



Effective resources to support arts education

A qualitative study to identify and explore resources that are currently being used effectively to build confidence and support teaching the arts in primary education

Author: Ron Cowie, Senior Education Officer, Education Scotland
September 2019

Contents

Introduction	3
Executive summary	4
Survey phase analysis	6
Interview phase analysis	10
Appendix A – Interview questions	13
Appendix B - Examples of an effective resource	14



Provided the source is stated, it is permitted to copy and/or distribute this publication in whole or in part, without prior permission from the publisher, and to make derivative material based on this publication.

Introduction

This study is part of a common research project conducted by educators from six countries who are members of an arts experts group within the Consortium of Institutions for Development and Research in Education in Europe (CIDREE).

Arts expert group members: Fred Boss (Ireland), Jean-Charles Chabanne (France), Ron Cowie (Scotland), Liia Jung and Inge Raudsepp (Estonia), Stéfanie van Tuinen (Netherlands), Danica Vasilj (Bosnia and Herzegovina).

Over a series of meetings, taking place each September, between 2015-2018, the CIDREE arts experts group discussed progress in their respective countries on the development of curricula, and the various systems of continuing professional development available to support them. The group identified a significant common challenge facing primary teachers, namely that of accessing suitable arts resources that can be used effectively to build their confidence and support teaching the arts.

The group then considered how to address the issue and agreed to design and implement a common qualitative study to investigate how primary teachers currently use resources to develop competence and confidence to teach each arts subject.

Initially, each of the six countries involved in the project conducted an online survey, which was made available to primary teachers from Monday 11th February to Friday 8th March 2019. Each country then interviewed a small sample of respondents based on their survey answers.

The following summary report brings together the section of the CIDREE research project that was undertaken in Scotland between February and May 2019. It sets out analyses from the online survey phase and the teacher interviews phase, and these analyses are preceded by an executive summary.

Executive Summary

This summary draws together key themes and phrases from the online survey and the teacher interviews that were conducted as part of the CIDREE Experts Research Project to examine how teachers use arts resources.

Key features of an effective expressive arts resource

In most responses to the survey, the two key features of an effective expressive arts resource were that it was **easy to understand** and **easy to find online**. Other key features included frequently in responses were that the resource was: **easily adapted** to the teacher's context; laid out so that it is **easy to follow**; **clear and consistent** in the language used.

Which of the key features are the most important?

From the survey responses, teachers indicated that the most important feature (as opposed to the most included in responses) was that the resource should be **easy to understand**. The second most important feature was that the resource could be **easily adapted** to the teacher's context. However, during the teacher interviews, one of the most important features of an effective resource mentioned by all four interviewees was that the resource should be **interactive** and **encourage children to be creative**, both on their own and when working with other children. Equally important, they said, was that the resource should **develop the skills** of both the teacher (if appropriate) and the children, and **support skills progression**. The teachers interviewed said resources are useful if the skills they are designed to develop can be clearly linked to those described in national curriculum guidance¹.

Most frequently used resources to support teaching

Survey responses indicated that the most frequently used resources were visual resources. The least frequently used resources were case studies. Only three teachers said they used them frequently. More than half of the survey respondents said they used video resources frequently.

During the teacher interviews, when asked to talk in depth about an example of an effective resource, all four teachers chose to talk about how they used an **audio visual resource** that was, to some extent, **interactive** and allowed the **children to be creative**. Three of the four interviewees said they used resources provided by the local authority. However, some of these resources were 'hard copy' materials developed pre-2000.

Main benefits from resources

Most teachers surveyed said that the **most important benefit** they get from a resource is **ideas for new ways of teaching** expressive arts. Increased confidence, skills and knowledge (in that order) were also considered to be important. The teachers who were interviewed agreed that these were the main benefits.

Confidence in delivering expressive arts subjects

Art and design is the expressive arts subject in which primary teachers have the most confidence. Dance is the subject where teachers are least confident. It is evident from

¹ [Curriculum for Excellence experiences and outcomes](#)

the responses that most of the resources used by the teachers taking part in this survey are used to support music. Dance seems to be the subject that has least resources.

