

Youth Music Initiative year 13 report – August 2015-June 2016

(Please see appendix for list of participants for each project.)

'The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.'

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.'

Curriculum for Excellence Expressive Arts principles and practice

Project 1 – Children's Classic Concerts

Children's Classic Concerts provide a fun-filled introduction to live orchestral music specially tailored to P4 to P7 pupils. This project offered schools the opportunity to engage in 3 inclusive and interactive workshops in their school with professional musicians.



Pupils created and performed their very own Brazilian Samba band piece to another class providing a conclusion to the children's work. Pupils developed skills in team work, listening and following cues. Schools also attended a high quality, professional performance in Howden Park Centre's auditorium which featured a mixture of musical styles including classical music, jazz, traditional Celtic and world music.

Teachers' comments

'The children were captivated from the start and enjoyed their learning. For me as a class teacher it was incredibly special to see my class who can be difficult to settle and indeed to focus, so interested, motivated and involved in their learning.'

'It was an absolute treat for them to experience an introduction to woodwind instruments at the concert. A few said to me they were "excited to come to school on the days of the workshops." Praise indeed and credit to Olly and Owen who brilliantly captivated their interest and enthusiasm.'

'Ollie and Owen had the children playing instruments within 10 minutes and then performing to the whole school after 3 practical sessions. They were superb.'

Project 2 – Software Training Scotland

This project provided an opportunity for young people to engage in a dynamic, stimulating and fun 10 week course in the creative use of technology to make music, using cutting edge but accessible equipment and software. Pupils used iPads to explore music and sound production based recording technology.



Pupils participated in the performance recording of high standard, contemporary music recordings and were involved in both the technical process of recording and the musical performance with expert tuition that ensured smooth progress.

Primary Teachers' comments

'They had never worked with iPads or took part in music technology before and were incredibly excited and motivated to take part. It was a very enjoyable project which developed a range of skills, both musical and teamwork based.'

'The whole experience from start to finish was amazing. The delivery from Bob and Maria was second to none, the children built up a good relationship with them both.'

'...what the children gained was way beyond expectations in that technology and music skills were developed but also a lot of the things that are hidden in the curriculum such as confidence, working as a team, building relationships, being able to give feedback without hurting feelings... the list goes on. I thank you and all who were involved in this amazing experience for both my children, myself and indeed the school.'

Secondary Music Teachers' comments (after school club)

The instructors were great with the pupils and very quickly built up a friendly rapport with them. The instructors clearly knew their stuff! My only regret is that I could not get more pupils to take part. It has been a very worthwhile project and I know the pupils who did take part thoroughly enjoyed it.'

'I have been very pleased with the software training course that was provided. It used technology that is very current and appropriate to our pupils. I went to the final session to listen to the songs that the pupils had produced and I was impressed at what had been created. I would certainly recommend this opportunity to others and would also like to be able to offer this again in this school.'

Pupils' comments

'We found the chord progressions difficult but Bob and Maria helped us a little with the difficult progressions and we listened to their advice and managed to keep trying until it sounded right.'

'Our biggest problem that we had to overcome was understanding the new technology that we had never used before and learning how to add files to the iPad. It was also difficult, at first, to understand the different sections of a song. For example, the intro, outro, instrumental and chorus. This project has inspired some of us to learn the piano.'

'The best thing about this project was putting the track together, working as a team and hearing the final track that we made. We could really hear our progress.'

'We have all grown in confidence when singing and performing. We are also more confident at using the iPads to create music. We all enjoyed learning how to use the instruments on the iPad and working out chord progressions.'

Project 3 – Saturday Strings

The Armadale and Livingston String Centres programme is an open access project that has no formal selection or testing procedure, giving children from P4 and P5 the opportunity to begin classical string tuition. Schools are encouraged to identify young people who are not currently engaging in music provision.



