



The Big Sing!
South Ayrshire

About

The Big Sing! developed when the Principal Teacher for Instrumental Services reviewed all YMI activities and found an imbalance in music provision between schools in South Ayrshire and that a more structured approach to singing activities was required.

Guided by a local authority-wide strategy, the programme raises awareness of YMI and offers more consistent music delivery, one which is seen as distinct from other music activities. This is now the largest YMI project within South Ayrshire and every primary school has now participated. The project spans all South Ayrshire Schools, including Additional Support Needs schools, and has therefore engaged young people with a range of abilities and socio-economic backgrounds.

Aims

The Big Sing! aims to give young people more opportunities to take part in enjoyable and quality music making opportunities, develop their music and music making skills, and encourage those who would not normally take part to get involved. The project develops pupils' vocal and performance skills, and gives teachers the skills and encouragement to deliver activities outwith the project.

Activities

The project runs weekly over two school terms with the style of music chosen by the YMI tutor in response to pupils' interests and topical events. The Big Sing! has the flexibility to accommodate different needs across different classes and individuals, and young people are encouraged to feel involved in discussions and contribute to shaping the sessions.

Through their classes, pupils learn about posture, breathing, diction, musical accuracy, dynamics and expressions, followed by lyrics and choreography. Young people are involved in a range of performance opportunities in schools and in the local communities, culminating in a joint concert where possible.

Training and support

Class teachers attend Big Sing! sessions with their pupils and are helped by YMI tutors to gain the confidence they need to deliver vocal activities in the classroom. They are also helped by project resource packs developed by YMI tutors. These packs support teachers to deliver YMI activities during class time, helping pupils to continue their learning while encouraging teachers to develop their music delivery skills.

Impact

The Big Sing! gathers feedback from young people, teachers and YMI tutors using evaluation forms, as well as informal feedback from parents and audience questionnaires.

Feedback so far has been positive, reflecting that young people really enjoy their weekly sessions and final performance, and find their tutors enthusiastic and motivating. Through the programme, pupils have improved their music skills, become more interested in music in general, and been able to access vocal tuition as the foundation for other musical skills.

As a result of The Big Sing! young people are now more aware of the opportunities available to them and a significant number are now considering a career in music. Some have gone on to learn musical instruments and are able to take part in school-based and authority-based orchestras, bands and ensembles, while others have entered the Ayrshire Music Festival or joined South Ayrshire Schools Concert Choirs. For many of these young people, performing in larger choirs is a new and exciting experience and they are enthusiastically supported by parents, families and friends, many of which would never have attended such performances in the local community.

In addition, The Big Sing! provides an inclusive form of music-making, one which is not based on selection and that is accessible to pupils from a wide range of backgrounds and abilities.

Further benefits of The Big Sing! can be seen in young people's increased confidence and happiness, feelings of achievement, reduced stress and new friendships. The wider community also benefits from the Big Sing! through performances by pupils in hospitals, old people's homes, day centres, and in public spaces including shopping centres.

Successes

One of the key successes of the project is the development of a local authority-wide delivery strategy which links all YMI music provision together, and has created greater awareness and understanding of the purpose of YMI activity. Dedicated staff and experienced tutors have helped the strategy become a reality while the pupils themselves help shape their performances and participate in evaluation. As a result of The Big Sing!, pupils now have greater access to music activities and their teachers are able to develop their own skills too.

Challenges

South Ayrshire Council contributes in-kind to The Big Sing! but it is likely that this will become increasingly difficult to sustain, in an ever challenging financial climate.

What's next?

The project planning team are continually working to develop links between The Big Sing! and the Curriculum for Excellence priorities such as literacy and numeracy; language and communications; and health and wellbeing.

The YMI lead is working with colleagues and partners to develop more progression routes for young people who participate in the Big Sing! The team is also exploring how to encourage and enable more pupils to take part in related activities, such as South Ayrshire Schools Concert Choirs.



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Developing Potential
Drake Music Scotland

About

Developing Potential was set up by Drake Music Scotland, a charity which creates music making opportunities for people with disabilities. They identify musicians with disabilities who have leadership potential to join their team.

The project was designed to train musicians with disabilities and/or sensory impairments. Through this, musicians can develop the skills and confidence to lead music sessions for young people with additional support needs.

Aims

Developing Potential aimed to create two traineeships, increase the number of musicians delivering inclusive music activities, learn from the experiences of professional musicians with disabilities, and widen the knowledge and expertise in accessible music technologies.

The project also aimed to contribute towards a more coordinated provision of youth music services, to improve the quality and standard of youth music provision for young people with additional support needs, and to adopt new and innovative approaches to engagement in music-making.

Physical barriers are often the biggest access issues faced by musicians with disabilities. It was hoped that the project would help highlight the need for accessible schools, venues and training facilities.

Activity

The project comprised a range of activities, beginning with two days of training in Good Leadership Practice. These sessions were led by experienced musicians with disabilities to ensure that the programme provided relevant training which met participants' needs.

Drake Music Scotland led ten days training in inclusive music education, highlighting their approaches and methodology. Here, project participants received full training in a range of music technologies and music education approaches.

Activity also included five days of project visits, through which participants could observe and take part in a range of Drake Music Scotland projects in ASN schools led by experienced Associate Musicians.

The programme culminated in a 15-day placement in a music making project matched to the strengths and development requirements of individual participants.

Training and support

Mentoring was built into the project to give participants advice, share ideas and offer feedback. Trainees could discuss and reflect on their own practice while also seeing their mentors working.

Impact

In this case study, the impact of Developing Potential is described in relation to one participant's experience.