Summary of findings from the online survey

According to primary teachers who took part in the survey:

- **Art and design** is the subject in which most are either **confident** or very confident teaching.
- **Dance** is the subject in which more than half are either not very confident or **not confident** at all. However, it also seems to be the subject that has **least resources**.
- **Music** is the subject in which teachers use **most resources**. The two most commonly used music resources are paid-for commercial products. The next most-used resources were designed by a local authority.
- The most commonly used drama resource was designed by a local authority in the 1990s.
- The two most important features of an effective resource is that it is **easy to understand** and **easy to adapt** to a teacher's context.
- **Visual resources** are the resources **most widely used** by teachers. However, this statement should be tempered by the fact that 'audio resources' were not included by the CIDREE group as one of the question options.

Summary of findings from the interviews

- Teachers want resources that are **interactive** and allow or encourage **children to be creative** both on their own and working with other children.
- Resources should clearly **develop skills** and support **skills progression**.
- In order to be useful, resources must have **clear usage instructions** that are **easy to understand**.
- Teachers must be able to **adapt** the **ideas** in the resource to use in **different contexts**.
- Teachers like **video** resources so they can see and hear teaching examples in context.
- More than half of the respondents use **video resources** frequently.
- In arts subjects where teachers are **confident**, they like to **create their own resources**.
- In arts subjects where teachers are **less confident**, they like resources to have a **clear structure** with **simple steps** to follow.
- **Training** is important if teachers are to use resources effectively.

Overall, the findings from the teacher interviews correlate with the responses from the online survey. It is worth noting that the teachers who were interviewed were very confident in teaching at least one of the expressive arts subjects. They all said that the role of the visiting arts specialists was important in supporting primary classroom teachers, particularly in those subjects where they were not confident. This support extended to providing training to use arts resources.

Survey Phase Analysis

In total, 39 teachers completed the 12 online survey questions. Questions 1-4 asked participants in the survey to grant permissions with regard to using data in accordance with EU General Data Protection Regulations (GDPR).

Question 5 Which local authority do you work in?

All geographical areas of Scotland (north, south, east and west) were represented in the survey. Eleven (11) of Scotland's 32 local authorities were represented. Most responses were from the central belt in the West of Scotland (19). Only one response was completed by a teacher in the north (Highlands).

Question 6 Confidence in delivering expressive arts subjects

Art and design is the expressive arts subject in which primary teachers have the most confidence. Dance is the subject where teachers are least confident.

Teachers are either **confident** or **very confident** in teaching art and design, drama and music, to approximately the same extent. (64-72%)

More than half of respondents (56%) said they were either **not very confident** or **not confident at all** in teaching dance. Looking across all four subjects, less than 4% of teachers said they were **not confident at all**.

Question 7 Professional or academic qualification

Almost 70% of teachers (27 out of 39) said they did not have a professional or academic expressive arts qualification. An assumption can be made that the 12 teachers who do have a professional qualification stated that they were **very confident** in teaching their specialism. However, this does not account for all 27 responses across the expressive arts areas where teachers said they were **very confident**, although perhaps a few teachers are dual-qualified.

Additional context

Since the 1980s, throughout Scotland, peripatetic teachers for art and design, music and physical education (including dance), have supported primary schools to deliver learning in the arts. Since the publication of the *McCrone Report* and the agreement described in [*A Teaching Profession for the 21st Century*](#) in 2001, the number of peripatetic teachers employed in Scottish local authorities has declined significantly.

Currently, many of those who were peripatetic teachers in the past are now employed full-time in one school only. This perhaps explains that half (3) of the 'not confident at all' responses were from one practitioner and a total of nine (9) 'not very confident' responses from three practitioners. These four were perhaps formerly peripatetic teachers.

Question 8 Key features of an effective expressive arts resource

In most responses, the two key features of an effective expressive arts resource were that it was **simple to understand** and **easy to find online**. The next three key features included frequently in responses were that the resource was: **easily adapted** to the teacher's context; laid out so that it is **easy to follow**; **clear and consistent** in the language used.

