



Music Mark North West Conference
Friday 2 September 2022
Chetham's School, Manchester

8.45	Registration opens
9.30	Welcome
9:40	Music Mark Chair Update – Bridget Whyte
9.50	Opening Keynote – Kris Halpin
10.30	Breakout 1 - choice of 7 sessions. Find out more here .
11:30	Break (tea/coffee)
11.50	Breakout 2 - choice of 7 sessions. Find out more here .
12.50	Lunch (provided) Ross McWilliam will also be providing drop-in sessions to discuss wellbeing during this time period; if you would like to sign up for one of these then please do so at the registration desk on the day.
13.35	Introduction to A Common Approach – Catherine Brentnall
13:55	Breakout 3 – explore A Common Approach in instrumental groups. Find out more here . Ross McWilliam will also be providing drop-in sessions to discuss wellbeing during this time period; if you would like to sign up for one of these then please do so at the registration desk on the day.
14:50	Closing Keynote – Faz Shah : Music and Inclusivity
15:30	Close of Conference

Breakout 1: 10:30-11:30

<p><u>Hidden in Plain Sight - Embedding Inclusive Practice in Music Education</u></p> <p><u>Sam Stimpson</u></p>	<p><u>The refreshed National Plan for Music Education</u></p> <p><u>Carolyn Baxendale and Bridget Whyte</u></p>	<p><u>Has the Model Music Curriculum made its mark?</u></p> <p><u>Angela Caswell and Carmel Loughney</u></p>	<p><u>First Thing Music</u></p> <p><u>Marion Hinds, Lindsay Ibbotson, Dr Rebecca Berkley, Susan Robertson</u></p>
<p><u>Both Sides Now</u></p> <p><i>Brighter Sound</i> <i>Further details to follow</i></p>	<p><u>Core Wellbeing Overview for Staff</u></p> <p><u>Ross McWilliam</u></p>	<p><u>Industry Partner presentations</u></p>	

Breakout 2: 11:50-12:50

<p><u>Social Model Music Making</u></p> <p><u>Kris Halpin</u></p>	<p><u>Rebuilding ensembles in schools and music centres</u></p> <p><u>Stuart Hazelton, Abbey Blackledge, Emma Williams and Fi Simpson</u></p>	<p><u>Songs to Make You Go Mmmm!</u></p> <p><u>Imelda Shirley and Emily Wood</u></p>	<p><u>Creating a Climate for Learning</u></p> <p>ARK <i>Further details to follow</i></p>
<p><u>Partnerships with Specialist Music Schools</u></p> <p><i>Tom Redmond and Emma Cunliffe</i> <i>Further details to follow</i></p>	<p><u>Pupil Wellbeing and Mental Health</u></p> <p><u>Ross McWilliam</u></p>	<p><u>Indian Takeaway – Rāg and Tāl Basics</u></p> <p><u>Yogesh Dattani</u></p>	

Breakout 3: 13:55-14:45

Following a session for all delegates where [Catherine Brentnall](#) will introduce [A Common Approach](#), Breakout 3 will provide the opportunity to explore the resource in instrument-specific groups. Please indicate on the booking form which of the following groups you would like to participate in:

- Strings and harp
- Brass
- Piano and keyboard
- Woodwind
- Voice
- Percussion
- Guitars and ukuleles
- Music technology

Please bring a personal device that you can use to access the website during the session, e.g. a laptop, tablet or phone.

Breakout Descriptions

Breakout 1: 10:30-11:30

Hidden in Plain Sight - Embedding Inclusive Practice in Music Education

[Sam Stimpson](#)

This session is designed for music teachers and tutors or those responsible for the development or management of music in their service, hub or school. The session will explore:

- Inclusive leadership in action within music education through the lens of a range of diversity dimensions
- Leading conversations around race, gender, sexuality and the context of historically marginalised groups in music education
- The diversification of repertoire ensuring representation not tokenism and appreciation not appropriation
- Inclusive leadership - Moving from a phase of unaware to being an active advocate for change.

The session will include some practical elements and opportunities for discussion and Q&A.

The refreshed National Plan for Music Education

[Carolyn Baxendale](#) and [Bridget Whyte](#)

Led by two members of the Expert Panel involved in its refresh, this session will explore the new National Plan for Music Education. Following a presentation about the plan there will be an opportunity to ask questions.

Has the Model Music Curriculum made its mark?

[Angela Caswell](#) and [Carmel Loughney](#)

When the Model Music Curriculum was published in March 2021 its content prompted great debate across the music education sector. Eighteen months on, this session provides an opportunity to reflect on the impact of the Model Music Curriculum, with case studies from Wigan Music Service and Bolton Music Service. There will be an opportunity for colleagues to share their own response to the MMC and the impact it has had in their settings.