By taking part in the project, Clare aimed to develop as a musician, learn more about music technology and build upon her teaching experience. Developing Potential has given Clare the opportunity to enhance her skills in using music technology and she has progressed from knowing very little to being able to write a software programme for people with disabilities and sensory impairments. As such, she is also able to support music technology projects for young people with additional support needs.

The project has also opened up more opportunities to take part in different activities. Clare now works with schools to support other young people with disabilities to participate in music, works with Scottish Chamber Orchestra and Drake Music Scotland's Digital Orchestra, and is a member of Equilibrium, a Drake Music ensemble.

Clare has learned to lead inclusive projects and is now part of Drake Music's Associate Musician team. She particularly enjoys sharing her skills and supporting young people to achieve their goals. Clare is a positive role model and inspiring teacher, empowering her pupils to undertake more challenging activities.

Through harnessing the skills and knowledge of participants such as Clare, Drake Music Scotland has further developed its own methodology. The organisation has also become aware of the accessibility issues of its own premises and, as a result of Clare's suggestions, improvements have been made to working conditions for people with disabilities.

It is hoped that there will now be greater awareness of the potential of musicians with disabilities, that more opportunities will be created, and more musicians will be encouraged to choose to work in special music education.

Success factors

When the project first began, Clare found Drake Music Scotland's way of working quite different to her own. She adapted to this more fluid and experimental way of learning and felt she progressed both personally and professionally as a result.

Mentoring is considered by Drake Music to be one of the most useful forms of training. By embedding mentoring into the training process, the project model successfully helps participants to better apply their skills in practice, and to reflect on their activities. It also contributes to developing role models for young people with disabilities. This is particularly important as there is a gap in this area of provision.

Challenges

Some arranged placements did not materialise as some schools were not accessible. This was disappointing, but added impetus to the project's drive to create awareness around such accessibility issues for musicians with disabilities.

Clare found that the project challenged her normal working style. While she found the concept-driven approach difficult to begin with, she persevered and enhanced her skills as a mentor.

What's next?

Drake Music Scotland is keen to grow its pool of disabled practitioners, expand the network of organisations supporting this work, and create more opportunities for musicians with disabilities to develop as music leaders.



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**Schools Inclusion
Project –
Hear My Music
Renfrewshire**

About

Hear My Music is a community music organisation working specifically with young people who have complex needs and/or Autism Spectrum Disorder. At the heart of every Hear My music project is the ethos that participant-led music making can be a powerful, communicative tool that breaks down barriers for vulnerable people.

The Schools Inclusion Project paired young people with complex additional support needs with pupils from mainstream education to create music together.

Aims

The overarching aims of the project were to make music accessible and inclusive to all pupils, and to ensure music provision in every school, by working towards a performance of original music. Sessions developed creativity and reinforced the four capacities of the Curriculum for Excellence, including children becoming successful learners, confident individuals, responsible citizens and effective contributors.

The project also provides training to teachers and support staff within the schools, giving them the opportunity to develop further.

Activities

Pupils in mainstream education teamed up with those from ASN schools to create a piece of music. Pupils were encouraged to 'forget the norms' and sessions were collaborative, unstructured, flexible, and based around improvisation and having fun. Importantly, sessions were held at the ASN school to ensure those with complex needs felt in control of the project.

One pupil with additional support needs was keen to create stories and out of this grew the idea by the group to develop their own story and put this to music. The colourful story's characters included a snowman, a monster and a cuckoo, which were reflected in the music by using drums and a glockenspiel to mimic the noise of the cuckoo.

The sessions culminated in a final performance for parents and carers in which the creative story was narrated and shown on PowerPoint accompanied by music performed by the pupils.

Training and support

Hear My Music aims for its projects to leave a legacy and, by including support staff in the sessions, offers the opportunity for ideas to be incorporated into the classroom.

Those involved in the project felt strongly that its success relied upon working with Hear My Music. Renfrewshire Council has a small internal music service making such partnerships essential in delivering music making activities.

Those from the mainstream school reported that their experience had been wholly positive, noting their increased confidence, improved communication skills and new-found leadership and mentoring abilities.

And the inclusive approach enabled young people with complex additional support needs to influence the design and delivery of the project, ensuring they were listened to and supported, and equally able to participate.

Impact

The final performance attracted a large crowd of friends and families, indicative of the real engagement and enthusiasm that attendees had with the project. The reaction of the young people themselves showed how much they'd enjoyed the positive and inspiring project.

Young people from the ASN school have developed their musical skills while those from mainstream education have explored and developed new ways of making music based around the needs of their 'buddy'. As well as engaging with those who wouldn't usually participate in music making, the project has also fostered links between children who may not otherwise have met.

Successes

One of the key successes of Hear My Music is its inclusivity, balancing the needs of pupils with complex additional support needs while also engaging pupils in mainstream education. Young people from ASN schools were able to fully participate in music-making and the nature of the project lends itself to raising awareness of additional support needs to those in mainstream education.

As Renfrewshire Council did not have the expertise to engage with children with complex additional support needs within its own music service, bringing in experts in participant-led music has helped make this project a great success. In addition, the project is low maintenance, with no extra resources required. Hear My Music used the schools' existing musical instruments, allowing greater accessibility and good value for money.

Challenges

While Hear My Music would normally leave recordings for the pupils with complex additional support needs to practice, timescales prevented this. Further challenges were transport logistics of getting pupils between schools, and gathering feedback from those with complex additional support needs.

What's next?

Renfrewshire Council is keen to include formal feedback directly from young people with complex additional support needs in the future and will work to see how best to gather this from the non-verbal pupils.

The three ASN schools in the area are merging to become one and, as the head teacher of this new school has commissioned Hear My Music to work with the pupils beyond this project, it is hoped this fruitful relationship will continue.



