

# TAIKO DRUMMING: LEARNING BEHAVIOUR

## WHY DRUM?

Drumming is a powerful way to engage everyone and is central to our whole school policy to promote positive and active learning behaviours with all young people in our school. Our policy has been developed through our school beliefs, values and experiences alongside staff professional development and research.

Drumming supports the following:

- To develop active listening
- To develop fine and gross motor skills
- To build self-efficacy, self-worth and confidence
- To stay on task
- To channel intense emotions
- To develop focus, co-operation and patience
- To develop coordination of breath and movement
- To learn self-awareness
- To focus positive energy
- To boost brain power across all subjects
- To develop language and communication
- To teach control of disruptive or destructive impulses
- To increase frustration tolerance
- To encourage a sense of calm from repetitive rhythmic patterns
- To process and communicate information without the use of words
- To assist with coping skills and reduce stress
- To develop social skills and connect with others
- To develop fitness
- To support lifelong learning
- To develop strong cultural capital and to support global citizenship

Drumming enables the dominant and non-dominant sides to work together effectively, strengthening and coordinating both.

The complicated thought processes presented through notation, rhythms and note values helps to develop the brain.

The repetition of rhythms and patterns support language and communication through attention to phrases, syllables, pulse and meter. Repetitive rhythms can have a physiological calming effect.

Repetition of pattern is evident in different subjects across the curriculum.

## POSITIVE LEARNING BEHAVIOURS AT ILFRACOMBE JUNIOR SCHOOL (WITH REFERENCE TO THE DISCIPLINE COACH – JIM ROBERSON)

Self-discipline is about what needs to be done, when it needs to be done and how it needs to be done – and then keep doing it this way. (Bobby Knight: from The Discipline Coach)

Positive learning behaviour is about mutual respect for each individual pupil and for every learner within the school. Being successful is about what and how you feel towards learning in, and out, of school. There is a strong cross over between self-discipline in music lessons and in lessons across the school.

Our teachers are our most valuable resource, showing endless possibilities of different ways of working and the impact they have on each and every child they teach. Our work is embedded within a strong school ethos ensuring a consistent approach across our school.

In our school:

- We support every student, no matter the issue or complexity
- We equip them with the tools they need to be successful in life
- We create a place they love coming to
- We give time and space to get it right
- We help them change their behaviour where needed
- We discuss, share, plan, adapt
- We talk about the future, change and all of the possibilities
- We let them know they can do it
- We say hello; smile; remember their stories
- We believe in them
- We have high expectations
- We work with energy to commit to our school values and ethos
- We keep going

## THE POWER OF TAIKO – WHY WE ARE DEVELOPING OUR TAIKO ETHOS AND PRACTICE (WITH REFERENCE TO THE WORK AND PRACTICE OF JONATHAN KIRBY)

Taiko drumming is a holistic approach linked closely with Martial Arts embedding:

- Attitude; Body language; Technical skill; Energy

Central to the practice is a belief in simple things done well and working with enthusiasm and energy. Taiko drumming is more than just drumming and it is this 'more than' element that is so powerful, with a breadth and depth of possibilities and opportunities.

Taiko drumming is a positive way of engaging people with difficulties in self-regulating emotions, bringing a sense of calm. The drumming is easily differentiated, therefore it is fully inclusive, and it enables participants to be a part of something bigger. Taiko is aspirational and pupils can take on a new identity when performing together. Taiko has a narrative and a dramatic quality with lots of energy – and children love to shout!

Taiko drumming supports:

- Increased confidence and concentration
- Increased eye contact
- Increased ability to work in a group
- Increased listening skills
- Increased observational skills

## THE PRINCIPLES OF TAIKO

1. **ATTITUDE:** Personal responsibility; Always doing your best; Resilience; Teamwork  
At our school, we have a strong focus on achievement alongside high expectations whilst working together.
2. **KATA:** Body language; Self-confidence; Fitness  
At our school we focus on how we look, stand and present. We work with energy to promote active learners across all areas of the curriculum.
3. **TECHNIQUE:** Simple things done well; Rhythm skills; Listening  
At our school we focus on accurate stick skills to make good progress, alongside development of good ensemble skills showing dynamic variations and expressions
4. **KI:** Enthusiasm; Enjoyment; The more you put into something, the more you get out of it  
At our school, we focus on how our body and mind works well together. We focus on how to express ourselves with energy and joy.

