


Study Support and Out of School Hours Learning

Overview	
Case Study Title:	Creative Music Ensembles
Summary:	This county-wide pilot project was designed to be attractive to Year 8, 9 and 10 pupils who would not normally take part in music based Study Support activities. It was delivered in partnership with the Guildhall School of Music and featured day-long workshops in which staff and pupils worked together to create and perform new material.
Project	
Target group/Key stage:	Year 8, 9 and 10 students, particularly those who do not typically engage in Study Support and Out of School Hours Learning musical activities.
Reason for offering activities:	The Guildhall School of Music in London has developed an innovative programme designed to develop musical creativity among children and young people. The Guildhall Connect team were asked to train Hertfordshire Music Service staff and young people to enable them to cascade this method of learning in Hertfordshire schools.
Description of activities:	<ul style="list-style-type: none"> The initial training and consultation day was held in July 2007. Hertfordshire Music Service staff, School Heads of Music, together with young people from schools targeted for the pilot roll out, attended a day long session of practical training delivered by Guildhall Connect staff. Approximately 50 people were divided into instrumental groups and asked to compose a piece of music well suited to their instruments that could make up part of an ensemble piece. Throughout the day, the groups joined together to explore how well their individual pieces were merging together in an orchestral setting. The final session of the day involved a rehearsal and performance of the finished piece. Further training for Hertfordshire Music Service staff took place on two consecutive days early in the autumn term. After this initial training, three pilot schools will run an after school weekly session of 90 minutes for 30 weeks.



<p>Management and Logistics:</p>	<ul style="list-style-type: none"> • Getting staff, students and the Guildhall Connect team together for one large training session was logistically difficult. • The Head of Hertfordshire Music Service chose three schools and one Music Centre to pilot Creative Music Ensembles. The schools were chosen on the basis that they had members of staff who were able and willing to roll out this programme and that they had a number of musicians.
<p>Partnerships:</p>	<ul style="list-style-type: none"> • Guildhall School of Music (Connect project). • Hertfordshire Music Service staff. • Heads of Music in participating schools. • Arts Education Development Officer. • Young people.
<p>General benefits of activities:</p>	<ul style="list-style-type: none"> • Children and young people encouraged to work together as a team. • Children and young people developing and communicating their own ideas. • An inclusive event. • Exciting and stimulating activities to develop musical expression. • Heads of Music given new ideas to reconsider providing after school musical activities.
<p>Key challenges and how these were overcome:</p>	<ul style="list-style-type: none"> • Roll out –this will present more challenges as the programme expands. At present three selected schools are running a pilot of 3 x 90 minute weekly sessions. The format, although based on guidance from the Guildhall Connect training, will differ each week and between each school. It is a different way of working for music staff within schools. • Measuring success – as each session will be different, measuring those elements of the project that are successful will present a challenge. However, numbers of participants, drop-out rates and the effects of the project on music within the school should provide valuable information on which to base future expansion. • Impact on traditional music – Hertfordshire Music Service will be monitoring Creative Music Ensembles to determine its impact on traditional music teaching in schools. Their hope is that it will empower rather than constrain but success might depend upon the confidence of the Head of Music to collaborate with Hertfordshire Music Service staff to deliver something innovative and new. The concept could be taken further by schools, for example in collaboration with dance projects where young people could write their own music for performances.
<p>3 tips for similar activities:</p>	<ul style="list-style-type: none"> • Go and see a session in action as they can be difficult to describe. • Reflect on the position of music within the school, talk to teachers, encourage them to take up training and decide where a combination of modern and traditional music making would fit. • Don't be put off by the task! Involve visiting teachers and instrumental staff. 

Next Steps:	<ul style="list-style-type: none"> The roll out of this project was begun with three schools and the Dacorum Music Centre. This centre was selected because fewer children and young people participate in music in this area. Any success in engaging hard to reach children and young people in a different way of teaching music making will be used in work across the county. Following the 30 week programme of Creative ensembles, Hertfordshire Music Service will review outcomes and impact and consider its roll out across the county.
Outcomes	
Impact of project:	<ul style="list-style-type: none"> All participants experienced something different and new. Young people were introduced to improvisation. Heads of Music were given an opportunity to reconsider offering after school music activities. Music making in schools enhanced. An increase in the number of young people participating in Study Support Out of School Hours Learning programmes.
Impact of project on young people's learning:	<ul style="list-style-type: none"> An inclusive experience. Children's and young people's confidence boosted. Children and young people spend time with, and learn with, different year groups. Children and young people encouraged to work together as a team. Improvisation promotes creativity. Young people encouraged to communicate their own ideas. Young people learn about the process of fun learning.
Impact of project in terms of 'Every Child Matters' outcomes:	<p>Being Healthy – issues of wellbeing addressed during sessions such as breathing, posture, health and safety awareness with regard to equipment and instruments.</p> <p>Staying Safe – young people able to participate in Study Support and Out of School Hours Learning in a safe and nurturing place.</p> <p>Enjoying and achieving – students create their own music and make decisions about rehearsing, composing and performing giving them a sense of achievement and enjoyment in the learning process.</p> <p>Making a Positive Contribution – students' musical and personal views form an integral part in determining how the Creative Music Ensemble develops. Students who may not otherwise have engaged in extended activities are becoming more involved in the life of the school.</p> <p>Achieving Economic Wellbeing – being involved in a music project such as this one enables young people to make a positive contribution to the rest of their school life and could enhance applications to institutes of further learning.</p>

Impact of project in terms of the Core Offer for schools:	<p>Varied menu of activities – choosing Dacorum Music Centre will ensure that a different type of modern music making is made available to young people who have a lower take-up rate for Study Support and Out of School Hours Learning and so widen the range of activities on offer to them.</p> <p>Child Care – Creative Music Ensembles provide child care after school in a safe place with the possibility that some sessions will be available in school holidays.</p> <p>Parenting Support – parents aware of the increased involvement of their children in after school activities and could support, and be involved in, a final concert towards the end of the year.</p> <p>Swift and Easy Access – Creative Music Ensembles will be held in schools enabling swift and easy access to other services for all students attending that school, should they need this.</p> <p>Community Access – performances to be given to the wider community.</p>
Evidence of Impact:	<ul style="list-style-type: none"> • DVD presentation of the Guildhall Connect initial training and consultation day. • Photographic record of activities.
Contact Details	
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