The least included features in the responses were that the resource should be attractively designed and have a good balance between text and pictures.

Question 9 Which of the key features are the most important?

The most important feature (as opposed to the most included in responses) was that the resource should be **easy to understand**. The second most important feature was that the resource could be **easily adapted** to the teacher's context. Being easy to find online was regarded as only the fifth most important feature.

Question 10 Most frequently used resources to support teaching

The most frequently used resources are visual resources. Only two teachers said they don't use them frequently.

The least frequently used resources are case studies. Only three teachers said they used them frequently.

More than half of the respondents use video resources frequently. One teacher commented '*...videos can tell much more than text, so a resource which encompasses a variety of media would be extremely useful*'.

Less than half of respondents use digital presentations frequently (e.g. Microsoft PowerPoint, Sway or Prezzie).

Twenty nine (29) respondents indicated that they did not use any other resources frequently, outside the four options offered in question 10.

Of those who said they did use other resources, one said they '*...use a variety of stimulus and contexts, often adapting older resources*'. Another said they use three-dimensional objects. Two teachers said they use music e.g. compact discs (CDs).

On reflection, it was an oversight by the CIDREE group not to include 'audio resources' as one of the options in question 10.

Question 11 Main benefits from resources

Nearly 85% of teachers said that the **most important benefit** they get from a resource is **ideas for new ways of teaching** expressive arts.

Increased confidence, skills and knowledge (in that order) were also considered to be important. Other responses included benefits to mental health, increased motivation and enthusiasm of pupils.

Question 12 Specific resources used by teachers

The resources listed below are mentioned by survey respondents and informally recognised by Education Scotland for their relevance to the Scottish curriculum.

	Name of resource	Website	Responses
M	ABC Music	https://www.abcmusic.org.uk/	6
M	Charanga	https://charanga.com/site/	14
A D M	Scottish Borders expressive arts support packs (art & design, drama, music)	Hard copy local authority publications.	7
M	Feis Rois (traditional music)	https://www.feisrois.org/	1
D	Strathclyde drama pack	Hard copy local authority publications from 1990s.	5

M	Singing to learn, learning to sing (Glow login required)	https://glowscotland.sharepoint.co.uk/sites/staff/eannc/music/SitePages/Singing%20to%20learn,%20learning%20to%20sing.aspx	1
D	The Drama Box	https://www.thedramabox.com/	2

The resources listed below are a sample of those used by survey respondents but not recognised by Education Scotland for their relevance to the Scottish curriculum.

	Name of resource	Website	Responses
M	Music Express	https://collins.co.uk/pages/primary-music-music-express	7
Da	Dance Notes	https://www.dancenotes.co.uk/log-in/	1
A Da D M	Times Educational Supplement (TES) online resources	https://www.tes.com/teaching-resources/hub/primary	2

A – Art and design; Da – Dance; D – Drama; M - Music

Of the 35 teachers who responded to this question

- eighteen (18) indicated that they used resources provided by one or more 'found' websites.
- thirteen (13) said they used resources provided by the local authority. Five of these resources were produced in the 1990s to support drama.
- ten (10) said they used resources to support, specifically: art and design, twenty seven (27) to support music, ten (10) to support drama, three (3) to support dance.
- four (4) said they used resources provided by national arts companies: National Youth Choir of Scotland (NYCoS) and the Royal Scottish Country Dance Society.

It is evident from the responses that most of the resources used by the teachers taking part in this survey are used to support music. Dance seems to be the subject that has least resources.

Summary

According to primary teachers who took part in the survey:

- Art and design is the subject in which most are either confident or very confident teaching.
- Dance is the subject in which more than half are either not very confident or not confident at all. However, it also seems to be the subject that has least resources.
- Music is the subject in which teachers use most resources. The two most commonly used music resources are paid-for commercial products. The next most-used resources were designed by a local authority.

- The most commonly used drama resource was designed by a local authority in the 1990s.
- The two most important features of an effective resource is that it is easy to understand and easy to adapt to a teacher's context.
- Visual resources are the resources most widely used by teachers. However, this statement should be tempered by the fact that 'audio resources' were not included by the CIDREE group as one of the question options.
- More than half of the respondents use video resources frequently.