Integral to our Taiko practice we are developing partnership roles, supporting and giving feedback to each other as peer mentors. Whilst listening and observing closely, paying attention to the detail of the Taiko drumming, we help each other to be the best we can be. Working creatively, we commit to energetic and enthusiastic learning.

'If you can say it, you can play it!'

Oral rehearsal across the curriculum is crucial to the communication of ideas across all subjects. In Taiko drumming, we develop a unique Taiko vocabulary, which links with the challenging music vocabulary we have in place.

## TAIKO AND THE PRINCIPLES OF INSTRUCTION (WITH REFERENCE TO THE PRINCIPLES OF INSTRUCTION – ROSENSHINE)

At our school, all teachers have participated in intensive CPD, developing our daily practice following the Principles of Instruction. Excellent teaching in the classroom helps to support outstanding learning behaviour within the pupils.

The ten principles of instruction linked with Taiko drumming:

- Review prior learning: Taiko key principles; body posture; rhythmic patterns; vocabulary
- Introduce new material in small steps: Building up rhythmic patterns and phrases; memorizing; playing with greater independence

- Asking lots of questions: quizzing of Taiko vocabulary; linking with progression of music vocabulary across the school; say it –play it!
- Provide models: Teacher modelling of body posture and energy; modelling good listening; playing rhythmic patterns; building sequences; demonstrating professional performance skills
- Guided practice: I/We/You – copying rhythmic phrases; group practice; high expectations; increasing number of patterns to develop structure of a piece
- Checking for understanding: Target groups to model rhythmic pieces from memory; checking accuracy and use of vocabulary and key principles within performance and evaluations
- High success rate: Music is for everyone! Unwavering expectation that everyone can perform to a high standard – practice makes permanent
- Scaffolds for difficult tasks: Structure the performance piece; rehearse each section; memorize the rhythmic phrases and patterns
- Monitor independent practice: Body language; eye contact; energy; in time/out of time; accuracy of rhythmic patterns; beat sets the speed and keeps the music together
- Weekly/monthly review with extensive practice: Timetabled over a rotation; spaced learning is inbuilt; opportunity to rehearse and review between sessions

## METACOGNITION AND SELF-REGULATION WITHIN MUSIC

'The extent to which learners are aware of: their strengths and weaknesses; strategies they use to learn; how they can motivate themselves to engage in learning; how they develop strategies and tactics to enhance their learning.' (Daniel Muijs)

Children need to be taught, and have the time to practice, metacognition and self-regulation. They need to be supported to understand how they learn effectively, how they see themselves as learners and what they can do to help themselves to be successful and independent in activities.

The following steps can support this process:

- Explicit instruction and modelling (teacher): Taiko language and Taiko principles
- Guided practice and application (pupil): Active learners; practise in small steps
- Embedded in subject teaching: Clarity within the knowledge of music
- Strong subject knowledge: Teachers and leaders to be confident & clear 'experts'
- Rehearsing, reviewing, retrieving: practice makes permanent
- Planning, monitoring, adapting: Flexible teaching to meet individual needs; creativity
- To gain mastery: High expectations shared with the pupils
- Dialogue and discussion: Review; reflect; evaluate; perfect; perform
- Scaffolding: Small steps; building structure
- Work on misconceptions: A mistake is a mistake; developing positive attitude and resilience

At our school, we value the time to conference with pupils, discussing how they feel they learn best and what help they need to be super learners at all times. We draw attention to what we see, hear and sense in lessons and this supports children to understand where they are successful and what they need to practise. Music and performance helps to make good learning behaviours and high expectations very explicit.

## PARENTAL ENGAGEMENT: SUPPORTING POSITIVE LEARNING BEHAVIOURS (WITH REFERENCE TO SONIA BLANDFORD 2017)

Education within the school cannot be considered in isolation. Parental support and the learning environment outside of the school, and each individual's engagement and motivation are all important factors. Early years investment is crucial to catch children (and their parents/carers) early and support where necessary. Development of the whole child is important and embedding high standards of behaviour, alongside a love of learning, is key to children flourishing within school.

