

**Getting the most out of our visiting musicians – Young people in Secure and Controlled Environments**

Yorkshire Youth & Music employs highly skilled, trained and experienced musicians on its projects working with children and young people. Their skills vary; some have expertise in music technology, some in singing, some are folk musicians, some classical and some work in various styles. What they have in common is extensive skills, knowledge and understanding of how music ‘works’.

They bring all their musical skills to the projects, and in addition they are all extensively trained and knowledgeable about musical learning and progress, and working with children and young people. Many have additional training and experience in working with children with additional needs and challenges. Our musicians know and understand the effect that good quality music making can bring to learning, self-awareness and reflection. They have ‘toolboxes’ of different musical pedagogies which they can use to ensure the best learning.

As a company, YY&M understands the policies, systems and procedures which can be in place in relation to secure and controlled environments; around confidentiality, behaviour management, the use of equipment and resources and policies for the care of vulnerable young people. These differ from place to place – which makes planning and understanding vital for our projects.

**What Secure and Controlled Environments can do to get the best value from projects**

Depending on the specific nature of the project, our musicians could be with you short-term (ten weeks, for example), or longer term over several months. To get the most out of their visits – and to ensure that music-making can continue after the project is finished, we recommend;





Initial staff  
CPD

Staff attend an initial staff CPD session (a briefing at the very least) to introduce the project, the plans and outcomes to staff, including any tracking and observations which will be needed. This session also allows you to get to know the musician and the way they work with young people, and the most suitable way in which centre staff can contribute towards sessions – for example, this could be musical, supportive or monitoring behaviour.



Staff  
regularly  
attend  
sessions

Staff should attend consistently, especially if the intention is to continue music making once the musician's visits come to an end. As staff know the young people at each centre much better than our Music Leaders, you will know how to support musicians to work with young people who may find focus, concentration and persistence difficult.



Provide  
guidance on  
the centre's  
ethos and  
standards

Centre staff can advise on acceptable behaviour (language, behaviour towards others including YP and staff), and acceptable language within musical product used or produced, especially where young people's musical taste includes styles which promote socially unacceptable lifestyles and attitudes.



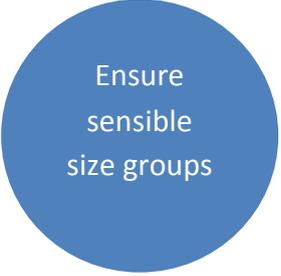
A clear and  
quiet place

Appropriate space to work in is essential; in a setting where working and education engaging is challenging, it is important to be in a space which does not allow for distractions. Enough space for individual young people can work on different projects simultaneously is good. Music can be noisy – so not too close to spaces which are for quiet concentration, or activities will distract others.



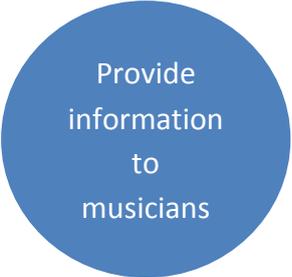
Timetable  
1 hr 30  
mins per  
session

Music sessions should be agreed based on the young people's needs. We would recommend a minimum of 30 minutes, and we have experience of young people focusing for two hours or more, 1:1 on music creation. We can adapt delivery according to the needs of young people.



Ensure  
sensible  
size groups

Especially in settings where sustained engagement is a challenge, small group sizes are essential. We would recommend a maximum of 6 young people.



Provide  
information  
to  
musicians

Settings staff know their young people well; it helps the musicians to be given information about individual needs, and also commentary on young people's reactions and responses during sessions. This helps the musicians to plan what to do, both immediately in the session and in the longer term.



Encourage  
attendance  
and  
engagement

We will design music activities in ways which lead to 'quick wins' achievement and progression – but like anything else, mastery takes time. Staff can help through encouraging persistence and problem solving, or research and practise between musician visits.

## What our musicians do to make projects successful



### Plan intial visit to meet staff

Musicians will visit a setting to familiarise themselves with the setting and the young people, discuss the project brief, and make a contribution to planning and timetabling. This can include suggesting any goals, such as achieving Arts Awards or a performance or celebration event.