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iCreate
Software Training
Scotland

About

iCreate is delivered by Software Training Scotland who work actively within the music technology sector. The project is designed for young people of all ages in secondary schools and aims to improve access to high quality music technology education.

Aims

iCreate works towards engaging young people in learning activities that develop music making skills or music-centred skills, through improving access to, and increasing engagement in, music education. The project aims to widen access to high quality music technology tuition and equipment, and to stimulate interest and build expertise in the next generation of practitioners.

Through iCreate, young people can also build their confidence, self-esteem and positive behaviours, and progress in areas such as communication, analysis, creativity, planning and self-awareness.

Activities

While the programme doesn't require young people to be studying music in school, most participants have an interest in, and some experience of, making music. Although some pupils record their own vocals or keyboards during the sessions, the activities are not based on instrumental musical ability but instead focus on the process of recording, producing and mixing a multi-track recording.

Participants are introduced to equipment and software, including GarageBand, Pro Tools and Ableton. Through these programmes, pupils can play, record and share music by manipulating existing tracks, recording their own pieces and adding virtual instruments to create their own versions.

At the end of the project, pupils can upload their music to the iCreate soundcloud and share with others. To date, the project has produced over 250 original recordings.

Support and training

Pupils are supported by Software Training Scotland tutors throughout the project to help them utilise equipment and software to its full potential.

In addition, project tutors are sometimes supported by school staff. For example, one partnership was with Spark of Genius, an education centre for young people with additional support needs. The technology instructor at Spark of Genius assists during sessions to ensure pupils can participate fully. This tutor is experienced in using technology in creative ways to engage young people, particularly those with social, emotional and behavioural issues.

Impact

Due to the expense and the specialist knowledge required, schools are often unable to offer music technology. iCreate has given schools, particularly those with a small teaching staff, the opportunity to provide specialist music technology education at no extra cost.

In partnering with Spark of Genius, Software Training Scotland has also reached a broader range of pupils, and participants who might otherwise struggle with learning are finding the programme hugely

beneficial. Project tutors were adept at accommodating young people of varying abilities and, regardless of experience, most participants were able to finish the course with a recording to showcase their achievements.

As well as becoming more interested in music, pupils have developed technical skills in using music software, equipment and instruments. They have even progressed to a level where they can now help others to be involved and feel confident enough to share their learning with their class mates.

By learning new skills and performing in front of others, young people's confidence has also increased. And, through interacting, working and cooperating with their peers, young people have developed valuable social skills which, in turn, impacts positively on their relationships.

Successes

Young people were particularly enthusiastic about the freedom they were given during the project. Tutors supported pupils to be more independent, to take control over what they produce and to plan their own time, all of which inspired young people to create their own music.

Young people enjoyed producing something tangible which they could show their teachers, family and friends. Pupils feel proud of their accomplishment, want to share their creations and talk about them to their families. Participants were able to see their progress and feel a sense of achievement, something especially important for those who do not always succeed in academic subjects. Through the programme, young people have discovered new pathways to progression and some are keen to explore college courses in future.

iCreate has a flexible model that can be used in different educational settings, benefitting a variety of pupils both mainstream and ASN. It has a significant impact on young people who struggle with emotions, providing them with a creative outlet and giving them something enjoyable to focus on.

Challenges

While demographic information is collected from young people at the beginning of the project, Software Training Scotland felt that they could improve the gathering of engagement and monitoring data. While reporting can be time-consuming, it was noted that it could also be helpful in developing the project.

What's next?

As well as this project in Inverclyde, iCreate is now also operating in North Ayrshire, Renfrewshire, Glasgow, West Lothian, Highland and Stirling. Software Training Scotland plan to find more schools where there are limited opportunities for music technology and invite them to participate.



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Makin' A Brew
Edinburgh

About

Makin' a Brew is a programme of music and storytelling sessions for pre-school children and their parents. Based in two early years centres in Edinburgh, and with a strong focus on parental involvement, the programme is geared towards vulnerable or hard-to-reach families.

Aims

By delivering music and storytelling to young people, Makin' a Brew aims to open up new possibilities for creative expression. The sessions aim to empower young parents through building confidence and skills, thereby strengthening the bonds between parent and child.

Activities

Weekly music and storytelling sessions, led by the YMI facilitators, worked to build rapport between parents, children and early years staff. As the programme progressed, parents and staff were supported to lead sessions and include their own stories and songs. In their final sessions, held at the Scottish Storytelling Centre, parents displayed a slideshow and soundscape which captured moments from their sessions, overlaid with songs and stories they'd created themselves.

Additional group sessions were held for just for parents at North Edinburgh Arts and focused on building up skills and confidence so that parents could engage with their children using songs and stories. Participants were encouraged to be creative, explore music that interested them and that they could use with their children, and create songs, stories and images. Parents were also able to access one-to-one development tailored to specific interests or individual needs .

Training and support

Supported through learning resources and development sessions, early years staff were encouraged to take a prominent role during activities and aim towards leading a full group session with the children. They were also urged to incorporate songs and games from the YMI workshops into their regular nursery activity.

Joint working

The key partnerships were between the early years centre and North Edinburgh Arts, as well as two freelance musicians, two storytellers and a writer. YMI facilitators noted that the positive attitude and genuine enthusiasm of early years staff was critical to engaging parents and children. Such successful collaborative working ensured that early years staff developed the skills to run their own sessions, and so create a sustainable programme and lasting legacy.

Impact

Makin' a Brew has helped children to access music and given them a chance to hear and hold musical instruments that they might not otherwise have been exposed to, such as the ukelele and fiddle. They have furthered their music making and, although some children were very young, they have also developed skills around pitch and rhythm by clapping in time to a beat and singing along to a tune.