At our school, we believe that home and school need to work in close partnership to ensure our children can be the best they can be. We have developed highly effective strategies to support parental engagement, and central to our provision is sharing our love of music and performance. When families engage in this way, the enthusiasm, pride and joy is felt strongly within our school community.

Through music and performance, our parents/carers observe confident young people demonstrating:

- High standards
- Professional attitudes
- Excellent learning behaviour
- Articulation of challenging vocabulary
- Performing from memory
- Working as a team
- Presenting new knowledge
- Interacting with their peers
- Independence on stage
- Complex learning
- Links with all areas of our broad curriculum

At our school, we recognize success is unique to each individual and is seen in all areas of school life:

- Happy and confident learners
- Supportive and kind young people working together
- Achieving an English milestone to improve writing
- Reading a first book independently
- Taking part in a swimming gala or cricket match
- Standing on stage to share ideas in a class assembly
- Taking part in a singing or instrumental performance.

The list is endless and we appreciate that children achieve different things at different times. We strive for our young people to be equipped to make choices – now, and in the future.

'Mutuality is about schools and a curriculum that is relevant to their lives and which engages with them, so they can engage with larger society.' (Blandford 2017)

Parents have a valuable role in all aspects of their children's development – schools play a very small part. By working together, and sharing a mutual respect, we can help to equip our children for happy and successful futures, enabling choices to be made based on individual aspirations.

## APPENDIX 1: MUSIC EDUCATION ADVOCACY – SOME BENEFITS OF A GOOD MUSIC EDUCATION

- Good creative arts provision is critical to mental health and well-being
- Music helps the developing brain involved in language, reasoning and spatial intelligence
- Music supports creative thinking and solving problems – an understanding that there is more than one right answer
- Music supports high standards and expectations in the detail
- A mistake is a mistake
- Hard work leads to successful performance, developing resilience and internal motivation
- Music supports team work, communication and discipline – a commitment to rehearse and improve together
- Music supports self-expression and self-esteem
- There is a focus on doing rather than observing – a multi-dimensional approach
- Music and performance helps to conquer fears and take risks – anxiety can be a good thing
- Music helps our moods and effects our emotions, reducing stress. This helps to support positive learning behaviour
- Music is good for us – it helps with a feeling of success and raises aspirations

At Ilfracombe Junior School there is a strong emphasis on attention to detail in all activities. Good listening leads to improved performance; good learning behaviours lead to good learning and progress. Children are encouraged to evaluate their own work and the work of others, suggesting ways to improve whilst developing a music vocabulary to express their thoughts. Children are required to perform from memory, developing a valuable skill transferable across all areas of the curriculum.

‘Music helps us to learn to listen in order to listen to learn.’ Magesky 1986

## APPENDIX 2: MUSIC AND THE BRAIN – ANITA COLLINS

- When listening to music multiple areas of the brain light up
- Playing music is the brain’s equivalent of a full body work out
- Playing a musical instrument engages practically every area of the brain at once – auditory, visual and motor quartsices
- Playing a musical instrument requires discipline and practice, strengthening these three areas
- Playing music involves fine motor skills controlled by both hemispheres of the brain: Left = mathematical and linguistic precision; Right = creative content
- Higher levels of executive functioning are developed within musicians – planning, strategizing and attention to detail
- Participating in music develops enhanced memory systems – creating, storing, retrieving different memories across different contexts

### APPENDIX 3: CASE STUDY – HOW TO IMPROVE SCHOOL RESULTS IN A BRADFORD SCHOOL

A school struggling to move from 'Requires Improvement' and heading towards 'Special Measures' could have made a decision to move towards even more Maths and English lessons. Leaders shared a strong vision about the negative impact of monitoring which focuses on results, results, results leading to low staff (and pupil) morale. SATS results were becoming the driving force behind the ongoing monitoring, and the Arts were being squeezed out of the curriculum.

