

*The*

# REGISTER

ISSUE 3 | SUMMER 2020



CELEBRATING OUR HOME-LEARNING HEROES



## EDITOR'S INTRODUCTION...

The last time I sat down to write an introduction to The Register, we were all waking up with Joe Wicks and pledging to learn a new language by lunchtime. A term later and I'm still finding that the silver-linings of a quieter pace of life and the luxury of time are proving somewhat elusive.

Both professionally and as a parent with two teenagers at home, it's fair to say that adjusting to lockdown life presented its own challenges. Our dining room was a permanent classroom (my wife teaches English in the Senior School) and the lounge became a makeshift gym for my football-deprived son. On occasions, there were three simultaneous Zoom meetings in different rooms, stretching our broadband and collective device availability to their limits.

As a family, we learned the importance of routine (and a queueing system for the coffee machine!) and as time passed, we managed to settle into a rhythm that helped us to get by, to focus on staying safe, well and happy. We reminded one another that kindness and good humour are essential skills for successful living, at any time.

The conversations I've had with parents have highlighted that our remote learning programme helped to provide an essential sense of structure and purpose in our families' lives. We are, of course, thrilled to hear that we have maintained high levels of pupil engagement. However, it is the ongoing sense of community and wellbeing that we pride ourselves on most.

Our pupils have adapted to lockdown learning with determination, resilience and good humour. In this issue of The Register, we'd like to share with you some of their amazing achievements.



Neil Hardcastle  
Marketing &  
Development Director  
(and still only GCSE level  
in French & German)

*If you have a story that you'd like us to feature in The Register or on our social media, please email:*

**news@mayvillehighschool.net**

*Parent advocacy remains our greatest strength. Please help to spread the word about Mayville by sharing the content that we feature on our social media channels.*

## NEWS IN BRIEF

*The Summer Term began, as the Spring Term ended, in lockdown. Our teaching staff worked tirelessly throughout the Easter Holiday, in order to adapt our curriculum for delivery in a remote and primarily online environment.*

*Our pupils embraced the challenge, whilst learning a wide range of communication technologies. These skills will undoubtedly prove essential in preparing them for an increasingly digital future.*

*After the half-term break, as part of our phased reopening, we were pleased to welcome back some of our pupils to on-site learning. Whether on-site, at home, or through a mix of the two, our pupils continued to demonstrate what excellence means at Mayville..*

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Josh in Year 6 (U3) 'Braved the Shave' to raise money for NHS Charities. His fundraising totalled a whopping £750 (£886.25 including Gift Aid).

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Zara in Year 8 (L4) undertook the 2.6 Challenge, cycling 26 miles in aid of Alzheimer's Society and Mind. She raised an incredible £910 (£1,095 including Gift Aid).

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Eva in Year 6 (U3) sang for her neighbours after #ClapForCarers each week. A beautiful way of bringing the community together with regular messages of hope and positivity.

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Mayville was recognised by Hampshire Games for our support, commitment and engagement with their Virtual School Games programme throughout the Summer Term.

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Harrison in Year 9 (U4) played weekly 'Live from Home' gigs and released an original song about mental health, 'Darkness' in aid of Solent Mind.

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Mayville pupils donated 403 hours of voluntary service to the local community, through their participation in Duke of Edinburgh's Awards.

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Our annual Sports Days became virtual Sports Week, raising funds in aid of local not-for-profit The Parenting Network.

## A MESSAGE FROM THE HEAD

Whilst the academic year 2019/20 isn't one on which we are likely to look back with undiluted joy, I do think we will have emerged stronger as a school community for all its twists, turns and challenges. And whilst we have seen all too often the fragility of all things, we have also seen remarkable examples of selfless courage, loyalty and innovation that have sustained us all in recent months. I shall be forever humbled by the sight of staff coming into work very calmly each day, to look after key worker children, when infection rates in Portsmouth were high, putting their own health and that of their families second.

On the last day of the school year there was none of the buzz of anticipation and excitement that every school child and every teacher will instantly recognise as being unique to the last day of the year. Sadly, no opportunity to say a proper farewell to those moving on to new things. To misappropriate T.S. Eliot, it seemed that the year finished 'not with a bang, but with a whimper.'

It would be wrong to let this quiet close detract from what has been a momentous year. Of course, we have as a community, been confronted by a challenge, the scale of which has not been seen in three quarters of a century and I am so thankful and proud that our pupils, teachers, non-teaching staff, parents and Trustees rose to that challenge, time and time again to ensure that our fundamental focus on education and pupil outcomes never wavered.

However, I don't actually want to dwell on the Coronavirus lockdown. Doing so would belittle the wealth of achievements and breadth of engagement that has characterised the past three terms. I am determined to remember and to celebrate everything else that has happened this year. The glorious inspection result in January that gave Mayville the coveted 'excellent' rating in all areas, followed swiftly on its heels by an equally superb CReSTeD inspection result for our renowned learning support department, placing Mayville emphatically at the forefront of educational provision. The kindness constantly shown to new staff and pupils. The fun of PTA events and the dedication of our PTA volunteers. The camaraderie and skill of our sports teams. The inspirational daily teaching and learning.



The glorious arts performances, packed with talent and dedication. The hidden gems of scholarly endeavour. The colour and buzz of a myriad of charity and community events. And most of all, the Mayville people... kind-hearted, generous of spirit and caring.

Coronavirus will undoubtedly loom large when the history books reflect upon 2020, but it cannot be allowed to squeeze out all of the good that was done at Mayville before, during and after its arrival.

So thank you all for this academic year. Thank you for your amazing support of our School and your children. Thank you to my brilliant colleagues.

There is a hint of recovery in the air and a sense of optimism for a return to 'normality.' Mayville has come through these unique times, blessed by the people who have made this possible.

We will be back in September. Of course, it won't be exactly as it was before – and I will write to you in August with the details of adaptations that we will need to make. But regardless of any restrictions, I am optimistic and determined that it will once again be an exciting and inspiring year at Mayville.

Have a wonderful summer, and see you all soon!

*Rebecca Parkyn, Headteacher*



As part of their remote learning ICT work, Year 3 (U2) took a look at digital photography. Miss Johnson asked pupils to select a household object and photograph it from four or five different angles, thinking about the effect of light and shadows.

Betsie Hayward submitted these stunning images that have truly captured the purpose of the brief. What an incredible talent!



Eden in Year 4 (L3) working on her shadow monster



Totem animal studies by Sofia in Year 9 (U4)



Alaskan landscape scene by Dougie in Year 3 (U2)



Year 5 (M3) studied street art, Banksy and stencils



Year 6 (U3) studied famous entertainment characters



Reception (L1) studied Wassily Kandinsky



## EXAMS ARE CANCELLED. SCHOOL IS NOW ZOOM. WELCOME TO THE 'NEW NORMAL'

*Julia Cowlard, Year 11 (U5)*

The 'new normal' was introduced only 8/9 weeks ago, and I've already been diagnosed with the dreaded cabin fever. In lockdown, many of us have had to adapt to these unprecedented times and find new hobbies to carry out. For me, watching the daily updates on the news has kept me sane, for the most part. Others have dedicated their time to becoming Tik Tok famous in the longest summer of our lives - sadly, I lack the talent to obtain this stardom. The weather has been simply wonderful - could this be a pathetic fallacy for the foreseeable future? Let's hope so! However, the sun didn't give me a tan like I hoped. No, no - it shone on the ambiguity of this bizarre situation and brightened my worries as to how we will all return to 'normal life' - or how we shouldn't.