Pupils who are given a place can continue with lessons from P5 to S6. Participants have the opportunity to showcase their skills at 2 performances per year, Christmas and summer. As there is no formal selection or testing procedure, and no tuition fees or instrument costs, this project goes some way in meeting the outcomes of Creative Scotland and West Lothian Council in breaking down barriers and tackling inequalities.

Students who are keen to do so are entered for ABRSM grade exams. In 15/16, nine violin players and three cellists sat and passed exams ranging from Grade 1 to Grade 5.

Parents' feedback

'We really enjoyed the end of term strings concert. Some of the older children have such great talent and it was lovely to hear everyone playing. We think the project is fantastic and will do all we can to support it. My daughter really enjoys her lessons and all the teachers are very supportive and work well with the children.'

'My son has been playing double bass at the Saturday classes for 2 years now. He really enjoys it and absolutely loves playing in the end of term concerts. He gets on really well with (teacher) and looks forward to going each week. He says his favourite thing about the classes is getting to play in the concerts and his favourite piece at the moment is Rumble in the Jungle.'

'My daughter has only been attending the Saturday class since September 2015, and we are so pleased with her progress in the 9 months she has been attending. We were so proud to see her perform her solo.'

'The experience has given my son a lot of confidence and self-esteem as well as new opportunities he wouldn't have had without the classes. Since starting the classes he has also started to play the guitar and drums at home and seems to be very musical!'

"I'm amazed at the progress of the children in the space of a year and also the commitment and dedication of the teachers."

"[The teacher's] support and enthusiasm has helped my daughter blossom into the fab musician she is today"

Project 4 – record Breaking Grooves

The aim of this project was to set a new GUINNESS WORLD RECORD for the largest African Drum Ensemble in the world. Pupils were involved in workshops in school and staff attended a CPD session.



West Lothian schools currently have 27 African Percussion Packs so this record breaking event presented an opportunity to utilise these in an exciting and fun event. During the workshops pupils were taught an original African Drum Ensemble Score written by Daniel Duggan specifically for this project. The children achieved their goal with 476 Djembe drummers being counted on the day which was verified by an official GUINNESS WORLD RECORD judge.

Teachers' comments

'Excellent tutors. I am not musical in the slightest and they simplified the activities really well.'

'It was a great day and a super experience for our children to be involved in - thank you for all your hard work in making this a success.'

'Well done to you and your team for organising such a super event.'

'They have learned some new skills and have increased in confidence.'

'A great experience for the children and something wonderful to work towards.'

'The event was very exciting and a fantastic opportunity for the children who took part.'

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Project 5 – Voice Rocks

This project is a celebration of the power of the voice and provides a platform for the many talented singers amongst West Lothian's young people in P5 - P7 and S1 – S6.



These workshops are designed to recognise and nurture creative and aesthetic talents and help to develop skills and techniques relevant to singing and performing. Workshops took place on Saturdays in Howden Park Centre, Livingston and over the course of the project participants are taught in an easy to learn style. No formal training, sight singing or reading of music or theory is required. Participants listen to and discuss songs in the rock/pop genre and decide as a group which ones to rehearse. The project culminated in a showcase of the work at the end of each block at Howden Park Centre on Wednesday 3 February, 7.30-8.30pm and Tuesday 7 June, 7.30-8.30pm, 2016.

Parents' comments

'My daughter suffers from social anxiety and this class has been so beneficial in building her confidence and helping to build new friendships – Jen is a wonderful teacher and encourages the children to work as a team and build the confidences together and as individuals. I can't find the words to say thank you for the opportunity for her to participate in such a worthwhile course and can only hope that it continues. Thank you to the whole team for making it happen.'

'We all enjoyed the Voice Rocks showcase, it was phenomenal. My son said it has been a great experience and has enjoyed attending the Voice Rocks sessions. He said Jen is a fantastic teacher who inspires him to do his best. Thank you for your hard work in supporting Voice Rocks. My son is looking forward to the next showcase which will be amazing.'

