



take
art *HA*

A Youth Music funded Early Years Music project managed by Take Art, Somerset



- **Context:** Caroline Barnes and Jane Parker

- **Regional Case Studies:**

Bill Roberts, Bristol

Emma Hutchinson & Jayne Leaver, Exeter - Devon

Ann Stott & Emily Garrod, St Austell - Cornwall

Vicky Meadows, Bristol

Lisa Broad & Rich Tomlinson, Budleigh Salterton - Devon





Setting the scene behind our case studies

- Co-constructing a research question with setting staff
- Observing, how music was used & how staff wanted music to be used
- Planning, sharing ideas, reflecting
- Delivering two CPD sessions with staff & a wider EY community
- Communicating the findings: case studies



Knowle West Children's Centre, Bristol - Bill Roberts



<https://vimeo.com/260919246>

Flying Start Children's Centre, Exeter - Emma Hutchinson and Jayne Leaver



Developing language through musical play in multicultural families

Plot – what we established

Varied modules of interactive musical play, each with a core focus:

- Moving, Instrumental play, Sound play, Songs, Dancing, Reflection
- Nurture spontaneous and own language songs and musical play
- Encourage a sense of personal identity and ownership
- Embrace different skill sets, and learn from each other



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Sub-plot – what actually happened

- Early Years Leader developed instrumental skills, and the confidence to use a musical voice to facilitate vocal responses.
- Music Specialist honed knowledge of families from the EY's Leader to initiate vocal responses through multi-sensory activities.
- A French parent continued the classes post-project, with new music, and instrumental skills
- Children's Centre family support worker adopts musical ideas to support language development
- Babcock Music Services said "yes" to loaning instruments post-project



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What we realised

- Ebb and flow of shared delivery and observation and skills produced the most positive outcomes including trust, creative freedom, collaborative leadership, learning and subsequent communication.
 - Providing a core, familiar focus removes predictable barriers in music delivery.
- Open, transparent and communicative collaboration of respective knowledge maximises positive outcomes in the shortest space of time.
 - Let **everyone** in, as well as the children



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FEEDBACK

- ***"This group had the biggest impact on N out of any other group he has been to" (mother about her son, aged 2 years)***
- ***'It is not what you do, but how you deliver it' – tweaking what you know to achieve positive outcomes (Emma Hutchinson, Music Specialist)***
- ***"...You don't need to be an expert to do music; this is something I try to convey to families." (Jayne, EYs worker)***
- ***'Empowering colleagues is the key to releasing predetermined perception of what music means' (Final Report)***
- ***'Regular music in early childhood informs, and lays the foundation for all primary learning' (Final Report)***



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THE FUTURE

Making music as something that humans ‘already do’ (Malloch and Trevarthen:2009:466)

Collaborate and share all resources to sustain, learn, and enable young children’s overall development through creative musical play.

Emma Hutchinson from Music House for Children emma@musichouseforchildren.com

Jayne Leaver from Flying Start Children’s Centre

Thanks to all the families and their children

The Final Report is available through www.musichouseforchildren.com or www.takeart.org/projects or www.academia.edu



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Piccolos Early Years Group, Cornwall – Ann Stott and Emily Garrod



<https://vimeo.com/260926734>



<https://vimeo.com/260923041>

Badock's Wood Children's Centre, Bristol - Vicky Meadows



<https://vimeo.com/260917875>



<https://vimeo.com/260919057>



<https://vimeo.com/260918730>



<https://vimeo.com/260928393>



<https://vimeo.com/260918222>

St Peters Primary School, Devon - Richard Tomlinson and Lisa Broad



<https://vimeo.com/257690127/fd66cc3f54>