When I first discovered the news of exams being cancelled, to say I was heartbroken would be an understatement. It was one of those moments when time stops. You don't really know how to feel. Relieved? Angry? Delighted? Shocked? I remember hearing the cheers of joy and cries of anguish of so many pupils, through the screen on my phone. I was devastated for my year who had dedicated so much time into their subjects. I was devastated for my teachers who had devoted time into teaching us the content we loved to learn. I was devastated for myself. Yet, I understand that to some this news brought tears of joy. The relief of not having to feel the pressure, the stress, the anxiety that even the word exam tends to bring. But I just can't comprehend the sudden change. How my whole future was taken out of my hands. How my whole future was left to be decided in the hands of others - whatever happened to 'your future is in your hands'? How it all just ended on a Wednesday afternoon. I just hope that whoever's hands now hold my future, that they sang Happy Birthday twice when washing them.

Recently, I was talking to my friends via the now infamous service 'Zoom'. We laughed. We cried.

We chatted about what lockdown had taught us. I had to think about this one. My friends must have thought my screen was frozen because I had not responded. I was so lost in my thoughts of how the 'new normal' has - dare I say it - benefited us. For starters, we have seen the communal spirit thrive in all of the UK with fundraising for the ineffable NHS, neighbours congregating at a socially accepted distance to clap for our carers and, for me personally, staying in touch with each other. So when I finally escaped my trance, I answered my friends by stating that the importance of staying connected is what lockdown has taught me. Connection is what has supported me in these unstable and unknown times. Whether it is to stay connected to your friends, your family, your pets - even yourself. Humans are social creatures who need to have a human connection to benefit their well being. Knowing that I have others that I can rely on for that extra support, care and love has reminded me of the basic necessities that we need in life; our loved ones.

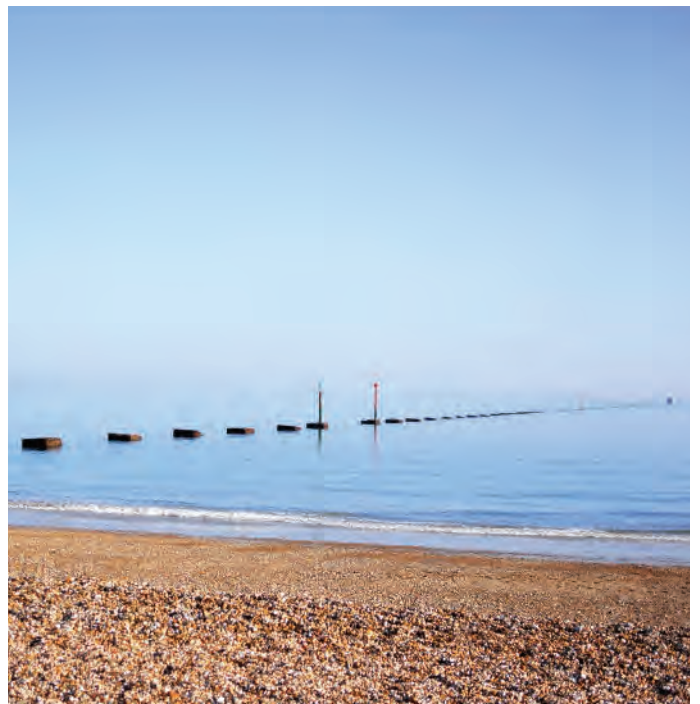
Is it the lower levels of pollution which has cleared the skies and has let light escape that has helped me see my future more vividly? Or is it the perfect precious present that this lockdown has gifted us: time. Time to heal. Time to relax. Time to think. What have I been doing with my time? Well, besides arguing with my sisters over whether Carole Baskin had fed her husband to the tigers - it has still left my family undecided - this time has allowed me to rethink my A Level choices and what I want for my future. Of course, I understand that life is unpredictable and things can change - as we can all clearly see! However, I have been able to finally see a little more vividly about what I want for my future.

One area where there is a little more light needed is the greatly anticipated event of the school year: Prom. Dress? Check. Shoes? Check. Clutch? Check. Prom? No answer. Due to this lockdown, my year has sadly lost our invitation to the ball. I'm grateful that we will eventually have our Prom, as so many of my friends are not receiving theirs. Even though it follows the American tradition, it is still a very fundamental part for any British pupil. For some, it's the magic atmosphere that the glowing gowns emit, lighting a pathway for their own fairytale. For others, it's the celebration of ending their

school career. For me, it was the chance to all be together once again, to dance, to sing, to laugh. I understand the financial pressures that this brings to so many parents and for that, my heart goes out to every pupil who did not get to attend theirs. I hope that one day we will all get to experience the perfect Prom that so many of us see through movies - maybe we could live vicariously through them? That would mean Troy Bolton would be my date - no complaints there. So, to all my year group, keep practising walking in your chosen footwear for the night, make sure to keep your outfit safe and maybe add a mask which matches your prom wear to the next shopping list. Mask? Need to buy.

Checking the news updates often means I see the weather updates too. The forecast says that we are to be presented with more bright sunny skies. Perfect for Tik Tokers, to gain the natural lighting needed for their Oscar-worthy motion pictures. Hopefully, this time I will receive the tan I wished for and not be graced with a scalding burn of anxiety. Time will tell. We are living in an uncertain time. But focus on the 'we' part. We all have each other. We can all still stay connected - of course, two metres apart. Just remember to be the best, the best that you can be - and if your best is binge watching Netflix murder documentaries or running around your garden for what feels like the umpteenth time, then please, continue.

Stay Safe!





Zoe in Year 6 (U3), receiving a remote 1:1 lesson

## TAILORED ONE-TO-ONE SUPPORT THROUGHOUT REMOTE LEARNING

*Mrs Matthews, Dyslexia Tutor, SEN Department*

In the week beginning 20th April 2020, all specialist 1:1 tutors in the DLEU began to deliver lessons online. It was a huge learning curve to switch from multi-sensory, resource heavy materials, to an online platform. One thing the specialist teachers were sure of was that they could help every pupil in the DLEU with their online learning. Knowing that the students were all at home, bombarded with tasks, with parents struggling to manage their own work and home-schooling, gave tutors the opportunity to provide the one-to-one support that was desperately needed at this difficult time. Help was given for pupils to manage their timetables, navigate Google Classroom, and to connect with their specialist teachers via Zoom.

Even without connection, tasks were set for students to complete and their specialist tutor was there for support and feedback. Students in Year 11, taking their GCSEs, had personalised literacy and maths support. In English, students had support with essay writing and analysing texts – it really helped to ensure that they reached their full potential in their English Language and English Literature GCSEs. In maths, students worked through GCSE past papers and used websites and shared whiteboards to scaffold their learning and target difficult mathematical concepts.

