

MUSIC MAESTRO PRIMARY

Top Tips for Assembly Listening

Top Tip	Rationale
Link assembly music to the time of year, a specific theme or event	Making direct links to music allows for the context of the gathering to be established before a word is uttered. Entrance music can be a way of focussing pupils' minds and aiding them to predict the theme of the assembly.
Don't be afraid to just let pupils listen. Do you have to stop the music as soon as everyone is in?	It is preferable to allow pupils to get the full sense of the music they are listening. In particular, rather subtly, they will begin to appreciate how musical motifs and themes develop as a piece grows. Would you stop reading a book halfway through and not want to know what happens next?
Exploring a wide range of genres and musical periods by using most, if not all, of the suggested repertoire	Helping pupils to listen out of specific styles will enable them to more accurately place music into time and context. It may even broaden their own play-lists when they hear music from other genres/periods that they encounter in assembly

Tips for developing knowledge of musical repertoire from assembly listening

Area of Enquiry	Question
Composer	Who do you think might have written this music? Why do you think this? Where were they from? Do you know any other composers from this country or continent?
Audience	Why do you think this piece of music was written?
Period	When do you think this music was written? What makes you say that? Which musical period would it fall into?
Instrumentation	What instruments could you hear in the music? What type of music do you think it was? Can you think of any similar music you have listened to?
Impression	What did you think to that music? What did it make you think about? What did it make you feel? Why do you think that was?

You are encouraged to use the table above to ask questions at the start of assemblies, based on which music has been played.