Parents noted how excited their children were to attend, were impressed with how much they learned in a short time, and surprised at their ability to sing songs from memory. Their interest in music extended beyond the sessions with several children singing their

new songs at home and teaching them to their wider family.

Activities encouraged sharing, confidence, and general social skills, which helped children integrate better, both in the sessions and in their nursery. Music sessions also helped concentration, attention, numeracy and literacy, building a foundation for further learning.

By being based in early years centres, the programme was better able to support the demographics of local communities. YMI facilitators introduced Polish and Ghanaian songs, helping to make groups more inclusive while also increasing awareness of different music and cultures from Scotland, the UK and the world.

Parents valued having the time to explore their feelings in a creative way and in a safe space. The groups also allowed for valuable social interaction to discuss creative interests and personal issues, building new relationships between attendees and fostering a sense of pride.

Success factors

Makin' a Brew has provided a valuable, enjoyable and new activity for children. Through this, children's confidence has increased, as have their musical skills and overall development, while parents have also been given the opportunity to explore their own creativity, develop strong relationships and learn new skills. In addition, the programme has worked well at developing partnerships which ensure the best possible engagement with children and their parents.

Challenges

Early years staff initially felt that the stories in the sessions were too long. They recommended they be made shorter and simpler to keep the children focused and increase their engagement. When YMI facilitators adapted their sessions to build up a story over a number of weeks, they were able to slowly increase the attention span of the children, particularly those who were very young or had initially shown signs of developmental delay.

What's next?

YMI facilitators have directed parents to other local activities so the group can continue to meet and take part in creative activities. Early years staff will bring the songs and stories to nursery settings, using their training materials to support them. In addition, the lead YMI facilitator will present a paper on the project at an international conference for community musicians.



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musicALL
Hazelwood School

About

musicALL was created to ensure that children and young people with sensory impairment and complex additional support needs are encouraged in their musical skills throughout school and beyond.

Aims

musicALL aims to engage young people in activities that develop music-making skills or music-centred skills, build their confidence and self-esteem, and develop positive behaviours. In addition, the project aims to help pupils become aware of, and progress onto, further learning or personal development opportunities.

Activities

musicALL comprises a school rock band, a samba band and an improvisation group, alongside more general music-making. Weekly activities include band rehearsals, an introduction to music making and using musical instruments, and Figurenotes (a simple system to help children learn to read music).

There are also sound and music technology sessions at the Glasgow Music Studios, workshops and public performances, all of which help young people to further develop their language, communication, literacy and numeracy.

Young people are also involved in delivering project activities and help to teach music sessions at Hazelwood and at a mainstream school.

Training and support

musicALL provides both formal and informal development opportunities for deliverers. Through access to specialist support and expert training, project delivery staff learn how to structure sessions and deliver workshops to young people with complex support needs, and develop a greater awareness of individual requirements. They also learn skills such as British Sign Language (BSL) and sighted guiding.

Joint working

musicALL has developed links with a range of partners including Scottish Government, two local primary schools and one local secondary school.

Hazelwood has also worked with the Royal Conservatoire of Scotland to co-develop a course in Arts in Inclusive Practice; has partnered with Glasgow Music Studios to deliver activities; and developed its inclusive music training with Drake Music Scotland.

Impact

Through musicALL, young people have developed their musical skills through instruments, singing and performance. Bands have taken part in the Music for Youth Festival, at both regional and national level, which has given a mainstream platform to young people with disabilities. Overall, the programme has unlocked the musical intelligence of young people, some of which might never have otherwise realised their potential.

Project deliverers have seen first-hand the positive impact of the programme, noting that young people became more animated and expressive during their music sessions, while challenging behaviour decreased. Through the programme, pupils are using music

as a tool to express themselves, interact, and articulate their thoughts and feelings. musicALL also offers physical benefits as, through regular playing and practice, participants can build strength, improve coordination and further develop motor skills.

As well as supporting current pupils, musicALL provides progression opportunities for former participants. Traineeships enable young people to help set up equipment, learn how to lead sessions, contribute to planning and delivery, and help others take part. Such pathways encourage the development of transferable skills and offer unique experiences for young people to progress in, and through, music.

The project is particularly successful at engaging people from a variety of backgrounds, some of which might not otherwise have had such opportunities. Many of musicALL's participants have complex support needs, including sensory impairments and additional learning disabilities, but the project's inclusive nature is also reflected in its engagement with pupils outwith Hazelwood who live in deprived neighbourhoods.

Success factors

musicALL has a particularly successful delivery model and ensures experienced musicians and tutors play alongside young people with learning disabilities and complex needs. This allows for participants to identify themselves as musicians rather than feeling defined by their disabilities. They are able to fully contribute to sessions and can help lead some of the music activities themselves.

The project also successfully encourages young people with disabilities to engage others in music-making. This motivates new participants who are at the beginning of their musical journeys and provides them with positive role models.

In addition, musicALL has developed strong links with schools and music organisations which has helped significantly in developing the project.

Challenges

musicALL is experiencing difficulties in finding space to meet the increasing demand and to deliver the growing programme. More widely, the project has highlighted a lack of accessible venues and music activities for participants and musicians with additional support needs. This is particularly clear when young people transition to adult services and have few opportunities to engage in mainstream music study or to work in the industry.

What's next?

musicALL will continue to build the charity and develop its business plans. They aim to explore funding sources, look at creating more space for activities, review employment opportunities for young people, such as apprenticeships, and seek out working in new areas, for example care settings for older people. In addition, the delivery team will continue to offer high quality music sessions, create accessible opportunities for all participants, and extend, develop and share skills in inclusive working practice.