First Thing Music

[Marion Hinds](#), [Lindsay Ibbotson](#), [Dr Rebecca Berkley](#) and [Susan Robertson](#)

First Thing Music started as a project delivering training for a year-long music intervention, joint funded by the EEF and RSA, which demonstrated that daily music (as delivered by generalist primary teachers) improved children's reading outcomes by as much as three months over one year. However, this was a mere side-effect, in comparison with the impact on children's social development and confidence (of heightened importance in post-Covid times) and their disposition for learning. During Covid, an online, highly effective CPD delivery model has developed in partnership with music services, focusing on 'in-house' teams of EYFS and KS1 teachers at school. HE institutions such as Durham and Reading Universities are exploring this as a way of establishing music at the heart of primary teacher training. Several music services are now involved, including Tees Valley, Cumbria, Lincoln, Central Bedfordshire, Northumberland and Newcastle. Could this be useful to you? Come and find out how it works...

Both Sides Now

Brighter Sound

Further details to follow

Core Wellbeing Overview for Staff

[Ross McWilliam](#)

This session will uncover the 'five pillars of wellbeing' and will examine ways in which delegates can achieve some quick wins, as well as considering more medium- to long-term changes in their wellbeing lives.

Industry Partner Presentations

Come and hear from some of the conference exhibitors including ABRSM, Britten Pears Arts, C D Wiggins Sheet Music, Collins Music, Korg, Melded, RSL Awards, Trinity College London and Trybooking.com.

Breakout 2: 11:50-12:50

Social Model Music Making

[Kris Halpin](#)

Drawing on lived experience of a journey facing Disabling barriers to music education through to a successful career as a professional musician, Kris Halpin unboxes the Social Model of Disability and other related concepts to inform musical inclusion. Regardless of your level of competence with inclusion and music technology, this session will give you tools and ideas to make your music sessions more inclusive.

Rebuilding ensembles in schools and music centres

[Stuart Hazelton](#), [Abbey Blackledge](#), [Emma Williams](#) and [Fi Simpson](#)

In this session representatives from Bolton Music Service and Lancashire Music Hub will share how their ensembles have rebuilt after Covid. This will include music centre ensembles, county/area ensembles, and progression routes. The presenters will discuss their original music centre/ensemble structure, the approach they took during lockdown, their current approach, and plans for the future, and will be supported by Fi Simpson, Music Mark's Communications and Marketing Manager.

Songs to Make You Go Mmmm!

[Imelda Shirley](#) and [Emily Wood](#)

Developed in partnership with Wigan Music Service and Wigan Early Learning and Childcare Team

Songs to Make you Go Mmmm! The songs and activities help to facilitate music, movement, mindfulness and meditation to enable our youngest children to identify and engage fully with their emotions and feelings. In this way, they learn to process, understand and accept how they might be feeling so that in time, and with support, they can become more resilient and develop their capacity for self-regulation. Music has the power like nothing else to help us navigate the full range of our human emotions. Indeed, someone once said that "Music is what emotions sound like." Each of these songs and musical activities will help you and your children to explore their emotions in a playful, thoughtful and meaningful way. We hope that you enjoy sharing this exciting resource with your children so that their wellbeing journey is enhanced and enriched! This fun session aims to provide a flavour of these songs and their associated music and mindful activities. Please bring water, a blanket, cushion and comfortable clothing.

Creating a Climate for Learning

ARK

Further information to follow

Partnerships with Specialist Music Schools

Tom Redmond and Emma Cunliffe

Further information to follow

Pupil Wellbeing and Mental Health

[Ross McWilliam](#)

This session will cover suitable wellbeing and calming strategies for pupils aged 7-13.

Indian Takeaway – *Rāg and Tāl Basics*

[Yogesh Dattani](#)

Participants will be given a hands-on experience of both the melodic (*Rāg*) and rhythmic (*Tāl*) elements of North Indian classical music. You will learn traditional and complex rhythmic patterns that are part of the *tablā* repertoire and learn how these are extended and improvised within a 16-beat time-keeping pattern, *teen tāl*. Using your own musical instrument, you will learn to play a melody known as *sargam geet* and learn how to embellish with fast passages (*tāns*) and cadences (*tihāi*). Don't forget to bring your own instruments, you're in for a treat.

N.B. This session will be limited to 30 delegates on a first-come-first-served basis.