Specialist teachers were able to see work that had been set by class teachers on Google Classroom, liaise with other staff and help their students accordingly. In addition to curriculum support, specialist literacy tutors provided fun and engaging activities for their students which included: sharing PowerPoints, phonological awareness, comprehension and cumulative phonic activities.



"These DLEU lessons are really helpful and are a lot of fun. It is really easy to set up for the lesson because it is all online and all the teachers are really supportive." *Alex, Year 9.*

Maths tutors used mathsbot.com to teach and play games for place value using decimals and up to 10 millions! An online dice created the fun element, whilst covering the areas such as doubling, halving, multiplication and number bonds. The game became a favourite of the older pupils, in particular. They also proved useful to take the focus off the maths and relieve the children from the strains of distanced online learning. Students who attend the DLEU did not miss out on their specialist support.

Huge progress was made in spelling and reading due to many children accessing Word Shark Online. This amazing resource taught one child how to spell 'onomatopoeia' correctly! Word Shark Online brought fun, interactive learning games that have been played in school to children's homes, with improved graphics and features. Pupils enjoyed earning gold coins to buy fish, sea creatures and coral for their ocean scene. Touch typing programs, such as Typing Club, were also used to increase typing speed and accuracy. Specialist tutors encouraged students to add a number of Chrome extensions for accessibility purposes, such as: PDF texthelp, Screen Shader, thesaurus and DocHub.

One of the most special elements of 1:1 online learning was the opportunity to support parents, as they had such a dramatic change to their lives and to be able to get to know the wider aspects of a student's life. It was wonderful to meet siblings, family members, parents and pets, as tutors don't ordinarily have this opportunity in the school environment. All these shared experiences will be transferred back into the school environment and built upon.

All students, who would ordinarily attend the DLEU, were given the support that they needed during the lockdown. Owing to the determination and hard work of our specialist tutors, additional intervention programs and catch-up initiatives will not be needed because Mayville were ahead of the game throughout the Summer Term.



## BESPOKE PASTORAL CARE

*Mrs Miles, Dyslexia Tutor, SEN Department*

By our very nature, the DLEU at Mayville High School encompasses all of what we see as important; providing 1:1 specialised support that is designed to suit each pupil and their specific educational needs. As a unit, we also provide emotional support in a space where our pupils feel listened to and where they feel able to talk about any issues they have which might impact their learning, as well as their day-to-day life.

The emotional support we provide is intrinsic to developing a young person's self-confidence and well-being which both directly impact their academic engagement. Online learning affected many of our pupils in a multitude of ways, so we adapted to focus on what was important for each and every one of them – talking to the pupils themselves but also communicating with their parent/s and their class teachers, who took time to share work that required additional support in their 1:1 lesson.

Nurturing positive relationships remained paramount in an online learning environment. As such, ascertaining the wellbeing of each pupil at the start of every interaction allowed time and space for them to respond and naturally and, if deviation from the lesson plan was required, then we facilitated this. Flexibility was paramount. Our pupils often needed additional lessons which were provided, as well as evening support if that worked better for them. Being adaptable, available and approachable is always our mantra. Our pupils deserve the very best in both their academic and emotional support and indeed, the two go hand-in-hand. We are incredibly proud of each and every one of our pupils who worked so hard through what has been a most unusual time. They inspire us every day and are an utter joy to work with.

## WHAT DO WE MEAN BY 'HOMELEARNING HEROES'?

We are, of course, inordinately proud of the high levels of pupil engagement and parent satisfaction that we have maintained throughout the lockdown and school closures. Staff have worked tirelessly to create, adapt and deliver a remote learning programme, to ensure that no child was left behind in their education.

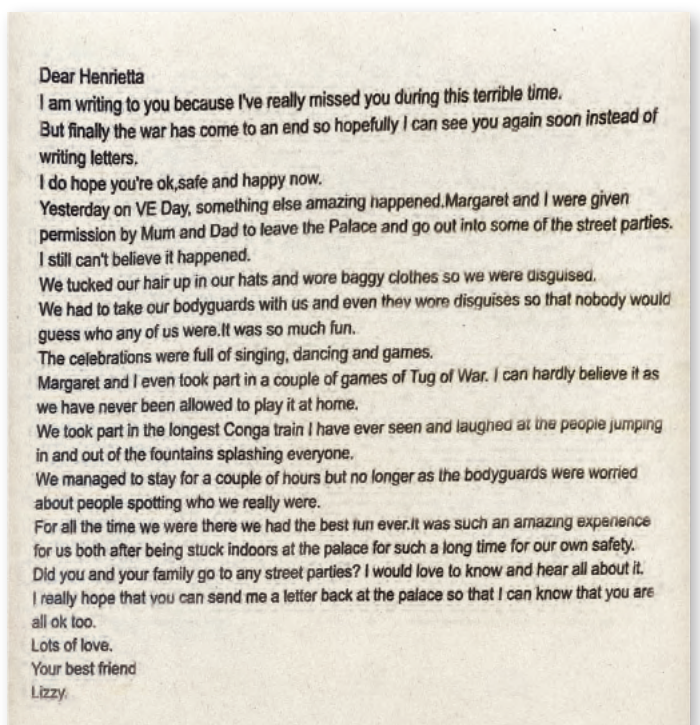
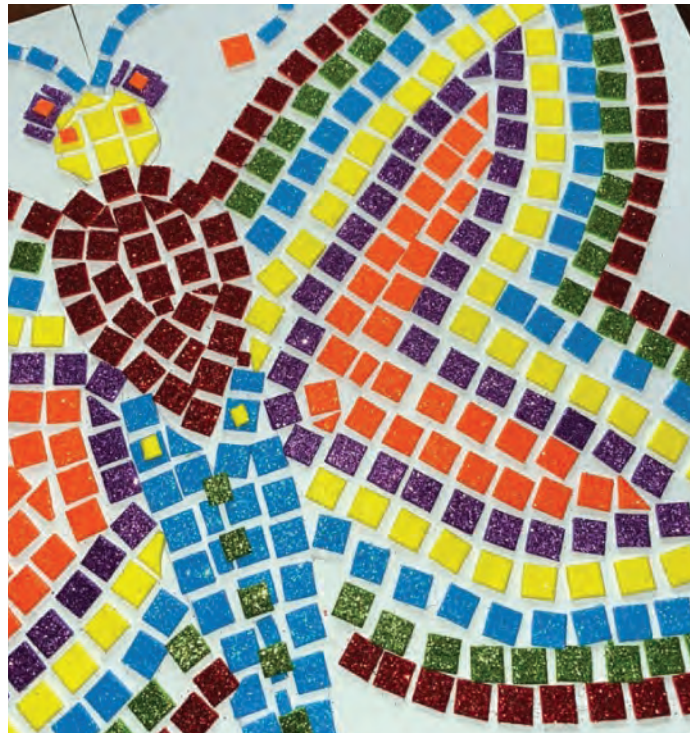
That's not to say that we don't understand the difficulties and challenges that pupils and their families have experienced along the way. At the outset, all of us had to make sacrifices and adjust. As the weeks and months passed, we faced new challenges – fatigue, repetition, the desire to return to normal and the uncertainty around whether it was safe to do so, or indeed, whether the old normal would ever fully return.