Believing in the power of the Arts, a timetable change was implemented: and positive impact soon became apparent:

- Six hours of music each week
- Music, Art and Drama embedded into the daily timetable
- Aspirational opportunities with visiting musicians
- Singing incorporated into the curriculum across subjects – Maths, History, Geography etc.
- The Kodaly approach was embedded with a focus on internalizing music, playing games, developing rhythm, using hand signs and movement, all leading to improved memory

Positive impact soon became apparent:

- Increased confidence with the opportunity to play musical instruments
- An increase to 98% attendance – visibly seen with the increase in music learning
- A focus on greater creativity led to improved results across the school

In accordance with our school, they believe:

- Music is important for children's mental health and well-being
- Children should enjoy their learning
- Creative subjects are not a mere add-on, but essential for the progress of all pupils



## APPENDIX 4: LEARNING BEHAVIOUR – GUIDELINES FOR CLASSROOM PRACTICE

High expectations of all children are paramount for good teaching and learning, leading to good pupil progress. We have a simple school policy in place, which all staff must follow. An expectation that all children will listen well and work hard, without distracting others. A super learner ethos, developing and practicing resilience, especially when challenged within their learning. Our school values support excellent learning behaviour across the whole school.

- The ten principles of teaching detail clear steps which are needed to ensure good planning, teaching and learning
- Working within a year group team enables the sharing of ideas and supports each individual teacher to embed consistent high standards for learning behaviour and work in books
- SLT supports the teacher in working with any child who is not working well within the classroom
- The Bridge supports the needs of vulnerable children – within the classroom and through time in The Bridge to talk

Good practice for every teacher will show:

- ✓ Well planned lessons for the day – offering differentiated work to meet the needs of the class
- ✓ A well-organized classroom with resources readily accessible for pupils to select from
- ✓ A clutter free room showing a professional working space to set the tone for the pupils
- ✓ Prompt meeting and greeting the children – collecting from the playground in the morning and meeting at the door before the children arrive from the end of lunch break
- ✓ A strong presence in the classroom – clear voice that everyone can hear
- ✓ Short instructions with clarity enabling all children to remain fully focused and be clear about what they need to do
- ✓ A well thought out seating plan to ensure everyone can see the teacher/board/flip chart and the teacher can see all pupils
- ✓ Grouping of pupils may be fluid depending on the lesson/activity – some children may need additional support to work well within a group; be discerning about how this is achieved to ensure success
- ✓ Moving around the room, interacting with different groups and individual children – eyes everywhere. The teacher and supporting adults know exactly what each child is working on and where they need support or additional challenge
- ✓ Swift pick up on misconceptions during the lesson
- ✓ Swift pick up on a drop in standards – scanning the work frequently and expecting the highest standards from all pupils
- ✓ Energy and enjoyment from all – the teacher models this and the children stay engaged and want to learn.
- ✓ Variety within the pace of a lesson/school day. There are times to be calm and quiet; times to have extra volume; times to reflect and evaluate; times to show high levels of energy and activity
- ✓ When an activity is quiet or silent, this is expected and achieved

- ✓ A quiet reminder to a child may be needed to re-focus their efforts; if they do not respond SLT are called.
- ✓ High standards of presentation – both through the way we look and the way we work. This will include handwriting and presentation of all teacher work on flip charts etc.
- ✓ Consistent follow up with any child or group if highest standards are not met
- ✓ Dismissing the children at the end of the day by following them out to the cloakrooms to ensure a calm exit

MF has a wide range of pro-formas to support good learning behaviour in the classroom.

Please also refer to our whole school coaching book, 'Teach like a Champion', for specific techniques to try out and refine good practice.

# APPENDIX 5: OBSERVING LEARNING BEHAVIOURS IN THE CLASSROOM – ONE EXAMPLE

Pupil Profile: Observing Learning Behaviours								
Class: Name:		Lesson focus:			Date:		Observer:	
Context of observed session:								
Observations	Scale: 1-4 1 = Excellent 4 = Poor				Comments if applicable	Action		
Body Language – eye contact	1	2	3	4		Arrange 1:1 or group conferencing  Offer peer or adult mentoring  Identify a positive role model: in class/school; Identify an area which needs to change or improve; Observe in detail what the role model does differently; try this out within a session or activity; what does this look like for the target child?  Specific intervention required  Frequent book scrutiny  NB Always provide supporting evidence through a piece of work or pupil voice or teacher feedback		
		✓						
Good focused listening	1	2	3	4				
Participates in discussion	1	2	3	4				
Engaged in task	1	2	3	4				
Concentrates well in groups	1	2	3	4				
Works independently	1	2	3	4				
Resilient with challenges	1	2	3	4				
Supports others	1	2	3	4				
Manages distractions	1	2	3	4				
Additional comments:								
Date to review:								

