



**YOUTH
MUSIC**



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**ARTS COUNCIL
ENGLAND**

Future Sounds - Case Study – Student J @ Greenwood

Brief description of project.

The project at Greenwood school, a pupil referral unit in the New forest in Hampshire, has enabled young people the opportunity to make music, learn how to play instruments, write songs, re-discover or uncover latent musical skills and empower them to create new, positive pathways and identities.

Over the course of the last year, pupils have taken part in person centred musical activities that have been tailored to their individual needs and that have supported and facilitated creative, personal, social development and fulfilment.

The young people have taken part in a variety of songwriting workshops and have accessed personal archives to write songs that have expressed feelings and emotions.

They have had regular weekly one to one guitar sessions that have comprehensively allowed each young person the time to learn and grow at their own pace and for a number of the students a starting point that built both musical and personal confidence was making digital music with iPad apps.

This introductory building block allowed progression into learning acoustic and electric instruments and has meant that young people who can generally be closed to trying new activities have begun to flourish as their sense of achievement increases.

Characteristics of the participant.

Throughout the lifetime of the project I have worked with a young man called Student J.

At the start he was introduced to me as a student who was having issues with school attendance and was finding it a challenge to regularly participate in school life.

These issues were impacting upon his education, as he was currently in year 10 and was studying for GCSEs. This lack of consistency in attendance was preventing him from realising his academic potential.

Also it had been noted that his irregular, sometimes prolonged absences meant that he was lacking in socialising with his peers and was becoming more withdrawn.

Positive changes

Student J had expressed to staff at Greenwood that he had an interest in playing musical instruments, particularly keyboards and so was allocated a regular timetabled session on the project.

In an introductory session he shared his interest in computer games that included historical battles and war themes and through these soundtracks he had recently discovered a love for learning and playing Russian melodies. In this first session it was clear that he had an innate musical talent and was able to quickly learn complex piano pieces and play them almost by ear.

This ability meant that over the lifetime of the project, Student J has learnt a variety of piano melodies and has the potential to become a competent musician.

Positive changes that have been noted by myself and members of staff include an increased attendance at school, that has been directly due to his enthusiasm for taking part in the music sessions as he has mentioned on many occasions that it gives him purpose.

This attendance has meant that he has been able to sit mock exams and this term begin to attend some of his final GCSE exam timetable.

Other changes are that his communication skills have developed and he is interacting with myself and others with an increased confidence and self-assurance.

Also as noted in a quote below, I have encouraged Student J to teach me piano pieces and we have regularly jammed these melodies together, myself on acoustic guitar and Student J on keyboard and this has directly attributed to him having a heightened sense of musical and social confidence around school.

Quotes

From Student J

"Coming into school to make music gives me a reason to get out of bed and attend other lessons"

"I think this encounter with Jim is fun and allows me to learn music on piano and guitar. In some cases I teach Jim things, with the help of the internet of course. I also enjoy talking to Jim and would like to continue working with him"

NOTE: Future Sounds is a 3 year programme supported by Youth Music to deliver music making activities for children and young people in SEN/D settings and young people at risk of offending.

Outcomes for Future Sounds:

- 1. To increase the skills and awareness of music leaders, teachers and associated staff to support SEN/D young people to access music-making.***
- 2. To improve the sense of wellbeing and resilience of children and young people who are engaged in the Youth Crime Prevention Scheme in Hampshire.***
- 3. To improve improvisation and songwriting skills of children and young people in challenging circumstances.***
- 4. To increase the number and effectiveness of partnerships that support and encourage wider engagement in music for children and young people in challenging circumstances.***
- 5. To increase knowledge and skills to develop robust evidence that documents the benefits of music interventions with children and young people in challenging circumstances.***