'My daughter has loved every minute of these classes and will continue to be a member of the group for as long as she is of age. She loves music and plays instruments, she says 'music is a way to both lose and find yourself.'

'This was my daughter's first term at Voice Rocks and she even had a solo part. We were so excited about the show and all our expectations were delivered and more. It was very professional and the kids were all amazing. We were chatting about it afterwards and saying how her confidence has grown so much in a matter of months and it's because of Voice Rocks. Singing is her passion and to be given this opportunity is second to none. It's amazing what both Jen and you do for our kids and we can't thank you enough.'

Project 6 – Sound Stories

Each course comprised of a series of eight weekly 90 minute workshops lasting over a school term. The work is targeted at “hard to reach” pupils – ranging from shy or quiet pupils with low self-confidence to those with behavioural issues.



The work aims to engage pupils in music making by encouraging them to explore their emotional responses to music. The sessions involve working as a group to devise and perform their own music, providing great opportunities to learn and develop skills in collaboration, turn taking, active listening, sharing, self-expression and self-confidence. Pupils explore the use of music in film and television, learn how music helps to communicate ideas and tell stories, and over the 8 week period, create their own story with musical accompaniment which is finally performed to another class.

Both staff and pupils have commented on the positive impact of the sessions on self-esteem, confidence and emotional well-being.

Teachers' comments

'Dave, who delivered the session, was absolutely perfect for this and I don't think anyone else could have got so much from the pupils who took part. He has a very warm, caring manner and had a great rapport with the pupils. My only criticism is that it was too short! We would really like to be offered an opportunity to work more with Dave in developing this project.'

'Fabulous work done with my P7 pupils. They were excited each week and were buzzing when they returned. A valuable self-esteem and confidence building experience.'

'This was a fabulous project which gave the pupils involved an opportunity to experience...

...achievement and show the skills they had learnt to an audience. Although the final performance was very special, seeing the pupils focussing, working together and totally engaged, it had also been carefully put together over the 8 weeks and it was nice to see how the skills were built up and the progression each individual made. Thank you very much for providing this opportunity.'

'Dave Trouton worked with a small group of P6 pupils. At times some of the behaviours were challenging but Dave managed to overlook these and strived to build up positive relationships with the pupils. The pupils were very engaged and motivated and were extremely enthusiastic about performing to a wider audience. The performance was super and was well received by pupils and some of the group member's parents. It was lovely to see how some of these children had grown in confidence and worked well as a team. I thank you and Dave for giving the school this very worthwhile opportunity!'

Project 7 – Music in Action

The Music in Action workshops have been devised to introduce pupils to the functional role of music in Theatre, Film and Television, the science of sound and the psychology of music combined with an active “hands on” experience of composition and performance.



Pupils listen to music from theatre, film and television, discussing how it makes them feel and what pictures it brings to mind. Then, musical instruments are taken apart to find out some of the science of how music works – How is sound made? How do our ears work? What happens when different sounds get mixed up?

Pupils then use their voices and instruments to compose their own sound underscore for a chosen story, culminating in a performance of the finished piece.

Teachers' comments

'The Music in Action workshop we took part in (Primary 1) was fantastic. Dave was excellent with the children, they were enthusiastic and motivated the whole day. The addition of performing at the end of the day to the nursery and P2 children made the day even more enjoyable. Thank you!'

'This was an amazing musical experience for the children. The activities encouraged the class to listen and think about the sounds around them. They learned about the science behind hearing with various experiments which were well resourced. They made music to help tell a story which was engaging and creative.'

'The class were very keen to continue the story in their imaginative writing and a few commented it was their best day at school ever. This was a thoroughly enriching day which I am sure they will benefit from and remember going forward. Thank you.'

'Dave was very friendly and approachable. The children thoroughly enjoyed the day and we would recommend this service to other schools.'