### Plan sessions from brief

Plan and vary activities according to the abilities, needs, and levels of engagements of the young people present. Decide what equipment (including iPads and specialist music technology), instruments and other resources are needed, including any in the setting, and any which needs to be brought in.

### Run music sessions

Control the sessions and ensure cooperation, engagement, and musical activities that are appropriate for the individuals. Our musicians work on the basis of positive feedback, reinforcing positive behaviour and achievement, and calm and controlled sessions based on respect towards everyone.



Guide young  
people  
towards  
personal goals

Ensure each individual is engaged with tasks and goals they have chosen, rather than being told what to do. Therefore with each young person having different paths, our musicians understand how to successfully engage with multiple tasks simultaneously.



Provide  
feedback

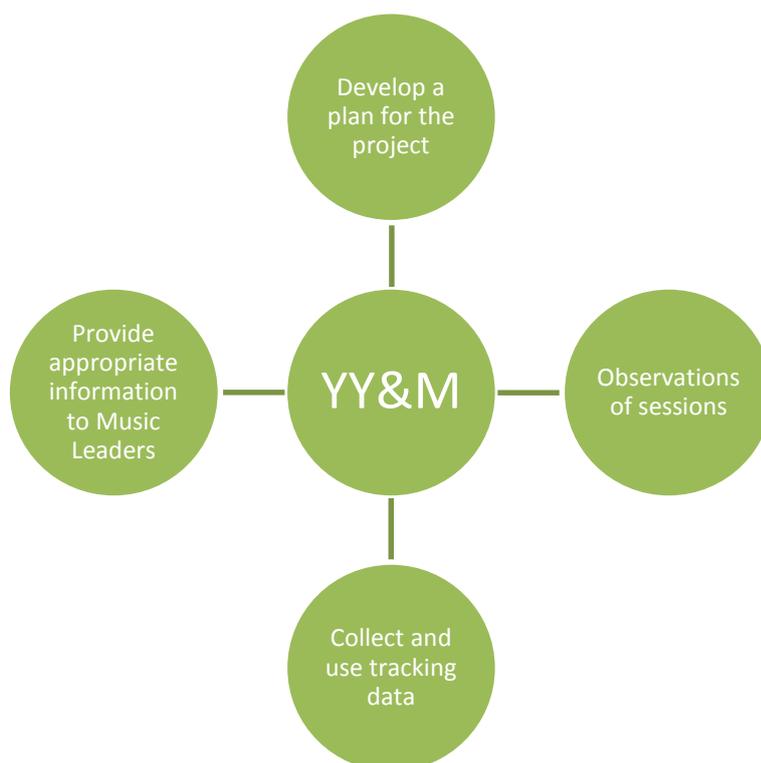
Musicians will make time for short feedback and review at each visit, and will take time for longer and more detailed reviews when needed.



Maintain  
confidentiality

Through creative work with young people, musicians may learn their history, feelings, attitudes and aspirations; any of these may go beyond what they are 'entitled to know'. This information will not be shared outside Yorkshire Youth & Music and the setting in question. If a matter of immediate concern is revealed by a young person, this will be reported back to YY&M's Director, who will inform the setting appropriately.

## What Yorkshire Youth & Music will do



### Develop a plan for the project

Develop and agree a plan for projects – which takes account of musical, social and learning outcomes. Partners in the plan often include settings staff, local authority staff, and the funders of the project to whom YY&M is accountable. Our projects are built on the wealth of academic and practical research developed and shared over many years with the music-making community.

### Observations of sessions

Make observation visits to sessions to give feedback to the musicians and to the setting about any aspect of activity, from the suitability of spaces, to staff engagement, young people's responses and the musician's leadership.

### Collect and use tracking data

We will ask for, and collect and use tracking data ONLY for the purposes of reporting on the project to funders and partners. All our data is anonymised.

### Provide appropriate information to Music Leaders

We will provide our musicians with appropriate information regarding working with young people in sensitive situations; what they are entitled to know, do and share. What equipment, resources and activities are possible, and any restrictions or regulations in place. We will also provide musicians with opportunities to talk confidentially about their experiences, given that working in some settings can be emotionally challenging.

**We think this information will result in an excellent experience of working in partnership with our musicians.**