A parent contacted us earlier in the term with a lockdown story that we feel perfectly captures the essence of what it means to be a Mayville pupil. It is the story of 'the two Dylans'.

Dylan Porter in Year 3 (U2) worked solidly throughout the school closures. He produced some fantastic work, samples of which are shared here. His project work and essays display a high level of attention to detail. He also completed the extension work that was set for him by Mr Holmes, week after week. Dylan fully embraced the challenge of remote learning, as a way of staying busy and focused. Yet, he still found, at times, that regardless of how hard he worked or however much energy he poured into his school work, he struggled, missing his normal life. In particular, he missed his friends.

One of whom, Dylan Hawkins in Year 4 (L3), became aware of this. Whilst completing his own remote schoolwork, he took time out to check in on Dylan, by message, on the phone and FaceTime. Day after day, he was there for his friend, letting him know that he wasn't alone. His thoughtfulness and kindness earned him a Headteacher's Award.

At Mayville we talk about educating the 'whole child' – in the words of our founder, "The head. The hands. The heart." True to the spirit of this, the two Dylans are both homelearning heroes!





Jacob proudly showing his letter from the Queen



Junior French – The Jeffrey family Eiffel Tower



Miles in Year 4 (L3) in his competition-winning cake



Jessica in Year 3 (U2) with her prize-winning bonnet



# VIRTUAL RESIDENTIAL TRIPS

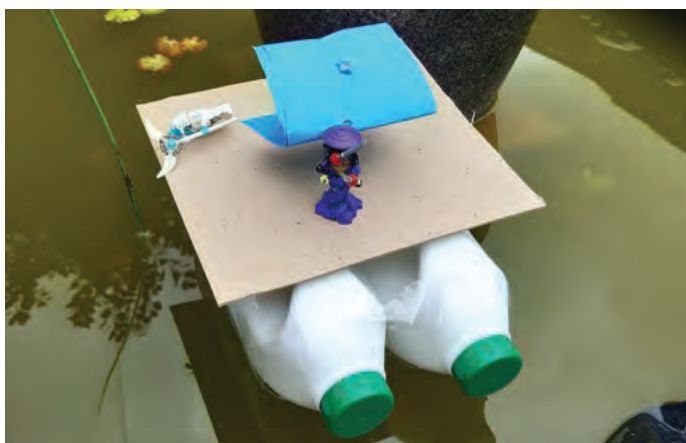
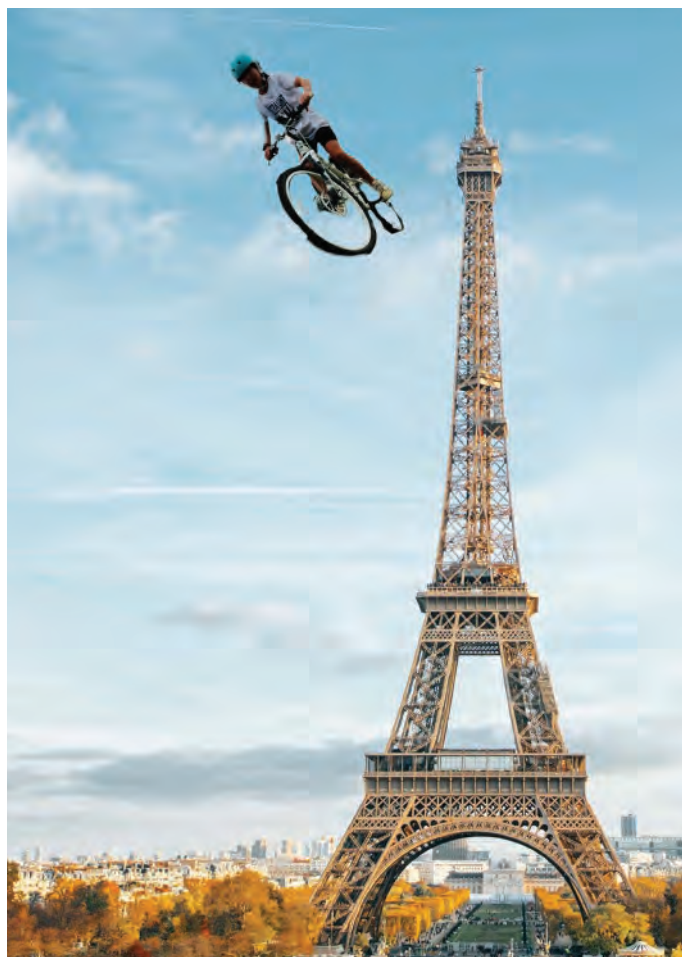
## BUSHCRAFT CAMP AT HOME

The Summer Term ordinarily sees us venture far and wide into the great outdoors on a number of trips and residentials. The opportunities for learning outside of the classroom supplement and enrich our academic curriculum, whilst promoting independence, camaraderie and team-building. They are also a great deal of fun!

Bushcraft is a firm favourite on the annual Mayville calendar for pupils in Year 4 (L3)

Not to be completely undone by the lockdown, this year's pupils embarked on a virtual bushcraft residential. Mrs Robinson (pictured, top left) set up camp and our intrepid bushcrafters connected via Zoom throughout the day.

As part of the day's activities, they built dens, completed a scavenger hunt, roasted marshmallows, sang songs and shared stories around the camp fire.



## KINGSWOOD ACTIVITY WEEK

Another residential favourite is Year 5 (M3)'s annual trip to Kingswood Activity Centre in Bembridge, IoW. The week would ordinarily be spent embarking on a range of outdoor activities, such as kayaking, climbing, raft-building and braving the famous zipwire.

As the trip was cancelled, pupils instead embarked on a week of cross-curricular activities in science, geography and art. These included miniature raft-building, making a den suitable for an overnight 'camp' and using their artistic skills, to create the illusion of completing an extreme sport or activity. We love the mountain biking image – it doesn't get much more extreme than dropping-in from the Eiffel Tower!

## DUKE OF EDINBURGH UPDATE

Mayville pupils donated 403 hours of voluntary service to the local community between April 2019 – March 2020. The social value of these hours is £1753.05.

## THE COVID-19 EFFECT

As a society, we are now approaching four months with no live music – no performances, festivals, gigs or shows. The creative arts are always an essential part of the fabric of life at Mayville and, like everyone, we are missing that connection and the joy of live performance; so we thought we'd share a couple of pieces of Level 2 coursework from our music pupils.

### PUPIL SONG REVIEW: '42' BY COLDPLAY

*Anna Douglas, Year 10 (L5)*

Coldplay are an alternative rock/pop-rock band consisting of Chris Martin, Jonny Buckland, Guy Berryman, Will Champion and Phil Harvey. They have released 8 studio albums including 'Viva la Vida or Death and all his Friends' which the song '42' is on. This album concerns matters of love, life, death and war, the title being a Spanish phrase meaning 'long live life'.

42 was co-written by all members of the band, as an attempt to be more adventurous and keep their listeners engaged.

