

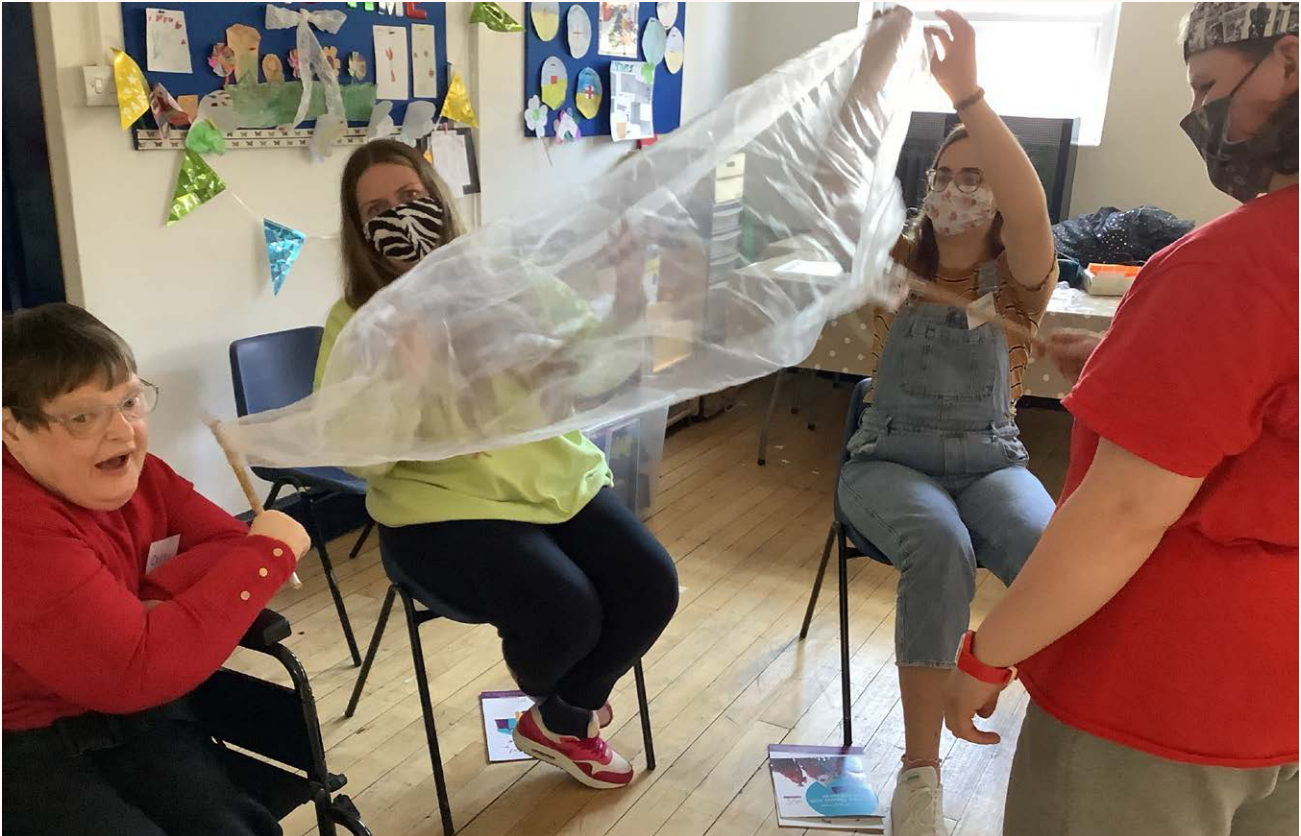


Summary of the Evaluation of DIY's 4 x 8 Inclusive Music Training Programme September 2021 – June 2023

**YOUTH
MUSIC**



Supported using public funding by
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Introducing DIY's ways of working at first training session, March 2022

“ We’re teaching them drama and they’re teaching us music. Then we’re going to put it together and do a little scene to take into schools.”

DIY Leader

Background to the Programme

Who are DIY Theatre?



DIY is an established Learning Disability Theatre Company based in Salford, UK. The company's vision is for a world where performers and arts leaders with learning disabilities are valued as part of the rich diversity of our cultural sector and our society.