Presenter Biographies

Carolyn Baxendale

Carolyn graduated with a Master of Music from Manchester University in 1984 and has followed this with a career in music education. She is currently Head of Bolton Music Service and leads the Greater Manchester Music Education Hub, driving collaborations with local, regional and national cultural partners.

Carolyn is an advocate for continuous improvement in music education, with expert panel contributions to the ABRSM Music Commission (2019), DfE Model Music Curriculum (2021), the current DfE review of the National Plan for Music Education, and as a current board member for the RNCM and Chetham's School of Music. She was awarded an MBE in January 2016 for services to music and an Honorary Doctor of Arts from Bolton University in July 2018 for services to education.

Dr Rebecca Berkley

Rebecca Berkley is an Associate Professor in Music Education at the University of Reading, and director of Postgraduate Taught Programmes. She teaches music education on undergraduate and postgraduate programmes at Reading, specialising in classroom musicianship, choral education, and leadership. She is the founder of Universal Voices, a free children's community choir at the University. Universal Voices offers high quality choral education for children and opportunities for student conductors to learn to conduct by working with the choir. Rebecca also works with the British Kodály Academy and Sing for Pleasure as a musicianship tutor.

Abbey Blackledge

Abbey Blackledge is Head of Burnley Music Centre.

Catherine Brentnall

Catherine Brentnall is a freelance music education consultant with nineteen years' experience of working in music services and hubs in teaching and leadership roles. Catherine is the Editor and Coordinator for the new digital version of [A Common Approach](#).

Angela Caswell

Angela Caswell is Primary Curriculum Teaching and Learning Manager for Bolton Music Service.

Yogesh Dattani

Yogesh Dattani has taught Indian music for 30 years and has developed innovative resources and teaching methods that enable pupils to more easily access the kaleidoscope of complex rhythms and breath-taking sounds of Indian music. Yogesh recently joined forces with the ISM Trust to make some of his resources available online, titled [Indian Takeaway – Rāg and Tāl Basics](#). Yogesh currently leads Ealing's Music Education Hub and is EDI Lead for Music Mark.

Kris Halpin

Kris Halpin, aka Dyskinetic, is a singer, songwriter and live performer. Primarily known for using Imogen Heap's groundbreaking MiMu Gloves, Kris has used the gloves to overcome his own physical access barriers. Kris is a disabled person, and his work happens at the intersection between Music, Technology & Disability. Kris has performed extensively at international level, taking his live show The Gloves Are On across the UK, Europe, to the US and Japan. Kris is an advocate for musical inclusion and a consultant on disability inclusion strategies, working with national and international music services, as well as prominent music brands such as Ableton & Spotify. Applying the Social Model of Disability to music making is at the core of Kris' work, and he is widely respected for amplifying the conversation around Music & Disability.

Stuart Hazelton

Stuart Hazelton is Assistant Head of Bolton Music Service.

Marion Hinds

Marion Hinds is Manager of Cumbria Music Service/Lead for Cumbria Music Education Hub and is embarking on rolling First Thing Music out to schools across Cumbria.

Lindsay Ibbottson

Lindsay Ibbottson is the Project Lead for First Thing Music. Having led a randomised control trial, funded in 2018/19 by the Education Endowment Foundation and the Royal Society for the Arts (that found that daily music had an impact on literacy, as well as confidence and behaviour), Lindsay is currently developing effective partnerships with Music Services for delivering foundation level music CPD for non-specialist primary teachers – First Thing Music Online – as well as new models of Initial Teacher Training.

Honorary Research Fellow – Durham University.

Appeared on BBC Teach 'Bring the Noise' – "[How do I teach music if I'm not a musician?](#)"

Music teacher and Director of a Farmer's Choir in North Yorkshire.

Carmel Loughney

Carmel Loughney is Assistant Head of Wigan Music Service with responsibility for Curriculum music.

Ross McWilliam

Ross McWilliam is a freelance speaker and mindset author with over 30 years experience empowering people in business, education and sport. He has been involved with formal education, firstly as a teacher of PE and ICT, then as a freelance trainer with all aspects associated with Mindset and Mental Health & Wellbeing.

Ross has worked with over 1,000 schools and businesses and has a real passion for helping to develop and sustain professionals. He is an accredited Adult and Youth trainer with MHFA, has written several books on mindset, features frequently on regional and national media, and speaks at various national educational conferences.