Interview Phase Analysis

Introduction

Each of the six countries involved in the project agreed to select a small group of teachers to invite for interview, based on their responses to the online survey that was made available from Monday 11 February 2019 to Friday 8 March 2019. The CIDREE expert group members agreed on the same set of questions to ask the selected teachers in each country. As well as creating the online survey for Scottish teachers, Education Scotland's Improvement and Evaluation team provided advice to the CIDREE expert group on drafting the survey questions and the interview questions.

Methodology

In Scotland, five teachers were invited to take part in the interview phase of the project. One teacher declined the invitation. The teachers were selected because of the considerable detail they provided in their responses to the online survey and the wide range of resources they said they used.

The four teachers were interviewed during May 2019. Two work in rural schools and two work in urban schools. All four are female and each has been teaching for at least ten years. None of the teachers hold a degree or an advanced academic qualification in any of the arts subjects i.e. art and design, dance, drama, music. However, each of the teachers has a specific interest, and some expertise, in one or more of the arts subjects.

Each teacher was interviewed at an agreed venue. For three of the four, this was in their school. On average, the interviews lasted no more than 45 minutes and each was recorded to allow the interviewer to make accurate notes. The interviewer agreed with the interviewees that the recordings would be deleted after notes had been made. In addition to being used for this summary report, the notes have been filtered to find key words or phrases that will help the expert group compare themes and issues emerging from the research project. This task will be undertaken during the next scheduled meeting of the group in Sarajevo in September 2019. The interviews were informal but the questions provided a useful structure that should generate similar data from interviews in the other participating countries. The questions are listed in Appendix A

Summary of findings from the interviews

- Teachers want resources that are interactive and allow or encourage children to be creative both on their own and working with other children.
- Resources should clearly develop skills and support skills progression.
- In order to be useful, resources must have clear usage instructions that are easy to understand.
- Teachers must be able to adapt the ideas in the resource to use in different contexts.
- Teachers like video resources, so they can see and hear teaching examples in context.
- In arts subjects where teachers are confident, they like to create their own resources.
- In arts subjects where teachers are less confident, they like resources to have a clear structure with simple steps to follow.

- Training is important if teachers are to use resources effectively.

The notes made from the interview recordings have been used to compile a summary of five resources that the teachers talked about, in detail, during the interviews. The resources' summaries are included in Appendix B.

Each of the teachers interviewed indicated that it is important to consider a range of key features when designing a resource.

Features of an effective resource

One of the most important features of an effective resource mentioned by all four interviewees is that the resource should be interactive and encourage children to be creative, both on their own and when working with other children. The resource should develop the skills of both the teacher, if appropriate, and the children, and support skills progression. This feature was also regarded as one of the most important. The teachers interviewed said resources are useful if the skills they are designed to develop can be clearly linked to those described in national curriculum guidance². They commented that resources are even more effective if they show how the skills can be built upon to increase the level of challenge for the learner, to move them on to the next level.

All four teachers felt that an effective resource must be adaptable. A teacher should be able to take the ideas contained in the resource and develop them to meet whatever context is being used for learning, at any given time e.g. teachers often search online for resources with inspiring or interesting arts ideas related to a theme, such as 'space', 'mini-beasts' or 'Victorians'.

In general, teachers like using video resources because they can see and hear teaching examples in context.

Teachers' reflections on using resources

All four teachers are confident in teaching one or more of the expressive arts subjects. Where teachers are confident in teaching an arts subject, in general, they are also confident in designing their own resources to support learning in that subject. As an example, one of the teachers interviewed has specialist knowledge of dance and is able to confidently design resources that focus on encouraging children to lead the learning. Interviewees who are confident in teaching specific arts subjects described how they are able to confidently adapt online resources they find using google searches.