E-mail from teacher

'The class got a huge amount out of this day and were keen to carry their creative ideas on in their writing. It was a very enriching day covering Music, Science and Language outcomes. I personally took a lot from it for my own development and would love to see this being targeted/offered as an opportunity for teachers CPD in its current form with the children. Having the opportunity to see this teaching and learning in practise was inspirational. It is especially useful as our school does not have a music specialist and is reliant on class teachers to deliver music. The plethora of teaching ideas delivered on the day will inform my teaching going forward. I would very much like to be involved in any other projects going forward. Thank you very much for organising it.'

'The Music in Action workshop was a very valuable experience for our Primary 1 pupils. The children thoroughly enjoyed the experience and gained a lot from it. I believe it covered Experiences and Outcomes from a variety of Curricular Areas including lots of Listening and Talking and Reading Es and Os, as well as SCN 0-11a and SCN 0-12a, EXA 0-01a, EXA 0-16a, EXA 0-17a, EXA 0-18a. There are also clear next steps to progress the pupils' learning after the workshop.'

Project 8 – NYCoS - Curriculum for Excellence, Active Learning

All schools were invited to send staff to a training session with Lucinda Geoghegan, author of the Active Learning through Music programme which links with Curriculum for Excellence.



Sixteen teachers attended the session at Riverside Primary with another session being delivered for teachers in St John the Baptist, which was designed to cover the Early and First levels of Music. This was followed up in six schools with a demonstration and then a monitoring session with tutors encouraging the staff to deliver some of the programme themselves. Resources and further training is offered if the programme continues.

Teacher's comment:-

'We really appreciated it and found it very valuable.'

Project 9 – NYCoS – P3 Workshops

All primary schools were offered a 45 minute Singing Games and Rhymes workshop at the end of September or beginning of October.



Six tutors visited the schools and engaged the P3 children (and in the case of composite classes, P2 or P4 children) in a series of fun musical activities designed for this age group.

Teaching staff were subsequently invited to 2 training sessions in January and April to give them the opportunity to learn some of the activities themselves and take away a copy of some of the games.

Project 10 – NYCoS – P3 Evening Play & Sing Groups/Play and Sing Days

There were 2 Sing and Play Days offered on 2nd November and January 11th with 88 children registered. These offered the children a taster of what would happen on the Play and Sing evenings and also benefitted those children who could not commit to the 12 week Play and Sing evenings. The groups took place between January and March in Riverside, Low Port and Murrayfield primaries on different evenings to allow parents a choice of venue or day. All culminated in a presentation for parents and friends. Then the groups combined at West Calder High School on a Thursday evening over 4 weeks in May for a further set of combined choir and musicianship sessions. All children were offered a place in the NYCoS West Lothian choir.

Teacher's comment:-

'This was an excellent opportunity for the children – they can't wait to join the choir.'

Project 11 – NYCoS – Go for Bronze

All primary schools were offered a series of Go for Bronze music workshops for P4 pupils. These sessions were carried out over 10 – 12 weeks between January and June.



Staff in P3 and P4 were offered training sessions in January and April to give them the opportunity to take forward some of the programme themselves and the Go for Bronze folder is available to all staff who attended.

Teachers' comments

'Excellent workshops, great activities, children engaged and active throughout. (The tutor) was very organised and had a good rapport with the class. Thank you. A very unmotivated child told Karen he liked Fridays because of her music workshop.'

'Fantastic resource, all my pupils participated and enjoyed it.'

'(The tutor) interacts well with the children and provides relevant information with appropriate pace and challenge. Everyone who has taken part in the workshops have enjoyed the sessions provided. We are also interested in the schools' support manual to continue this teaching.'

'The children enjoyed the range of activities provided and their progress was evident as we progressed through the weeks.'

'The pupils in my class were always enthusiastic about going to the workshop every week. It also offered a more in-depth focus on singing than the lessons in school. (The tutor) had a lovely rapport with the kids and my class always responded well to the games.'

'The children really looked forward to our sessions on Tuesdays. They talked about what they had learned and it was a chance to have hands on experience in music. Would thoroughly recommend.'