**Key:** F minor

**Tempo:** The song begins at a tempo of 72 bpm (adagio) and a time signature of 4/4. However, after the first lyrical part, the tempo almost doubles to 136 bpm which is more typical of rock music.

#### Inspiration for the song

Coldplay had been trying to write a structurally interesting song for a while and according to Chris Martin, it was inspired by Radiohead. In an interview, he said, *"It's our attempt at a Radiohead song. No, it's our 97th attempt at a Radiohead song, but the first one that's worked."*

#### Lyrical content

The title of this song could be a reference to the popular book 'The Hitchhiker's Guide to the Galaxy' by Douglas Adams in which a supercomputer determines that the answer to life, the universe and everything is the number 42. The song itself concerns matters of death, the afterlife and searching for answers, meaning that it is a very appropriate title. My interpretation is that this song is about someone close to the band who either died or committed suicide.



The song begins with the line 'those who are dead are not dead they're just living in my head', which conveys an inability to let go of people once they have passed away and a struggle to remain present in life rather than 'living there as well'. This immediately sets the tone of the song as emotive and deep. Coldplay then continues to say 'Time is so short and I'm sure there must be something more', which links back to the title and questions whether there is some form of an afterlife where his dead friend may have gone.

The middle section of this song does not contain any lyrics but is an instrumental, which gradually builds in texture and dynamics until the vocals come back in singing 'you thought you might be a ghost, you didn't get to heaven but you made it close'. These lyrics are quite ambiguous and so are open to many different interpretations, but I think that it could refer to the feeling of being almost invisible that often comes with depression, which his friend may have felt before committing suicide. The friend didn't end up in heaven but 'made it close', which could either be a reference to a young death meaning a lack of good deeds done in life or that Chris Martin is making them live in his head and therefore preventing them from reaching heaven. However, it is not explicitly stated that the death was caused by suicide so the lyrics could be interpreted differently.

### Structure and instrumentation

The structure of this song is quite interesting, as Coldplay wanted to be more experimental and use a structure different than the norm for pop/rock songs. It doesn't really have verses or a chorus but is rather split into a quiet, lyrical section followed by a building instrumental section and then a second, more upbeat lyrical section. The song then ends by reverting back to the initial quiet and contemplative mood.

The vocals come in immediately with no instrumental introduction and are backed by piano chords with strings coming in on the line beginning "time is so short". When the lyrics are repeated a second time, soft drums are also introduced which begin to gently build the texture. This opening lulls the listener into a false sense of security, as they believe the song will be a ballad, before launching them into the loud, chaotic rock section. At the end of this section, there is a crescendo followed almost immediately by a diminuendo, with a moment of silence before the next section starts.

The second section is introduced by electric guitar, louder, more forceful drums and a bass guitar which create a sense of building tension and confusion. Personally, I think that this represents anxiety and confusion within the mind of someone going through the situation previously described, which can be represented better by instruments than by lyrics. This also takes the listener by surprise as it comes in relatively suddenly which makes sure that they stay engaged with the music. However, you could argue that this contrast is slightly overdone - at some points, the texture sounds almost cacophonous.

The third section sounds more or less like your typical rock song - a good bass, electric guitar, drums and catchy, repetitive vocals. This part ensures that although the song is adventurous and different from many others written by the band, it is still close enough to their style to be recognised and to become popular. Unlike most typical rock songs, however, the lyrics are profound and meaningful.

The song ends by returning to the original style: only piano and soft, contemplative vocals. This cyclical structure helps to link the song back together and create a sense of finality. Without this ending, I think that it would have appeared

too compartmentalised and random to be properly enjoyed.

### Production techniques

This album was the first not to be produced by the band's regular producer Ken Nelson. Instead, it was produced by Brian Eno who wanted to make sure that each and every song sounded unique and different. Most of the music was recorded by the group, however, the violinist Davide Rossi was brought in to play strings for 42 and a number of other songs. Rossi used an acoustic and electric violin so that he could reach a large enough range of notes.

Sources:

[en.wikipedia.org/wiki/Viva\\_la\\_Vida\\_or\\_Death\\_and\\_All\\_His\\_Friends](https://en.wikipedia.org/wiki/Viva_la_Vida_or_Death_and_All_His_Friends)

[www.notediscover.com/song/coldplay-42#](http://www.notediscover.com/song/coldplay-42#)

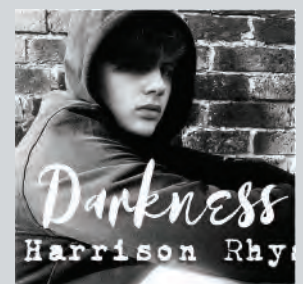
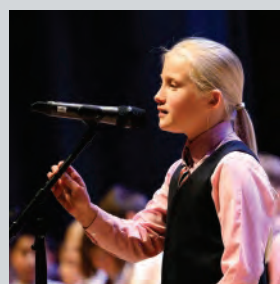
[www.songfacts.com/facts/coldplay/42](http://www.songfacts.com/facts/coldplay/42)

## MAYVILLE – PERFORMING WHERE WE CAN!

Like many other musicians and performers, Mayville pupils learned to be inventive and adapt to their surroundings. Dance projects were filmed on phones and submitted via TikTok and Google Classroom. Our music students adjusted to online lessons and shared performances with one another on Zoom for an end of term concert.

Harrison in Year 9 (U4) hasn't been able to take up his usual local gigs, so has been broadcasting a weekly 'Live from Home' session instead. He has also released three original songs during lockdown, one of which, 'Darkness', written about mental health, has been raising funds and awareness for Solent Mind.

Eva in Year 6 (U3) put on performances after the weekly #ClapForCarers. Week after week, she appeared on her balcony to sing for her neighbours. She said, "*Lots of my neighbours said it made them feel really happy, and it brought people together for a few minutes.*"



# PUPIL ARTICLE: MUSICAL MELODY MAKERS MAKING MUSICAL MEMORIES

*James Harrison, Year 10 (L5)*

This article will address two genres of music, firstly 'The 80's' and secondly, the 'Classical period' and how in ways, that although they are 180 years apart, they actually share a lot of the same DNA.

Out with the old in with the new – 80's pop music arrived on the scene, yes that's right – in the 1980's. Punk was dead: this melodic, menacing, mayhem music was over; no more anarchic views bashing their way out of vinyl singles, as CD's became widely available mid-way through this decade.

Greed, was the in-word and as well as excess – pop was going to change forever, and that was solely down to the micro-chip: excess and greed drove this revolution, along with all the pop stars driving their Porsche 911s – money was for the making and money was for the taking. This article is going to concentrate on the British pop scene, with who was in and the music that shaped this era.

Upbeat catchy tunes, was where the 80's was going. Bands such as: Wham, Tears for Fears, Duran Duran, Spandau Ballet and Eurythmics, created melody tracks that have stood the test of time. This was created using sequencers and synthesisers, which allowed the creation of electronic sounds on records. The most common synthesiser used was the Yamaha DX7, which was the instrument of choice for bands such as: Soft Cell, OMD and Depeche Mode. Computer generated music had arrived. The best-selling single from the opening year of the decade was 'Don't Stand So Close To Me' by The Police – quite fitting at the moment!