During the interviews, all teachers tended to talk about the resources they used to effectively support learning and teaching in a subject in which they were already confident. They were able to talk about these resources extensively and describe their impact on children. However, when asked to reflect on resources for subjects in which they were less confident, they said that they preferred these resources to have a clear structure with simple steps to follow. In general, they said it was often difficult to find suitable resources to support subjects in which they had less confidence.

² [Curriculum for Excellence experiences and outcomes](#)

Training in using resources

Three of the four teachers interviewed emphasised that, in general, a resource on its own is not enough. With particular reference to specific high quality music resources, provided both commercially³ and by a local authority⁴, interviewees said that adequate training is essential. All four teachers indicated that adequate training was relatively easy to access for the resources they described in detail during the interviews (see appendix B).

Visiting arts specialists

All teachers said that, in general, visiting arts specialists employed by the local authority are a valuable resource. These specialists often provide high-quality training for teachers in how to use both local authority-designed resources and selected commercial resources, some of which are sometimes purchased for schools by the local authority. In general, visiting arts specialists visit schools once per week.

Comparison to online survey results

On the whole, the views expressed by the teachers who were interviewed are consistent with the data produced from the project survey. The key resource features they said were most important, such as being easy to adapt and easy to understand, are also among the features that came top in the survey. However, two additional features were considered to be of great importance: interactivity to facilitate children's creativity, and clear skills development and progression. The survey omitted an option to talk about audio resources but the teachers interviewed highlighted these as important e.g. backing tracks for singing or learning an instrument.

Two other important aspects raised by the teachers interviewed but not included in the survey responses were: the need for adequate training to use a specific resource, and the value of peripatetic teachers of the arts.

³ [Charanga](#)

⁴ Dumfries and Galloway local authority resources

Appendix A

Interview questions

1. Could you tell me about one or two resources you've been able to use effectively with your pupils?.

Prompts for interviewer

- *How did you hear about the resource(s)?*
- *How did you access it?*
- *How long have you been using it?*

2. What **features** do you think makes the resource an effective one to use with your pupils?.

Prompts for interviewer

- *Is it simple to understand?*
- *Does it use clear and consistent language?*
- *Can it easily be applied to your context?*

3. Please describe **how you have used the resource(s)** with pupils in your classroom.
4. If you can, please describe how the resource(s) contributed to **your own professional development** e.g. improved confidence, greater knowledge and understanding, improved skills.
5. Could you tell me what type of **impact** the resource had on your pupils? e.g. increased engagement with expressive arts, pupils reporting increased enjoyment.

Appendix B

Examples of an effective resource

[Charanga](#) (Teacher A, Dumfries and Galloway)

What is it?

- An online music resource (English)
- A commercial product that requires subscription
- It provides a scheme of lessons for primary pupils at all stages
- Songs and music manuscripts are provided
- The resource incorporates engaging visual guides for the children
- Training workshops are provided by the company.
- The resource is regularly updated and takes into account teachers' suggestions
- The resource is not 'matched' to the national curriculum

Using the resource

Teacher A used the resource to support the children to write their own songs. Displayed on a whiteboard, the resources separates a song into its component parts e.g. verse and chorus. The children can then learn how a song is constructed. Each component is colour coded. The pupils used the same colour code when writing their own songs. The children could also see how long each component should last e.g. the verse is longer than the chorus. Seeing the guidance clearly in visual form gave the children confidence to write their own songs.

As an extension to learning using , Teacher A invited Skerryvore, a well-known Scottish band, to visit the school to engage in song-writing with the children over a six-week period. The children then performed the song with the band at the end of the learning block.

Impact on the children

The resource can be muted, so that, after a while, the children can sing a song by themselves, without the guide track. The confidence they gain from using the resource to learn to play an instrument, such as the glockenspiel, can then be taken into learning a second instrument. As an extension to using Charanga, the Gaelic music organisation, [Fèis Rois](#), was invited to visit the school to teach ukulele. Whilst some children responded well, for others the 'live' tuition was too complex. However, Charanga provided these children with more structured ways to learn instruments. As well as tuition in instruments such as the tin whistle and the glockenspiel, it also provides some tuition in ukulele.