The company aims to:

- ★ Challenge preconceptions and barriers experienced by people with learning disabilities through high quality performance, education projects and research.
- ★ Celebrate diversity and creativity in all areas of our work.
- ★ Promote the achievements of performers and theatre-makers with learning disabilities and share good practice.

What was the 4 x 8 Programme?

Over a number of years DIY Theatre Company has been developing their emerging practice of multi-sensory theatre and workshops for Special School settings and this is an important area of work that the company is committed to developing further. The company had identified a gap in music practitioners with skills and experience to work with DIY artists with learning disabilities within Special School settings. They wanted to contribute to filling that gap, whilst at the same time developing relationships with a core group of musicians who would get to know and understand DIY's work and practice.

The central idea behind the programme was that musicians interested in developing their inclusive practice would work collaboratively with DIY leaders with learning disabilities. Musicians and DIY Leaders would learn from each other's experience and knowledge through piloting collaborative workshops in Special Schools. They would learn from the process of developing creative interventions in collaboration with partner schools and consider the responses of learners and feedback of teaching staff. This process would develop both their individual practice and also the practice of DIY Theatre company as an organization.



Who was involved?

The project had three main groups of participants:

- ★ **DIY Leaders with Learning Disabilities:** A group of six DIY leaders worked throughout the project, collaborating with musicians, developing new skills and co-delivering sessions in Special Schools and inclusive settings. DIY leaders were supported by core staff throughout the process.
- ★ **Emerging musicians :** Six musicians with an interest in developing their inclusive music practice collaborated with DIY leaders, undertook training, developed skills, created new work and co-delivered sessions in either a Special School or an inclusive youth arts group. Musicians were trained by the lead musician, took part in Arts Award training and were offered opportunities to shadow activities across DIY's artistic and leadership programmes.
- ★ **Project partners:** Musicians and Leaders worked in pairs to co-develop and co-deliver workshops with children and young people with learning disabilities in three different settings; a primary Special School, a Post 19 college and a youth drama group. Young people took part in two inclusive music sessions.

The project was overseen by music specialist, Sarah Atter. Sarah Atter is an award-winning Manchester-based musician with extensive experience of devising and delivering education and community projects, alongside student and teacher training, large-scale residencies and consultancy work. She works across a variety

of fields including music in healthcare, music in the community, music in education, music in criminal justice and collaborative cross-art form projects.

Project stages

- ★ **Recruitment and meet and greet :** Following an open recruitment process, a full day session was organised by DIY Leaders, where musicians interested in the opportunity had an opportunity to meeting the teams, and gain an understanding of DIY as an organisation.
- ★ **Musician training:** Lead musician Sarah Atter led a series of sessions around frameworks and approaches including Sounds of Intent, Sensory music making, Total Communication and Intensive Interactions. These sessions included time with the DIY Leaders to trial and test new ideas
- ★ **Collaborative sessions:** Working in pairs, a DIY Leader and an emerging musician collaborated to develop new inclusive music work to be taken into the partner settings. These sessions included time for each pair to try ideas with the wider group.
- ★ **Delivery sessions:** Each pair delivered two sessions in either a Special School, a Post 19 college or a Youth Drama group. Sarah, the music lead, observed and mentored the sessions to offer feedback and opportunities for modifications to be made between the first and second sessions.

- ★ **Evaluation session:** The whole group of musicians and DIY leaders met together to share what went well, explore the highlights of the programme and identify learning and what could be improved

In addition, emerging musician were offered:

- ★ Shadowing opportunities with DIY theatre.
- ★ Arts Award Training at Discover, Explore, Bronze and Silver levels.
- ★ 1:1 time with a member of the DIY staff or music lead, to discuss areas of particular interest, concern or development.





Evaluation Summary:

This summary document draws the key areas of learning from an external evaluation of DIY's 4 x 8 Inclusive Training carried out by Dr Rosalind Hawley. Ros is a music leader, trainer and researcher specialising in delivering music education, training and evaluation projects in health and disability contexts. She has worked with a range of organisations including The Hallé, Britten Sinfonia, City of Birmingham Symphony Orchestra, The Royal Northern College of Music, MusikAlliansen (Sweden), Musique et Santé (Paris), Figura Ensemble (Denmark) and The Royal Academy of Music, Aarhus (Denmark), Live Music Now, TiPP and Alder Hey Arts.