'Super experiences for the children – especially for teachers who are not (have no) musical expertise.'

'Super workshop, very beneficial to our children's musical and physical learning/development. It has been valuable to the expressive arts learning in line with curriculum for excellence.'

Tutor's comment

'The children have actively participated in the first stage of the NYCoS Bronze musicianship programme. They have worked in groups, pairs and individually to learn about pulse, rhythm and pitch. The children have had fun playing a range of musical games, used to teach these musical concepts and have grown in confidence singing as a group and individually.'

Project 12 – Bathgate Music Festival

These workshops tie in with the Bathgate Music Festival, now in its eighth year, which provides a varied programme in an assortment of venues around the town. The programme is organised in collaboration with Live Music Now who support young musicians.



These workshops tie in with the Bathgate Music Festival, now in its eighth year, which provides a varied programme in an assortment of venues around the town. The programme is organised in collaboration with Live Music Now who support young musicians. This was a great opportunity for school pupils to see young people playing live music in their own school and because of the interactive, educational, informality of performances they are encouraged to ask questions and learn about the style, instruments and the musicians themselves. The primary and secondary performances are followed by an educational workshop for a smaller targeted group of pupils including those who either play an instrument or to inspire those who are interested in learning more.

Nursery teachers comments

'Just wanted to say a big thank you from Bathgate West Nursery for our Traditional Tunes with Rua and Suzanne session. The children loved it and there was lots of chat with parents as they went home.'

'Champagne Flutes were fantastic. The workshop was well suited to the nursery age group. It was fun and interactive. Thanks.'

'The children thoroughly enjoyed the experience and loved listening to and learning about the instruments. The length of the activity was suited to the age group and both of the visitors were patient and understanding with the children. It was particularly lovely to watch the children join in dancing to live music and observe the enjoyment this brought.'

Primary teachers' comments

'The group was excellent. They used the skills of boys and girls who played string and gave them confidence through this. They had a lovely manner with the pupils. It was great to feel part of the Bathgate Music Festival as lots of our children will not be taken to any events by their parents.'

'Today was a truly magical journey through traditional Scottish music and culture. The trio interacted well with the children and staff and this was an interactive workshop. The children thoroughly enjoyed the whole experience, as did the staff! Thank you so much for this experience.'

Primary teachers' comments cont.

'Granny Green were absolutely fantastic. They were engaging throughout the workshop and were able to speak to the children on an appropriate level. The children enjoyed listening to the different styles of music but their favourite thing was getting to try blowing a trumpet. We have a lot of requests now for trumpets in school!!!'

Secondary

'Our school community benefited greatly from the events held in the school. In particular the school community benefits from the positive impact on the school community ethos and culture as a result of so many of our pupils experiencing the high quality concerts.'

The workshops enabled pupils to build on their learning within the music curriculum through the development of skills and a deeper understanding of performing, composing, improvising and the ability to identify a range of instruments and related concepts. In addition, pupils developed deeper understandings of careers in the arts and the importance of making the most of the school experience to enable individuals to achieve positive destinations beyond school.

The school was able to foster partnerships with other West Lothian schools as a group of 19 brass pupils from Inveralmond Community High School were invited to attend the concert and workshop plus a group of 9 string pupils from St Anthony's Primary school Armadale attended the concert. '

Project 13 – Catapluf's Musical Journey

Pupils participated in a workshop in their school in preparation for attending a performance of Catapluf's Musical Journey – a 50 minute musical performance in Howden Park Centre's auditorium.



Catapluf's Musical Journey is a show packed full of music from every corner of the globe. Catapluf, played by Adriano Adewale, is a character who's fascinated by sounds. His imagination travels to places where everything makes music: saucepans, water, drums and even the body! A versatile musician, performer, composer and respected educator, Adriano Adewale is known for his unconventional and exploratory approach to music and his ability to create magical soundscapes from the ordinary and every day.