Teacher confidence

Teacher A is confident in teaching music. She can sing and play the clarinet and piano. The other teacher at the school has less confidence in teaching music and prefers to follow the Charanga lessons step by step. Teacher A is more likely to go straight to the more advanced part of the lesson, without needing to follow the steps.

ABC Music (Teacher B, City of Edinburgh)

What is it?

- An online music resource (Scottish)
- A commercial product that requires subscription
- It teaches music concepts e.g. simple time signatures, using on-screen visual guides and music/narrative.
- The resource uses visual guides to engage the children
- Training workshops are provided by the company.
- The resource is not 'matched' to the national curriculum.

Using the resource

The ABC resource teaches rhythms using, for example, clapping activities and round songs. It includes visual guides to engage the children, such as bouncy balls which appear above the music notes. The resource provides learning that would usually only be provided by a music specialist. It also provides clear structure and progression in skills development for the learner. The resource provides opportunities for children to perform on their own and in groups. It also enables the teacher to record the children performing for playback and for listening and evaluating purposes.

Impact on the children

Children regularly asked to use the resource and enjoyed listening back to their recorded voices. The resource exposed the children to types of music e.g. classical music, that are different to the music they typically hear at home. The school's visiting music specialist commented that the children's knowledge and enthusiasm for music was greater than might be expected from children at that stage (Primary 3 in Scotland).

Teacher confidence

Teacher B works closely with the visiting music specialist but the specialist does not work with infants. Before being introduced to the resource, Teacher B mostly engaged the children in singing activities and did not teach rhythm or music notation. The school agreed for Teacher B to attend a training workshop provided by ABC Music, so she could evaluate the resource, with a view to the school taking out a subscription. Teacher B commented that the ABC Music resource provides the structure that is required to effectively support a teacher who is less confident in teaching music.

Local authority resource (Teacher C, Dumfries and Galloway)

What is it?

- A local authority pack to support music education (Scottish) The pack includes CPD training, hard copy materials and digital audio visual materials available on the local authority intranet.
- The resource pack is provided free to schools.
- The resource is 'matched' to the national curriculum.

Using the resource

Teacher C works in a school that is no longer supported by visiting music specialists. Teacher C has attended local authority training sessions in the past, making notes to

use later in class. Teacher C now combines her skills, gained over many years of teaching, with the local authority resource which uses [ActivInspire](#) software to create 'flipchart' pages. ActivInspire is free software, similar to Microsoft PowerPoint.

The 'Rhythm Patterns' flipchart is structured to allow learners to accompany popular tunes by playing rhythms using drumsticks. The introduction, time signature, rhythm patterns and repeat signs are projected onto the interactive Promethean⁵ board where they are clearly marked out for the children to follow.

The scope of the skills developed in the resource encompasses much of the learning children need for music, as set out in [national curriculum guidance](#). Videos, pictures, sound files and other resources can be embedded within the flipcharts, so they can be used offline. Within the resource, rhythm pattern activities, using drum sticks, are motivating for the learners. They can use chairs or the floor to create a beat with the sticks and they can easily follow the audio visual guidance on the whiteboard screen. The software is used across the local authority and Teacher C uses it when teaching subjects across the curriculum, not just for the arts. Videos, pictures, sound files and links to websites can be embedded within the flipcharts.

Impact on the children

Children's skills e.g. in counting in, keeping the beat, playing in time, listening etc. have been effectively developed, and these skills are in evidence during various performances e.g. in assemblies. The learning is not all teacher directed and the children can easily interact with the resource e.g. in groups, they can create their own rhythm patterns by dragging symbols across the whiteboard screen. Very little equipment is required for activities in the resource.

Note: ABC Music provide a similar resource for 'jam jar' drumming, which Teacher C resourced with jam jars and chopsticks.

Teacher confidence

Teacher C has learned to play ukulele by going to local lessons. She can play the recorder and has also learned to play the tin whistle. The rhythm pattern activities have improved Teacher C's own understanding and knowledge of rhythm patterns, and how to break the learning into clear steps for the pupils. Local authority visiting music specialists provided training for teachers at the school on how to use the resource effectively with learners. Teacher C likes the resource because the steps are easy to follow and the tunes included in the resource really engage the children. Everything needed to teach a lesson is included, without the need to access linked material e.g. from the internet.

