



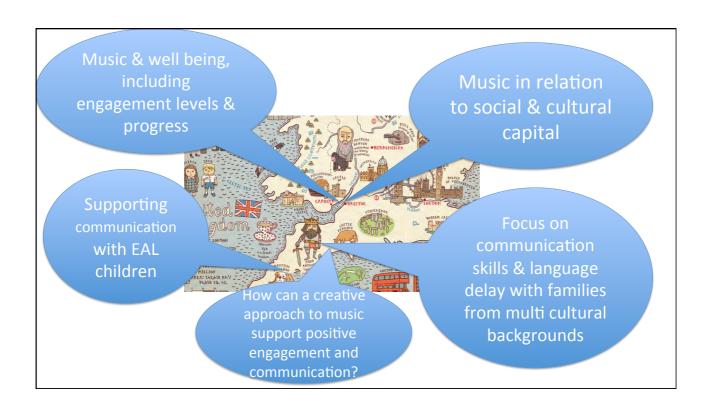
A Youth Music funded Early Years Music project managed by Take Art, Somerset



- 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 postproject



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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' tweeking 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.takeart.org/projects or www.takeart.org/projects or www.takear



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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



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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