Ros has written about making music with children and young people with complex healthcare needs and disabilities in articles and book chapters and in 2021 completed her PhD - a reflexive study of her own music making practice with children in a paediatric hospital (SOAS, University of London).

The findings are based on semi-structured interviews, observations and questionnaires. The full document is available via DIY Theatre Company.

Impacts of the Programme:

“ I think they'll enjoy [the workshops in the school] but it's going to be different. They can get nice feelings from us, and we can get nice feelings from them.”

DIY Leader



The 4 x 8 Training Programme:

- ★ Pioneered and explored, through action learning, a new inclusive model of creative leadership, bringing together young leaders with learning disabilities and non-disabled young leaders for the first time.
- ★ Gave DIY Leaders opportunities to develop new musical skills, build confidence in music-making and gain new experiences in creative leadership.
- ★ Enabled emerging music leaders to develop their understanding of inclusive practice by learning from, and working collaboratively and co-creatively with DIY Young Leaders.
- ★ Enabled cross learning opportunities to take place exploring models of drama and music workshop practice and delivery.
- ★ Enabled DIY Young Leaders to lead workshop activity for young people with disabilities in their community, and to become role models in creative leadership for children and young people with disabilities.

“ I think music is very important because it’s a different form of communication and it can unlock things with people and emotions that normal talking can’t ... It’s a different way of being able to express yourself that can be really helpful when you’re working with different groups.”

4 x 8 Musician



What worked well?

“Just the learning new things and making sure that someone shows you and they teach you how to do it right. That’s quite important, isn’t it? That they explain stuff and show us things. Doing it as well as saying it.”

DIY Leader

Key strengths of the programme were:

- ★ Developing, strengthening and pioneering new leadership models which promote inclusive practice, led by DIY Young Leaders and emerging music leaders, through working in pairs and in small group activity.
- ★ Creating honest and open spaces throughout the project for gaining feedback to help improve future practice.
- ★ Giving valued feedback to project teams to support project delivery with partner organisations.
- ★ Creating an authentic, inclusive leadership style through co-creation and collaboration.
- ★ Undertaking collaborative exploration of music and drama models of practice to enable new organisational and personal learning.



✦ Exploring a range of musical and sensory frameworks as a foundation for inclusive participatory music practice and creative leadership.

“ [I’m aware of] my role/responsibility that I need to facilitate to ensure inclusive practice and be accessible.”

Musician

What can DIY improve?

“ I want clear explanations. I don't like to get things wrong. Even just showing me how to use the instrument more than once so I can eventually do it on my own – once I feel more comfortable.”

DIY Leader

Key areas of improvement for future development are:

- ★ To develop new ways/approaches to giving feedback within DIY projects.
- ★ To increase the diversity of approaches to learning, training and communication within the organisation, to support sensory, non-verbal and neurodiverse participants, whether within DIY's project team or within partner organisations, and use this learning to inform and help others.
- ★ To build on the project structure developed in 4 x 8 to give more time for pair work and small group opportunities, to enable increased time for working together inclusively, and allow more time to learn from each other.
- ★ To share learning from the programme more widely with other organisations to help others develop their own models of inclusive practice.
- ★ To celebrate what DIY does well!



“ I loved getting to know the DIY members and the other musicians. It was great to work with the DIY members as colleagues as I feel like they are often participants, and this was a great way of seeing how capable they are.”

Moving Forward

DIY has learnt a lot during the 4 x 8 project and is keen to build on this learning and the collaborative model of training that has been piloted during this programme. The organisation looks forward to strengthening the relationships developed during the 4 x 8 programme and developing stronger links with musicians and music organisations in the future. 4 x 8 has demonstrated the value of further embedding music within DIY's youth programmes and continuing to extend the skills and experiences of DIY artists and leaders through innovative cross art-form practices.



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