Teachers' comments

'Our pupils and staff thoroughly enjoyed the workshop experience. They were impressed with the level of friendliness and professionalism from the musician. Our pupils clearly enjoyed the musical experience and it would be something that we would be interested in participating with again in the future.'

'My pupils thoroughly enjoyed both the workshop and performance. The musicians were extremely talented and patient. They even took time in our school to come and look at the children's paintings of how they envisaged Catapluf.'

'We all enjoyed the experience.'

A staff member in Beatlie, a school for children with profound learning and disability issues, was amazed as Adriano brought the drum around so each child could play it, when the child in her care who normally uses the same one hand for everything, lifted both hands to play the drum.

'Catapluf's Musical Journey was an inspirational and enjoyable workshop and follow-up performance. The team delivered an excellent workshop in school, which the pupils absolutely loved.'

Teachers' comments cont.

'The performance in Howden Park Centre was a fantastic show case for the pupils to see how musical performance can include everyday items. The pupils loved the show and the charisma and engagement from Adriano, Andreas and Jenny was outstanding.'

Project 14 – DJ School Scotland

Delivered by professional DJ Paul N'jie these workshops were an introduction to DJ'ing conveyed in a creative, fun and educational way engaging primary and secondary pupils in learning about the industry through discussion and practical tuition.



Pupils learned about the technology and skills needed and looked at ways to manipulate sounds which in turn developed listening skills, built confidence and self-esteem through creative, expressive performance and presentation. Pupils learned about the tools of the trade, the equipment needed and how to source material, discussed and listened to various genres and different tastes in music, how to mix their chosen tracks and beat match before sharing a selection of their work to their peers.

Teachers' comments

Primary – *'P7 pupils really enjoyed both workshops and really grew in confidence. It was great to have some expert input for something different like this that pupils wouldn't normally experience in school.'*

'The children were ecstatic with the sessions Djing with Paul, "quote" "The best day at school ever." "Amazing - made me so happy." An excellent opportunity for children to collaborate and learn new and exciting skills.'

'Enjoyed it. Would do it again, definitely.'

Secondary - *'Paul N'Jie provided 2 excellent workshops for pupils. Paul's attendance, set up of equipment and interaction with the pupils were all excellent. He worked very, very well with pupils and passed on many skills with an easy manner and high level of expertise. Pupils enjoyed the workshops very much and the classes had a positive effect on curriculum courses.'*

'A very useful and enjoyable workshop. The pupils have learned useful skills they can now take on the music technology and creative industries courses.'

Pupils' comments

'I enjoyed doing something new.'

'I really enjoyed the DJ workshop. If I get the chance I would probably try it again. It was really fun and the teacher was good.'

'I enjoyed it very much because of the things we learned.'

'You were the best and I enjoyed it doing scratching.'

'I liked the DJ workshop as it was super fun and easy to do.'

Project 15 – Ocarina in the Classroom

Pupils participated in 6 workshops introducing them to the ocarina, a sweet toned, four finger holed instrument which is tuned to concert pitch and always ready to play without adjustment and is especially suited to class tuition because of its simplicity.



Pupils learned techniques and skills which are relevant and transferrable to learning to play other instruments and also experienced the joy and satisfaction of ensemble playing.

Pupils learned a little about the history and development of the ocarina and how to play this melodic instrument using simple tablature to play known songs so the sense of achievement was immediate. Singing was used in the teaching to reinforce melody recognition. Part playing is easily achievable with this method. They developed ensemble playing skills, co-ordination and performance skills and learned to read music notation. At the final session pupils showcased their new skills in a performance to their peers and other teachers.

Teachers attended a CPD session which was delivered to introduce the project and give an over view of the classroom sessions and to show how easily the instrument can be played and handled.

Teachers' comments

'This was great! I learned alongside my pupils which meant I gained a new skill but also helped pupils to see me start from scratch along with them rather than being the teacher. Judith England was great – especially learning all the pupils' names. I've been impressed by the ability of the pupils too. Thank you.'