Fashion and music have always gone together, and no more so than the in 1980's. Money, and even more money was the goal for everybody, especially 'Yuppies'. This was a term used to describe people who had money and were quite happy to show it. Fashion designers were only really interested in people who were in their twenties, as these were the people who had the

money. It was a time for working, with women starting to 'power-dress' in order to impress.



New hair products, such as mousse and gel were being invented to pump-up and style your hair to excess.

One example from the 80's is the lead singer of 'A flock of Seagulls' – WOW!

As mentioned earlier, bands such as Duran Duran and Spandau Ballet, paved the way for a new fashion/music era within the 80's – New Romantics.

These 'New Romantics', with their high frilly shirts and loud suits (a bit like the fashion of the 'Classical Period') combined it with wearing women's make-up.

Excess and greed – these two words seem to follow the 80's around, wherever it goes. There was plenty of rivalry between these two bands. You were either on one side or the other – my mother was well and truly in the 'Duran Duran' camp.



In 1984, pop stars and politics mixed, when Michael Buerk reported about the devastating famine that was happening in Ethiopia. Bob Geldof and Midge Ure organised help for the starving, by bringing stars together to form 'Band Aid' and in the Christmas of 1984 'Do they know it's Christmas?' reach number one.

On the 13th July 1985, there was a Live Aid concert at Wembley stadium, which had a number of well know pop stars performing during the day, such as: Freddie Mercury, Queen, Phil Collins, Duran Duran, Spandau Ballet, Wham, Ultravox and Eurythmics.

Due to the development of satellites in the 1980's, Live Aid had an estimated global audience of 1.9 billion people, and raised over £127million for the famine relief.



However, classical music without a doubt has to be included as my other genre, as realistically this style of music has been the forerunner for our musical influences of today.

So, you think you know what classical music is? But did you know, that it is actually a broad term that describes music spanning over 1000 years?

It is easy to get caught up in the broad-brush of classical music, but there are very distinct particular eras. For example, in the Medieval period the Christian Church began to develop a type of music known as plainsong. It was based on ancient Jewish chanting; this music was sung in unison and without any accompanying instruments. However, that all changed, when in about AD1000, a Benedictine monk invented staff notation. Music now had its own language, and it is still being used today to compose modern music.

The Renaissance period, had a new depth and richness, where several melodic lines or tunes were played and sung at the same time, by composers such as: Guillaume Dufay and Josquin Desprez.

During the Baroque period, music became increasingly complex; with the music becoming more dramatic, featuring contrasts between loud and soft and fast and slow. From this, a brand-new form of music developed called Opera; with one of Baroque's leading composers, Johann Sebastian Bach writing music for the harpsichord and organ.

By around the mid-1700's, the Baroque style of music became old-fashioned, leading to a new style of music being created: 'The Symphony'.

A symphony piece of music was created to be played by a whole orchestra, and just as with the 80's having pop-superstars, so did the classical era, such as: Haydn, Mozart and Beethoven.

Beethoven was born in 1770 and was a composer and a brilliant pianist; however, unfortunately he started to become deaf in his mid-twenties. His music was often said to be heroic and noble, as it reflected his struggles in his life. On the 29th March 1794, Beethoven performed his first public performance of his piano concerto in C-major and on the 2nd April 1800, Beethoven performed his first symphony, which is what this 'Classical Period' is known for.

This style of music was almost ahead of its time, as it now involved a whole orchestra to play the symphony. This genre of music is still contemporary today, with the BBC Proms playing at the Albert Hall – a highlight of the musical calendar. Also, Pachelbel was a baroque composer, with his piece Canon in D being sampled in many modern songs.



Fashion and money, and the excess of it, links very nicely with the theme of the excess and greed of the 1980's decade – extravagant clothing and money went hand-in-hand with the symphony music, as the super-rich enjoyed the complex structure of these new super

symphonies, which are still being played today. The style and excess of this period was captured really well with the 80's band 'Adam and the Ants', and all wrapped up in an Alfred Noyes style of the Highwayman poem.



So, as we can see from the two genres that have been explored, there are links that tie the two together – excess and greed. What's really important to understand, is that the two genres were breaking new ground musically: firstly, the 'Classical Period', with the advancement and quality of the making of the instruments, which allowed whole orchestra's to play symphonic music and secondly, 'The 80's', with the advancement of the micro-chip, allowing the introduction of electronic-music to be used within pop records for the first time.

References:

Pinterest, [www.simplyeighties.com](http://www.simplyeighties.com),

[https://en.wikipedia.org/wiki/1980s\\_in\\_music](https://en.wikipedia.org/wiki/1980s_in_music),

Kingfisher book of Music, google images, Remember the 80's (book)

The English Department challenged Senior School pupils to find ways of staying creative throughout the lockdown.

Pupils in Years 7 & 8 (R/L4) documented their lockdown experience in the form of a poem, that they filmed and uploaded to Google Classroom. Some pupils even chose to follow Mr O'Neil's lead and perform it as a rap!

Theo Johnson in Year 9 (U4), was the inaugural winner of the Mayville English Award for outstanding work. As part of the Media and Film unit, pupils were asked to produce a one minute video about their life in lockdown. Theo's was incredible and featured many sophisticated elements of cinematography.

The Senior English Department launched their instagram account @mhs\_seniorenglish with a pupil competition #caughtreading requesting pictures of them reading in unusual places.



## PUPIL FILM REVIEW: 'DADDY'S HOME 2'

*Tom Tweedy-Smith, Year 9 (U4)*

### **DADDY'S HOME 2**

Daddy's Home 2 is one of the best films of 2017!

Do you want to laugh yourself silly for the rest of your day? If the answer is yes, then Daddy's Home 2 is a comedy that all the family can enjoy.