[Deep Space Sparkle](#) (Teacher D, Perth and Kinross)

What is it?

- An online visual arts resource (American)
- The resource is primarily for art and design but it makes links to other expressive arts subjects.
- A commercial product that requires subscription.

⁵ <https://www.prometheanworld.com/gb/>

- It provides a selection of videos, visual resources and lesson ideas that are organised under topic headings.
- The resource is not 'matched' to the national curriculum*

Using the resource

Each month the company sends a 'bundle' of resources, which don't always match what Teacher D is teaching in school at the time. However, over time, a significant bank of resources will be built up, from which Teacher D can select. The resources are varied to support teaching a wide range skills, and can be used for all stages in primary school. The quality of the resource is good. The explanations are very clear and easy to follow. The resource is well thought out and everything needed to teach a lesson is included, without the need to access linked material e.g. from the internet. Teacher D uses [national curriculum guidance](#) to work out what skills the children should be developing at a specific stage in their development. Teacher D uses resources such as Deep Space Sparkle and other found internet resources as a starting point, which can then be adapted to provide greater challenge and extend learners' skills as required.

Impact on the children

Children enjoy using the resource. The visual materials are engaging and chosen for their accessibility e.g. the work of Keith Haring. Teacher D uses the visual examples to explain the skills involved in the lesson and ensures that the learners have plenty of scope to create art work that demonstrates individual expression and is not simply a facsimile of the original artwork.

Teacher confidence

Teacher D commented, 'Deep Space Sparkle has been the best resource for me. I can watch little videos, I can practice things, and by the time I'm doing the lesson with the class, I feel confident. This has been the best resource for me in making me ready to deliver the lesson to the children and pass on the skills.'

[Sir Scallywag and the Golden Underpants](#) (Teacher D, Perth and Kinross)

What is it?

- A resource pack provided by the Scottish Chamber Orchestra to support the (Scottish). The pack includes a CPD training session provided by the Scottish Chamber Orchestra, making reference to a downloadable [Teacher Resource Pack](#). The Teacher Resource Pack includes a selection of Scottish Chamber Orchestra songs on [Soundcloud](#) and a [Prezi](#) presentation.
- The resource pack is provided free to schools.
- The resource is not 'matched' to the national curriculum*.

Using the resource

The songs provided by the Scottish Chamber Orchestra are derived from the story 'Sir Scallywag and the Golden Underpants' by author Giles Andreae. The resource is well structured and builds up music skills in singing and understanding music notation over the course of a few lessons e.g. through developing graphic scores. Teacher D supplements the skills developed using 'Sir Scallywag and the Golden Underpants' with other music resources and notes from training events provided by the local

authority, which are highly regarded by teachers in the area. The music training provided by visiting specialists in the local authority is, generally, 'hands-on' and participative, using musical instruments.

Impact on the children

The 'Sir Scallywag and the Golden Underpants' story itself is very engaging with attractive illustrations that appeal to the children. The resource pack as a whole is effective in developing learners' music skills, including singing and writing musical notation. It can also be used to develop their English language skills.

Teacher confidence

The handout notes are very clear and relate directly to the activities undertaken by Teacher D during the CPD training provided by the Scottish Chamber Orchestra. Being able to put the training immediately into practice was an important factor in building the teacher's confidence. Following a request from the school, musicians from the Scottish Chamber Orchestra also made a visit to the school to work with the children.

A companion resource called 'Sir Scallywag and the Batttle of Stinky Bottom' has been developed for schools across the United Kingdom:

http://www.musicintheround.co.uk/user_content/files/sb_participation_pack_final.pdf

*Although the providers of Deep Space Sparkle and 'Sir Scallywag and the Golden Underpants' have not 'matched' the resources to the national curriculum, Teacher D commented that it was a straightforward task for the teacher to match the resources to the curriculum.



Education Scotland is a Scottish Government executive agency charged with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston, EH54 6GA, Scotland