'Judith was very accommodating in what turned out to be an extremely busy term. She made the learning accessible to all children and put it across in a fun way. The pupils certainly learned about musical notes and rhythms and beats. These sessions echoed the learning our pupils are receiving by NYCOS right now also, therefore reinforcing the knowledge of beat and rhythm.'

'The lessons have been greatly enjoyed by my class and children are highly motivated to learn more. They have performed for parents and a video is on the school blog. They love learning the new songs and can now read simple music and can follow a beat. I am confident that I can continue when the teacher has finished her six week session, and I intend to work my way through the CD-ROM.'

Project 16 - Sound, Electronics and Music

Sound, Electronics and Music was a 10 week innovative project using technology to inspire and engage all pupils. The project placed the pupil at the helm, as innovator, and took them on a journey of creation and discovery by making music from everyday found sounds or by creating sounds giving them an opportunity to make music by means other than the traditional curriculum routes.



Suitable for P5 - P7 pupils Lauren delivered a one hour session per class, two classes in each school participated, over a period of 10 weeks. Over the course of the project pupils were guided by professional tutors to interact and manipulate technology and discover the importance of creativity and improvisation in addition to other taught skills such as sight reading by developing their own graphic sound scores. Each school was supplied with a unique box of equipment including an Acer laptop, Zoom recorder, DIY synth kits, MaKey-MaKey kits, cables, clips, speakers, microphones and stands.

The project began with a brief look at the history of electronic music with other sessions based on recording, improvising and arranging sounds, interpreting graphic scores and 'toy hacking'. Teachers were encouraged to commit to 2 CPD sessions

Teachers' comments

Primary – *'The pupils all really enjoyed the workshops and were enthusiastic to learn new and different ways of making music. They also looked forward to the different 'special guests' who were invited each week to share their expertise in different areas. A really worthwhile project.'*

'The Sound, Electronics and Music course was fantastic - thank you. We'll definitely be making use of the equipment over the year.'

'A fantastic and motivating course for the children in my class – ideal for a very boy-heavy group.'

'This has been an excellent series of workshops, delivered in an interesting and interactive way. The pupils have all responded very well to them, exposing them to a wide range of skills and experiences (not limited to music – but includes some science etc) Highly recommended!'

'Thanks again for allowing us to get this workshop - it's been a super experience for the kids and they all loved participating every week and will miss it now it's finished!'

Secondary – *'The workshops were very interesting and educational. The subject matter was a departure from the normal curriculum delivered in the Secondary Music curriculum and this complimented the Music Technology course that we have introduced this year at National level. I have already informed the Music departments in all WL secondary schools about the experience and have recommended it.'*

Pupils' comments

'I loved it because it's two of my favourite things, tech and music, together' – P6D pupil.

'It was awesome. I want to do it again. Thank you so much. Very good idea.'

'I think this was really fun and I enjoyed it very much. #Would Recommend.'

Project 17 – Travelling by Tuba

Chris Cranham (Tuba) and Stewart Death (Piano) are a unique duo who perform stunning innovative programmes engaging audiences of all ages. They delivered inventive and interesting performances in primary schools using a vast array of instruments which included tracing the history of brass instruments



beginning with a Viking and his horn, the ancient aboriginal didgeridoo, the Fijian conch shell, a 400 year old Postman's horn, the first tuba, the weird and wonderful serpent to homemade hoseophones and the sousaphone to name a few. Pupils had an opportunity to play lots of different instruments and then working as a team learned various rhythms on percussion before performing their finished piece to their peers.

Teachers' comments

'Travelling by Tuba was one of the best learning experiences I have ever had involvement with. It was well organised, with content that was stimulating, exciting and motivating. There was not one second that the children were not completely enthralled and excited to play and learn. It was hugely impressive that my class were fully engaged and participating for the entirety of the workshop. Excellent day!!'