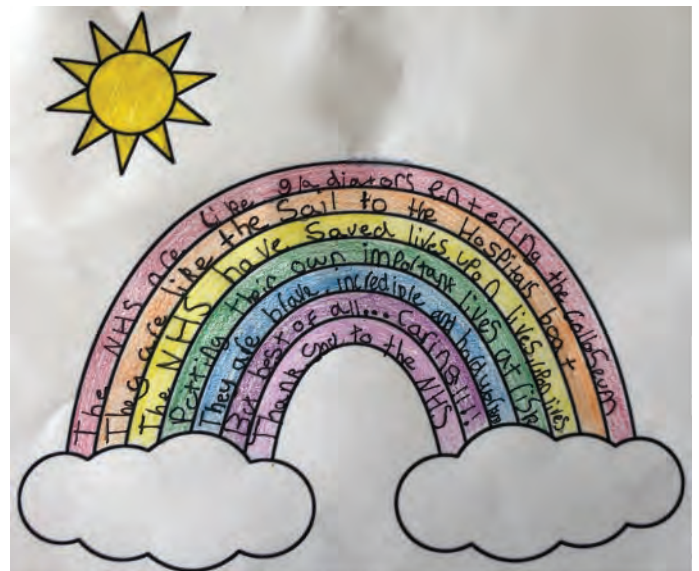
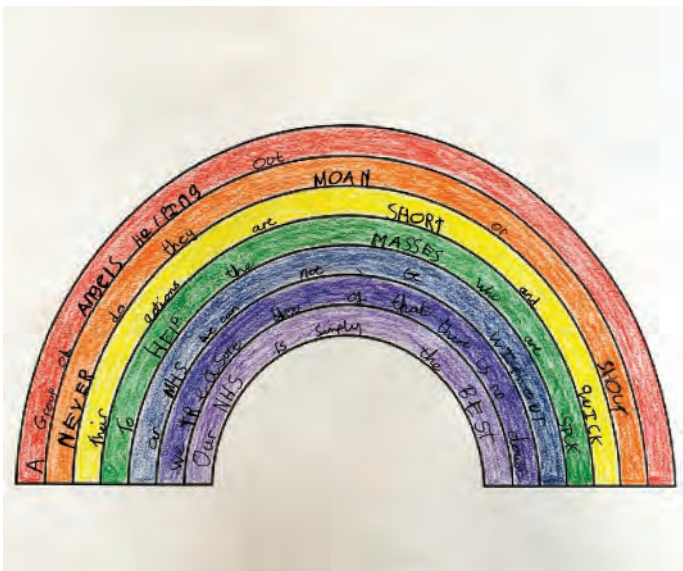
If you loved Will Farrell in 'Elf' then this is the film for you. Mark Wahlberg puts on a brilliant performance as the no-nonsense Dad and both actors bounce off each other because of their completely different characters. Will Farrell plays an unmanly, uncool and feminine step dad called Brad Whittaker, who is always trying to be better than his nemesis, Dusty Mayron, played by Wahlberg. Throughout the film, these two characters try to be better than the other and the ending is a surprising one.

I really enjoyed watching the film because there were parts in it that really made me laugh. There is one part where Dusty (who is really good at skating) builds a giant skate ramp and Brad (Will Ferrell) tries to be cool but falls over and then gets knocked out. Even though the two characters were complete opposites, it worked really well in the film.

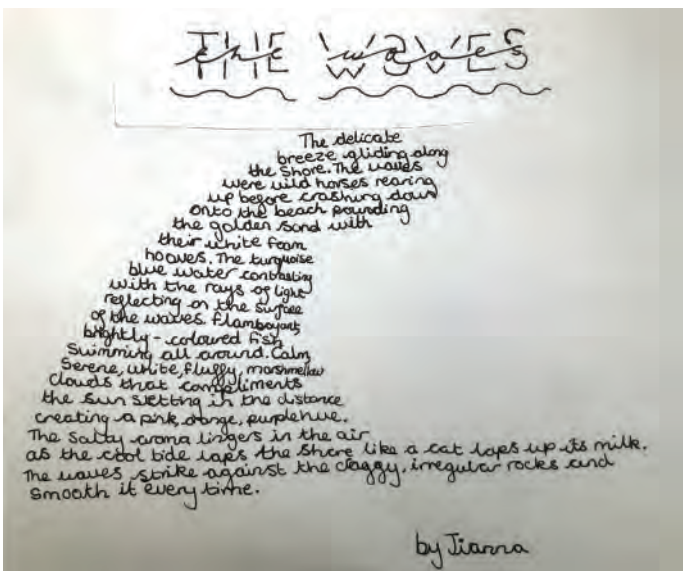
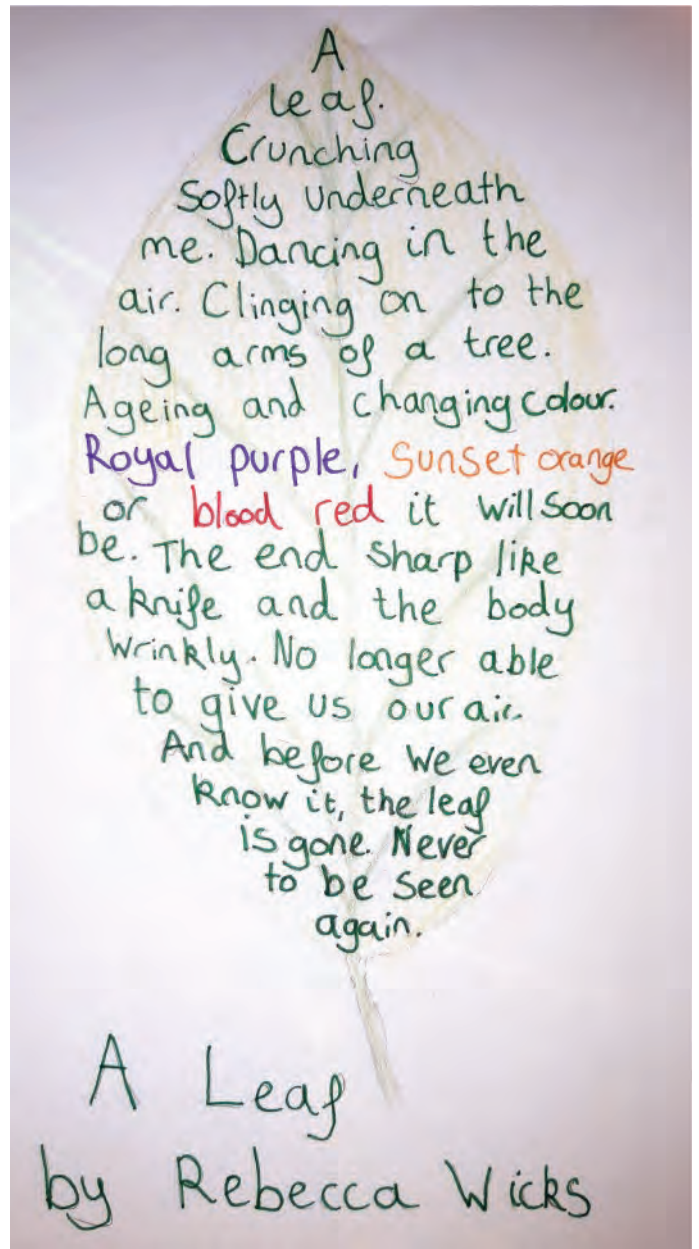
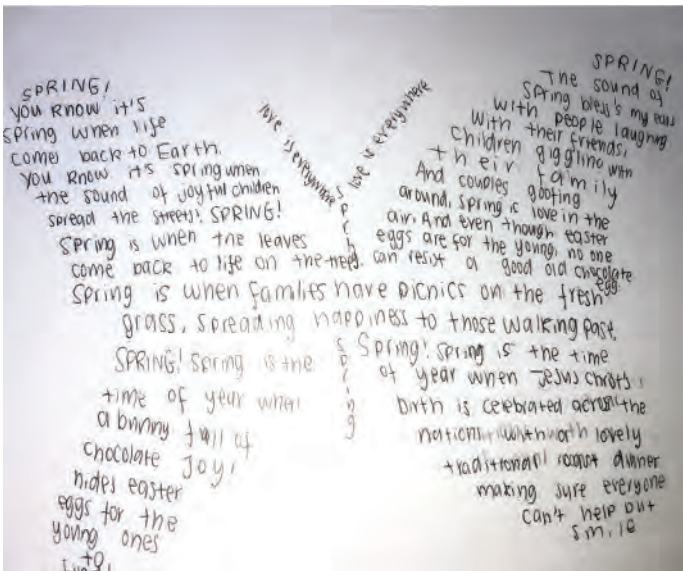
Some of the effects added great comedy value. For example, when the dad of Dusty, played by the brilliant Mel Gibson, enters the film for the first time the director shows us how stern he is by using a light effect underneath him, as he walks into the room. They also use slow motion effects when he winks at a lady. Comedy genius! This happens again when he is travelling down an escalator and winks AGAIN at a lady!

