind?

- 'I can't do that'
- Nothing!
- !
- Some of the theory
- A 'narrower' way of working
- Lack of confidence
- ?
- The belief that I know exactly what I am doing
- Looking stupid!
- The one-way system in Shrewsbury!
- Fear!

7. What would you say to someone considering attending this course?

- Well worth coming
- Go learn, meet other like-minded folk
- It's worthwhile – informative in theory and practical ideas
- I would encourage them by saying it's very comprehensive and enlightening
- Highly recommend it for their own professional development
- Go for it and have your mind blown away
- Do it! It is career / mind changing!
- It was amazing – it's a real shame you missed it
- Very good stimuli food for thought about your own practice and deeper understanding on the limited (and sometimes stifling) practice in EY settings
- 150% worth it. Fantastic on many levels
- Go for it – not just for musicians, I have a yoga-4-kids teacher friend who I think would benefit from this
- An inspiring and motivating experience with lots of self-reflection
- Get in the queue, behind me!
- Without a doubt attend! – It is so valuable, so inspiring, so thought-provoking
- Come along to all 5! Experience the journey and feel pleased when that final piece of the puzzle that is music fits in and falls into place!

8. Would you consider undertaking further training?

Yes

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If yes, what kind of training would you find most valuable?

- Working alongside someone or seeing someone teaching
- Any with early years!
- Practical useful training that will impact my skills and meet the needs of the schools / settings I work in
- More music and movement for early years
- More of the same
- How to 'train' practitioners
- Working with practitioners
- Documenting and reporting
- Professionally accredited / access qualification
- QTS status for people in musical early years – so one isn't always the 'poor relation' to the PGCE that requires you to have science GCSE (irrelevant to your field) – even if you have a degree, life experience, a proven track record
- More of this!!! Thank you thank you thank you!!!!