'Chris and Stewart came along to us today and they were absolutely fabulous. The children were very enthused and motivated and really enjoyed watching the performance at the end of the day.'

'The pupils were thrilled with the concert performance - live music performed by talented musicians and by peers in their own school. It was a fantastic experience for us all. The P5 – P7 pupils who were involved in the workshops thoroughly enjoyed their experiences and were all fully engaged. Chris & Stewart were enthusiastic tutors whose passion for music inspired their students. Staff who attended the workshops also found that it was valuable CPD for them and it up-skilled them in the teaching of music, they were delighted.'

The workshops were a huge success with pupils in P5, 6 and 7 and Stewart & Chris helped all of our pupils to discover their musical talents! Their own talents as musicians allowed pupils (and staff) to discover a wide range of musical instruments from all over the world and from different historical periods; how they are played; how they are made and ways in which the children can make their own musical instruments from things they may have at home- it was educational and inspirational!

'We would like to thank Chris and Stewart for an exceptional experience they provided our pupils and staff. It was absolutely super and feedback from the pupils was amazing. We shared it at assembly today and on Twitter. Parents responded well and also tweeted saying they had heard amazing things about it!

'We really had a super learning experience and would be really interested in booking again. Gents were amazing and built up a fantastic relationship with the children so quickly. Staff commented on how well the pupils did and the pace/progress of learning in such a short space of time. Thank you so much.'

Project – 18 Cajon and Hapi Drum

The aim of this project was to provide pupils with four fun and accessible hands on workshops allowing them to experience creative fusion music making from around the world.



Pupils learned rhythms on the Cajon, a versatile Afro-Peruvian percussion instrument, originating in Peru, often referred to as 'A drum kit in a box' and the HAPI Drum, a tuned steel tongue hand pan inspired by the Swiss "Hang" drum. These two percussive instruments fuse beautifully together. The staccato rhythm of the Cajon and the pure ringing tone of the HAPI drum create an awe inspiring sound. Teachers were encouraged to attend 2 CPD sessions to further develop their skills.

Teachers' comments

'This has been a fantastic experience for myself and my class. We fully intend to make great use of what we have learned and to use the instruments regularly as part of our learning showcases.'

'Myself and my class have thoroughly enjoyed these sessions and are continuing to enjoy them in class. Some of the activities have helped to improve listening skills.'

'I really enjoyed the three workshops. The children in class were focused and engaged by the activities. They are all enthusiastic and keen to participate in drumming sessions.'

'The sessions have been fantastic. Myself and a colleague are going to attend an after school club after Christmas. Thank you.'

'The children in my school absolutely loved the drum workshops. The fact that every child felt able to participate and have a sense of achievement by increasing their skills made it very worthwhile. It also gave the classes an opportunity to work together to work together and gain satisfaction through their performance. As a non-specialist primary teacher it gave me the confidence to try teaching an instrument to different age groups. It also gave me ideas how to use the different activities with other percussion instruments. Would thoroughly recommend these workshops to other schools.'

'The staff were great – very supportive and helpful.'

'I thought the whole experience was great. The children really enjoyed it and are now becoming more confident at using the drums. The CPD sessions were informative and very helpful, and make me feel more confident at delivering a drumming lesson.'

E-mail from Parent

'My son had the pleasure of enjoying one of your sessions this week at his Primary School in Livingston. He has been unable to stop talking about it since and is now saving up his pocket money for a Cajon....from Peru.

So many thanks for enthusing my child, and he has enthused me too.'

If you would like any more information about any of these projects please contact:-

Nancy Douglas, Arts Officer (Learning)
Community Arts
Howden Park Centre
HOWDEN
Livingston
EH54 6AE
Tel: 01506 773875

These projects are part of The Scottish Government's Youth Music Initiative (YMI) which is administered by Creative Scotland. The YMI creates access to high quality music making opportunities, enables young people to achieve their potential in or through music and supports the development of the sector for the benefit of young people.