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**Practical Music
Making**
South Lanarkshire

About

Practical Music Making in the Classroom aims to give every pupil in South Lanarkshire an introduction to music and to playing an instrument. The programme involves 3,500 Primary 5 pupils across 124 schools, including schools for children with additional support needs.

As South Lanarkshire Council doesn't have regular primary music provision, the majority of music education that young people receive in primary schools is through YMI. Practical Music Making in the Classroom is the core project to ensure that every child has access to music.

Aims

This 20-week programme of activity aims to increase involvement in music making, increase personal achievement and self-esteem, bring the community together, and show young people that they have the potential to achieve.

Activities

Children begin by singing songs and playing games to develop pitch and rhythm, and are then introduced to a range of tuned and un-tuned percussion instruments, including glockenspiel, xylophone, maracas and triangle.

As well as learning an instrument, children are encouraged to play together and support each other in achieving their potential. There is also a strong ethos of inclusion: tunes are taught using a notation system which allows pupils to read music without any prior knowledge.

At the end of the programme there is often the opportunity for pupils to showcase their talents in a final performance for their friends, family and the extended community.

Training and Support

By being closely involved in sessions, class teachers gain valuable professional development. They are especially appreciative of the way in which YMI practitioners structure the lessons in an accessible way, allowing teachers who have no prior musical experience to deliver extra music lessons in response to their pupils' keen interest.

Joint Working

Joint working is a key factor in ensuring the successful delivery of the programme and partnerships exist between South Lanarkshire Council, Creative Scotland, YMI practitioners, instrumental music staff, school staff and the community. A particularly important and fruitful partnership is between YMI practitioners and class teachers who work together in delivering the programme and developing musical skills.

Impact

For most young people, Practical Music Making in the Classroom gives them their first experience of playing an instrument. Children like having the opportunity to explore a range of tunes and play different instruments. Those who already play an instrument at home enjoy developing their skills and learning new songs to add to their existing repertoire.

The programme's activity covers a range of genres, including traditional Scottish music and world music, and introduces children to different cultures. Young people highlighted this aspect of the programme at their final performance by describing the history of each piece to the audience before it was played.

Beyond musical skills, the programme supports young people in maths and literacy and helps them recognise patterns. It also develops teamwork, listening and concentration, as well as self-esteem and confidence. And, as pupils are grouped differently from their usual classroom lessons, they develop their social skills by making new friendships outwith their usual social circle.

The programme has also supported the wellbeing of young people by offering an opportunity for achievement and praise. Participants can hear themselves improving as they develop their skills over time and work together towards a shared goal. For young people who do not always achieve highly during academic lessons, this is an important opportunity to be recognised for their achievements.

The benefits of the programme extend beyond the classroom: stronger connections between local schools and the wider community are fostered through joint performances. Parents and carers appreciate seeing and hearing their children's achievements first hand, and the hope is that the programme will continue to support a renewed sense of community and instil pride in the schools.

Successes

All those involved believe the programme has successfully introduced young people to instrumental music making. In addition, the enjoyment of participants, their teamwork and their efforts to learn were also deemed significant outcomes. Key successes include the long term approach and consistent delivery of the programme, its inclusive approach, and the way in which it fosters confidence in those who participate.

Challenges

While yearly applications, managing finances and detailed reporting on outcomes were cited as potential challenges, the YMI lead also described the value of these processes in allowing them to see the programme develop over time.

What's next?

To continue community engagement, a group of pupils will be performing in local nursing homes over the coming year. It is hoped that performances can also take place in special education schools to increase interaction between mainstream pupils and those with additional support needs.

South Lanarkshire Council also hopes to collate YMI materials into a resource pack for schools which will support both the sustainability of the programme as well as the continued professional development of teaching staff.



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**Programme for
Excellence**
National Piping Centre

About

The National Youth Pipe Band of Scotland (NYPBoS) is a non-competing pipe band for young people aged 10 to 25. Scotland's most talented musicians are brought together at national level and offered a range of development opportunities. Membership is nationwide and comprises pipers and drummers from local competing pipe bands.

Aims

Through the NYPBoS Programme of Excellence, members receive music training and mentoring from industry professionals through a series of workshops. Members are encouraged to develop as role models, helping to build the confidence and self-esteem of their younger counterparts. The programme also provides the opportunity to learn more about traditional music in Scotland, gain qualifications and work collaboratively.

Activities

Through outreach activities, young NYPBoS musicians travel all over Scotland to promote piping and drumming, sharing their knowledge and expertise with communities across the country. Summer camps include workshops to learn new

music, improve technique, learn instrument maintenance, develop performance skills and work on theory. They also provide a valuable opportunity for young musicians to meet peers from their region.

In addition, musical development workshops take place at the National Piping Centre in Glasgow. Here, the senior and development members collaborate to learn music, create new material and develop their concert sets. Throughout this creative process, young people are offered advice and encouragement from mentors with expertise in traditional music.

Annual concerts give participants the opportunity to improve their practical and technical music skills, work alongside their peers and perform in some of the largest concert venues in Scotland. For some, these concerts introduce them to their first large scale live performance.

NYPBoS pipers and drummers also tour primary schools with presentations, performances and workshops. Here, senior band members can share their passion and expertise, and inspire others to learn an instrument. In addition, a new Schools Access Project will be offered in areas of high multiple deprivation, working with local instructors to provide introductory music lessons to young people.

Impact

The Programme of Excellence gives young people the opportunity to receive high quality tuition, rehearse and perform at a national level, and benefit from peer-to-peer learning.