Once again, Will Farrell has won over the audience with his perfect comedic timing and with Mark Wahlberg sharing the comedy gold with him we see - double the dads, double the trouble and double the laughter!

*Daddy's Home 2 is available to rent or purchase from Amazon Prime Video.*



Mrs Hardcastle's Year 7 (R) class created rainbow shape poems for the NHS. Wonderful use of colour and language.



Mrs Matthias-Rosser's Year 8 (L4) class created shape poems. We really love how beautiful they are.

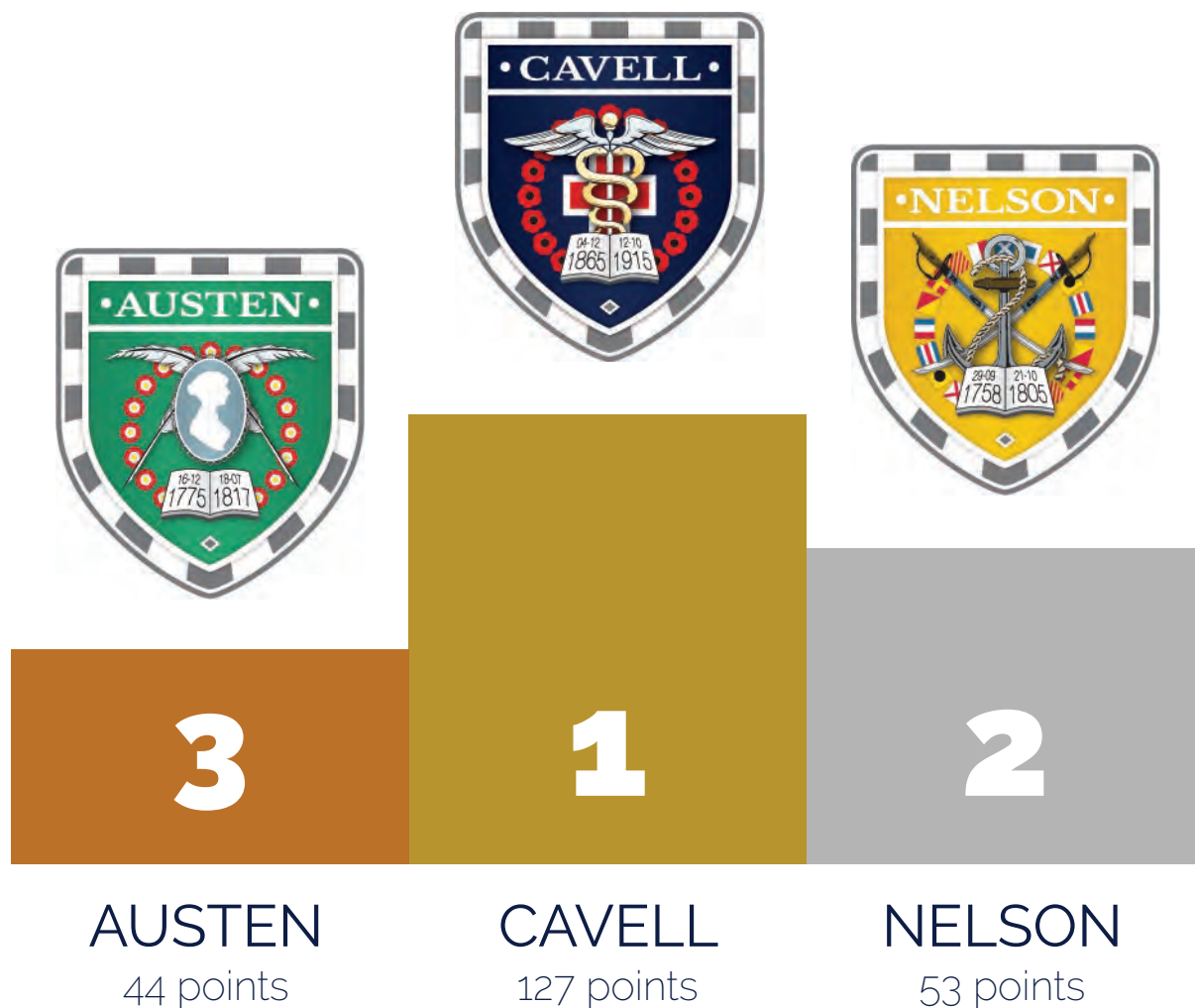


MAYVILLE  
HIGH SCHOOL

*Founded in 1897*

# Sports Week

## Senior School Results



Our annual Sports Days are big events on the school calendar. As we couldn't all get together as normal, we hosted a virtual Sports Week instead. Pupils were asked to track all physical exercise and activity throughout the week:

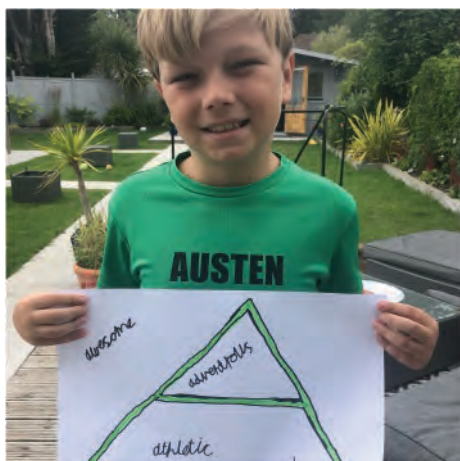
- walking, running, cycling, swimming
- tennis, volleyball, badminton, football, rugby, netball, cricket, rounders, basketball, etc
- fitness, such as: press-ups, squats, burpees, sit-ups, planks, jumping jacks, lunges, etc
- dance.

To keep an essential element of friendly competition, pupils' activities were recorded and counted as part of a House total.

**Cavell were clear winners in the House challenge competition with a huge 127 points!**

In the individual standings, it was a clean sweep for Cavell and Year 8 (L4), with Naomi Robinson scoring 43 points and Finn Vose scoring 15 points.

Very well done to everyone that took part.



On 29th June, Junior Pupils took part in Virtual Sports Day, by making House banners, medals and Olympic torches. They also competed in a wide range of sports and activities and submitted their entries via Google Classroom.



We would like to thank you again for your ongoing support in maintaining the Mayville family throughout these strange times. We are very proud of how our pupils, families and staff have pulled together as a community.

We look forward to being able to welcome you back to school in September. For our departing Year 11s, we will see you on 20th August, when you come to collect your results. Until then, we wish you all a happy, sunny and restful summer break.

Please follow our social channels, to keep up to date with all things Mayville



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