NYPBoS creates opportunities for young people who wouldn't usually have the chance to participate. In many communities, there is little or no access to high quality professional piping or drumming tuition but, through education outreach, NYPBoS provides traditional music making in areas of social, economic and rural deprivation. In addition, the programme is free of charge and offers information on grant funding for travel costs. As such, NYPBoS has a diverse mix of young people, and a significant number from more deprived areas of the country.

Members are encouraged to influence and lead youth music opportunities. Their voices are heard in the design and delivery of activities, and they are involved in all aspects of programme, such as developing concert sets and leading outreach workshops. Such opportunities support them in developing their communication, leadership and teaching, as well as becoming more confident.

The young musicians of NYPBoS are encouraged to share their skills and expertise in their own communities,

helping to raise the standard of local pipe bands across the country. However, their reputation also extends beyond Scotland and is internationally recognised as producing young musicians of an exceptional standard.

There is no other national project bringing together young drummers and pipers. As such, the band is a unique music opportunity for its members. The Director has also developed the drumming section, leading to a higher standard of tuition, more demand for places, and the chance for young drummers to further develop their skills within the band.

The programme gives young people the opportunity to become involved in Scottish traditional music making in a safe environment. NYPBoS is helping to change perceptions of piping and drumming bands in Scotland, and the anti-social 'adult culture' associated with them. And, by operating at a national level, the band helps to foster positive relations between members from different local bands, many of which would never otherwise mix.

Challenges

The NYPBoS would struggle to survive without YMI funding and, in more recent years, funding cuts have put pressure on project delivery. In addition, annual funding brings with it concerns for project sustainability and staff feel it is difficult to compete with other national organisations for funding.

The band is ineligible for certain sources of funding and, as a result, the project has been unable to grow. Demand is increasing year-on-year but the number of young people that NYPBoS can support is capped at 100. As a result of this, it has been difficult for the band to extend its outreach and performance work.

What's next?

To date, NYPBoS has not taught beginner level pipers and drummers. However the new Schools Access Project aims to address this gap by offering taster sessions to young people in primary schools in deprived areas of Glasgow.



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Shetland Programme
Shetland Islands

About

Providing a diverse range of musical experiences and opportunities for primary school pupils, this programme comprises guitar instruction, African drumming, singing (including dialect singing), and visiting artists. The inclusive approach involves all pupils, including children with additional support needs and behavioural issues, and reaches around 4,000 children.

Aims

The programme provides high quality music making opportunities for primary school children, particularly those who might not normally have the chance to participate. In addition to music-making and musical skills, children are helped in developing confidence, self-esteem, positive behaviour and team work. Added to this, the programme helps foster a lifelong interest in music.

Activities

Weekly drumming workshops are offered in all primary schools for pupils of all abilities and ages (nursery to P7). Sessions incorporate a mix of traditional drumming as well as singing and dancing from Ghana, South Africa, Zimbabwe, Guinea and Senegal. At the end of term, pupils come together to present their new musical skills and talent at a Sharing Day for parents, carers and families.

Guitar lessons target pupils in P5 to P7 regardless of musical ability and are focused on those who wouldn't normally have access to music tuition. In addition to their one-to-one lessons, children have the opportunity to take part in school concerts and gatherings, and also perform with pupils from across Shetland in the bi-annual primary school music festival at Mareel Arts Centre. As they progress, pupils are encouraged to work collaboratively, write their own music and form bands.

Training and support

The two programmes are delivered by self-employed professionals, giving them an opportunity to make a living while also supporting the youth music sector in Shetland and making the best use of local talent. These two tutors also develop teaching materials and flexible approaches suit the needs of individual pupils.

Joint working

The YMI lead works in partnership with Shetland Arts and a range of local promoters, including Atlantic Edge and Shetland Folk Festival, to ensure that visiting artists have the opportunity to work and perform in schools. The programme also has links with organisations at a national level, such as Scottish Opera and National Youth Choir of Scotland, which has led to a number of successful collaborations.

Through her own networks, the African drumming tutor has arranged for artists to perform at schools alongside the children. Through this, pupils have developed cultural links with different African countries and experienced drumming, singing and dance from first class African musicians.

Impact

Children have been very enthusiastic about the programme, feeling happy, energised, excited and motivated. They developed music skills and an interest in music more generally, experienced different music and cultures, and relished the chance to play in public performances. As such, a number of children have set up their own bands and now compose their own music, with some even competing in the annual Battle of the Bands competition.

The programme helps to give all children, regardless of background or ability, the chance to experience music and has opened up opportunities for their future, such as pursuing music as a hobby, performing professionally or working in the industry.

Beyond skills in music, the programme supports pupils in their wider learning. Skills from guitar lessons have transferred across the curriculum to maths and computer science, while the African drumming workshops taught children about the culture, language and geography of different countries.

Successes

Guitar lessons successfully engaged pupils who might not otherwise access this type of music. The sessions cultivated an early interest in music, encouraged musical creativity and developed individual confidence alongside positive group dynamics, with each child being able to benefit.

Through African drumming workshops, children developed an understanding of rhythm and how to keep a beat, while learning more about cultural diversity through music. By working as part of a team, pupils were able to feel the benefits of the collective experience while building their own confidence. Being given access to something new has encouraged them to stay involved and inspired a potentially life-long interest in music.

Challenges

Delivering guitar lessons in small groups did not work particularly well and the tutor responded by introducing one-to-one sessions, noting that once children were more competent it became easier to bring them together for jam sessions.

Drumming workshops were originally delivered on an alternate basis with the tutor working with schools at different times. However, she adapted this as felt it was more beneficial for pupils to have continuity. Although the programme aims to cover all primary schools across the Shetland Islands, it can sometimes be challenging to reach those on the remote islands.

What's next?

The programme's lead is keen to incorporate filmmaking and dance, and explore using music therapy specifically tailored for children with additional support needs. In addition, the tutor who delivers African drumming would like to look at how these sessions might be brought together with accordion and fiddle music as an experiment in creating a distinctly Shetland sound.



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**Traditional Music
Outreach Project**
Stirling

About

The Traditional Music Outreach Project takes place in two neighbouring primary schools in Cowie. As it is considered to be a social music form, traditional music was thought to be the most suitable style in terms of maximising engagement.

All Primary 4 children at both schools learn tin whistle through whole class tuition and are encouraged to learn both independently and as part of a group. Once they move into Primary 5, they can then learn a second instrument, such as fiddle, guitar or bodhran. While not all pupils choose to learn an additional instrument, all are encouraged to continue playing the tin whistle and, at the end of each term, pupils come together to perform in a concert.

Aims

The project aims to widen access to music making activities for young people living in disadvantaged areas, and creates a fun and social environment in which pupils from a faith school and a non-faith school can come together.

Pupils are supported to develop an enthusiasm and motivation for learning, and the determination to achieve high standards. Participants also learn how to communicate better with each other, become more self-aware, and be more open to new ways of thinking.

As well as stimulating interest in music activity and creating opportunities for traditional music-making, the project also links to the Curriculum for Excellence.

Activities

There is a real range of activities, including small and large instrumental group tuition, theory practice and session-based practice. Pupils learn general musicianship skills, such as reading music, music theory, tuning, finger positioning, basic rhythm and tempo, chords, and harmonies, all of which prepares them for their final concert for family and friends.

In addition, pupils discover the history of traditional music, learn Gaelic language through lyrics and explore the meaning behind songs.

Training and support

The lead project tutor and the YMI lead work in collaboration with the two primary schools and the project is delivered by three experienced freelance musicians. The project is also intended to provide trainee opportunities – one of the assistant tutors of the Cowie project is a former participant of a traditional music project based at the Tolbooth in Stirling. Following this example, older participants are encouraged to help teach younger pupils, which in turn keeps local people involved and creates clear routes to progression.

Joint working

The project encouraged partnership working and together the musicians, the council, and local schools created a successful programme. In addition, relationships with local arts organisations, such as the Tolbooth, are also developing as project participants attend more music performances and events.

Impact

Many of the young people had never played a musical instrument before, most had never seen them being played, and, had they not been involved in the programme, some would never have picked up an instrument.

Since becoming involved, pupils' musical skills have improved and, having had this opportunity to discover music more, some young people have since been inspired to learn other instruments in their own time. As they progress to high school, they'll now be equipped with the skills to continue music at a more advanced level.

The project offers young people an additional opportunity to be successful in their learning and to celebrate this with peers, friends and family. This is particularly important for those pupils who may struggle with academic learning. For harder to reach pupils, and those with additional support needs, music can be empowering and offer an alternative route to achievement.

Through YMI funding, Stirling Council is now able to provide quality music education, increase opportunities for young people to engage with different musical genres, and enhance music provision. All of this contributes to creating more pathways for progression for young people and to greater community-wide music-making.

Successes

One of the key successes of the project is its accessibility. Pupils found traditional music a fun, engaging and accessible form of music-making. They were able to see the results of their learning quickly and this encouraged them to continue. The tutors were also intrinsic to the project's success and encouraged pupils to learn from mistakes rather than being afraid of making errors.

Young people particularly liked their end of year performance, finding it an exciting opportunity to mix with students from another school, and perform in front of an audience.

What's next?

The Traditional Music Outreach Project will continue to grow and a further 40 pupils will join the project over the coming year. Tutors are keen to develop more routes to progression, experiment with different approaches, and incorporate more technology in resources.

Staff are in discussion with the council to look at developing a community music initiative in Cowie, possibly involving a programme of activities for both parents and their children to help embed music making more widely.

It is important that young people are supported to discover the rich diversity in music so they can find out what they enjoy listening to, playing and creating. It is hoped the project will encourage young people to understand that music is a subject in which they can thrive.



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**Ukulele in the
Classroom**
Fife

About

Taking place in primary schools in Fife, Ukulele in the Classroom provides teachers the opportunity to learn to play the ukulele and to pass these skills on to their pupils. Over the past year, around 2,000 pupils across 55 schools took part for the first time, while 3,500 pupils from previous years continued their learning.

Aims

Ukulele in the Classroom aims to give young people more opportunities to take part in enjoyable and quality music making activities, and encourages those who would not normally have the chance to participate.

The programme supports teachers to develop their skills, confidence and techniques in playing so that they can provide ukulele tuition to their pupils and help them develop their music-making skills.

Activities

The project comprises a series of four training sessions for primary teachers, weekly class sessions for pupils (run by their teachers), a final mass participation event The Big Strum, and annual event Uke Fest.

Project activities, designed to encourage singing and general musicianship, are delivered by teachers during class time. Young people help to shape the content of their lessons which, in turn, gives them a richer experience.

The programme continuously evolves and resources are adapted to reflect specific topics and themes, or local, national and international events, such as the Olympic Games.

Training and support

Training sessions for teachers cover tuition for both beginners and more advanced learners. While training is optional, demand has been high and feedback very positive with numbers increasing year-on-year since the project's inception.

Impact

Young people were excited when they found out they'd be learning the ukulele and relished taking part, with some even learning chords and songs online in advance of starting lessons at school. Teachers themselves looked forward to the weekly sessions, using their own time to practice and create resources to maximise the benefit for their pupils.

Ukulele in the Classroom is an inclusive project, engaging pupils of differing abilities and aspirations, some with additional support needs. The project provides opportunities and activities for schools with high levels of deprivation, where music-making is limited, and is particularly beneficial for pupils who do not always achieve academically - through Ukulele in the Classroom they can excel and stand out.

Teachers delivering the project have also benefited and developed, with some progressing from knowing nothing about music to now being able to read, transpose and teach music. Some teachers have continued to develop their own music skills by joining the Fife Ukulele Orchestra, which further enhances their classroom delivery.

Outside the classroom, the project is having an impact on the youth music sector and the wider community - membership of local music groups and orchestras has increased, and more family members and friends are attending public performances. Some school pupils performed in a care home for older people at Christmas and have since been invited to perform for other community groups.

New friendships and peer-to-peer learning have also been cultivated through the project as pupils mix with those from other year groups and classes. Together they have helped each other learn chords and songs with more confidence and advanced players have aided other pupils with their final performance.

Successes

This accessible, inclusive and appealing project has helped young people feel a sense of success and achievement in an environment where they may not always experience accomplishment. It has engaged pupils and their teachers in general musicianship, and, by learning new skills and performing to an audience, their confidence has grown.

Added to this, the project is designed to have a flexible delivery approach, one which can be adapted to the requirements of each school. It also links closely to Curriculum for Excellence in helping to develop skills in literacy and language through songwriting, communication skills through collaboration, and technical music skills involving numeracy. As a result, the project encourages the development of skills for life.

Challenges

The main challenge was the high turnover of staff in primary schools which can leave gaps in provision and make project planning difficult. Occasionally class sizes were deemed too large and some pupils felt they'd progress more easily in smaller groups and with more time to learn.

What's next?

The project will be developed to offer more music opportunities to young people in Fife, with the hope that teachers can take advantage of more one-to-one support. Teachers are keen to continue Ukulele in the Classroom and to widen the programme to include more young people. It is hoped that more integrated music provision can be encouraged by potentially adding more instruments, such as percussion, recorder and bass guitar. All these developments will be bolstered by project resources being made available via Glow, a digital learning and sharing environment for teachers and pupils.



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Wee Studio
Stornoway

About

Wee Studio is run by a local recording studio in Stornoway. It is one of the few recording studios with rehearsal space in the Western Isles and is located in an area which is both economically and socially deprived, and where there has previously been a lack of creative opportunities for young people.

Aims

Over the past financial year, Wee Studio has run two YMI-funded projects: the Demo Fund project and the rehearsal space.

The aim of the Demo Fund was to give young musicians the opportunity to create free demo recordings. Through activities, they're introduced to every stage of the recording process, helping them to develop their music skills and support them on their way to making an income from performing. Having their own professional recorded material helps them to secure live performances in future.

The aim of the rehearsal space was to enable any young local musician to practice in a professional space for free, and to access expert advice and guidance.

Activities

The Demo Fund was open to local musicians aged 14 to 25 who were invited to submit original music tracks. These were then reviewed by a panel including local musicians and industry professionals, and six acts were selected for recording and post-production time at Wee Studio. These young musicians received tailored advice on how to use their demos to progress further within the industry and by the end of the project each of them had created their own recording.

The rehearsal space was available for young musicians at any level, offering them free space, advice and guidance. Studio time would normally cost £10 per hour, an amount which most young people could not afford. Using the space at no cost gave them the valuable opportunity to progress their skills and showcase their talents without financial barriers.

Impact

If it weren't for Wee Studio, the young participants would not have been able to access a recording and rehearsal facility. Through the Demo Fund, participants have developed their own music and learned how to produce a high quality demo in a professional environment with high quality equipment and instruments.

Rehearsal space participants found the experience invaluable. They appreciated having dedicated space available, the opportunity to familiarise themselves with a professional studio set-up, and the flexible time to practice and experiment.

After the project, as young people start to generate income from performing, they often return to the studio to record an album. This invests money back into Wee Studio and helps sustain the local creative economy.

The project has encouraged aspiration and ambition among young people, something which is especially beneficial to those participants who came from unstable and deprived backgrounds. They have been given something positive to focus on through which they can achieve and gain recognition.

As well as progressing their music-making, some participants have also gone on to further education, live performances, and technical work while others have become involved in teaching and delivering workshops to other young musicians.

In addition, local organisations have helped young people progress beyond the project. For example, Wee Studio connections have enabled young people to secure

performances at events including Hebridean Celtic Festival. This has nurtured a new generation of musicians producing original content and directly strengthened the youth music sector.

Success factors

As many of the participants could never have funded the creation of a demo themselves, one of the key successes of the project was giving young people the opportunity to record music at no cost. These free demos allow more young people showcase their work, gaining them exposure and initiating potential career opportunities.

Music making opportunities that have a focus on progression are rare in the rural Outer Hebrides, and Wee Studio has helped address this gap in provision. Through the studio's support and reputation, young people have been given a platform to present their talents and given them recognition.

As Wee Studio is a highly respected business and creative environment, young people relished the opportunity to be involved. As the project lead is very active in the local community, the delivery of the project and the way in which it engaged young people was particularly successful.

Challenges

Continuing funding cuts are putting additional pressure on education providers. Amid local authority cuts and school closures, YMI funded activities are viewed as vital in offering opportunities to young people.

What's next?

The Western Isles has a long-standing and respected musical culture and produced many well-known musicians. Through YMI funding, Wee Studio has helped continue this tradition, supporting sustainable music-making and creative industries.

The studio is currently focusing on its digital creativity, including filming and streaming live and professional music videos to ensure that local musicians including YMI participants receive maximum exposure. Local musicians are also being encouraged use this technology, and to access websites such as peopleperhour.com to promote their music and services remotely.



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