His specialities include:

- Mind Fitness, Mental Health & Wellbeing
- Personal & Organisational Resilience
- Motivation, Habits & Willpower
- Young Person's On-boarding Skills (Graduates)
- Senior Leaders Coaching Mindset for Performance

Susan Robertson

Susan was brought up in Newbiggin-by-the-Sea in Northumberland and has been a qualified teacher for 32 years. She has taught music full-time in the classroom, worked as a music curriculum consultant and for the last 10 years has been Service Manager of the Tees Valley Music Service, the lead partner in the Music Education Hub for the Tees Valley. Susan manages a large team of staff working across the four local authorities of Hartlepool, Middlesbrough, Redcar and Cleveland and Stockton-on-Tees. Susan has delivered hundreds of workshops for young people and their families and many training sessions for teachers in schools and other educational settings including nurseries and for childminders. She is also well-known in the North East as a soprano soloist, vocal workshop leader, song-writer and conductor of choirs.

Faz Shah

Faz Shah (Farhaan Aamir Shah) is an actor, musician and composer who has performed all over the world and has proven to be a versatile stage performer both in music and in theatre. Starting his violin studies aged 6 from Oldham, Greater Manchester, Faz went on to pick up the piano aged 9 and beatboxing aged 13. He became passionate about theatre aged 14 and continued his studies at the Royal Northern College of Music and then Leeds College of Music.

Faz became the first Gold Arts Award winner in the Northwest by writing his own play 'Northern Dust' and composing the score for it. Faz was then invited to attend an arts reception at Buckingham Palace held by Her Majesty The Queen and the late Prince Philip in order to celebrate and connect young artists with industry stars in 2011.

Faz now performs in various theatres as an actor muso/Music Director, or as a composer. He has delivered educational projects and sessions with organisations including the Liverpool Philharmonic, the Hallé Orchestra, CBBC, CBeebies, Theatre in Prisons (TiPP), Stute Theatre, Oldham Theatre Workshop, Street Style Surgery, and the New Vic Theatre. He has delivered music projects in over 100 schools nationwide and is currently the ambassador and one of the Champions for Music Mark.

Imelda Shirley

Imelda is an Assistant Head of Wigan Music Service, predominantly leading and working on a number of Early Years music curriculum projects. In particular, she has developed a successful and popular Early Years music project "CHIME", encouraging singing and playful music-making in Early Years settings. Imelda convenes the Greater Manchester Music Hub's Early Years Music Forum, where colleagues discuss, share, and pool ideas and resources for our very youngest children.

Fi Simpson

Fi joined Music Mark as Communications and Marketing Manager in 2019 and is responsible for the communications and marketing strategy of the charity, running key campaigns and ensuring Music Mark is an effective voice for its membership advocating for the importance of Music Education. Alongside Marketing Officer Lucy she works on keeping in touch with the membership, the wider sector and new audiences via newsletters, the website and social media and on promoting the annual Music Mark conference. Immediately prior to working for Music Mark, she worked for spoken word charity Apples and Snakes as their Marketing Officer.

Sam Stimpson

Sam Stimpson is the Founder and Managing Director of SLS 360, Equity, Diversity and Inclusion consultants who specialise in working within the Arts & Music sector. Sam founded SLS 360 in 2021 after 20 years working in the Music Education sector as Assistant Head of a Music Education Hub in London, Music Advisor and an Ethnic Minority Achievement Consultant.

In April 2021, Sam published the first report on Workforce diversity within Music Education Hubs in London, commissioned by Music Mark, which explores the inequality and disparity that exists in the sector through the lens of race. The report highlighted a need to take action and lead to a sector-wide response and the creation of the Talk into Action movement.

Having spent most of her working life as the only one or one of few leaders in this sector, driven by a desire for change, she now uses her voice, knowledge and expertise to challenge and support individuals and organisations take action to affect meaningful change in the field of Diversity, Equity and Inclusion.

Bridget Whyte

Bridget was appointed CEO of Music Mark in 2017. She started her career at the Arts Council before going freelance, working with over 50 music and music education organisations. Key clients included Youth Music, the Department for Education (DfE), and she was a Strategic Advisor to the British Council, setting up and managing their World Voice Programme in over 20 countries. As Music Mark's CEO, Bridget Whyte is in demand as a speaker and advisor at a national and international level. She was part of the DfE's National Plan for Music Education 'refresh' Expert Panel and also supported the Welsh Government on writing their National Plan for Music Education which was published in May 2022.

Emma Williams

Emma Williams is a Singing Leader at Lancashire Music Hub.

Emily Wood

Emily Wood is an Early Years Lead Officer with Wigan Early Years Team, with responsibility for projects that support children's learning and development. She has worked in partnership with LEYEP (Leading Early Years Excellence Partnership) to create the Wellbeing Approach. The practical tools and playful strategies actively support parents and practitioners to understand about children's developing brains and the support they need from the adults around them to flourish. When children have a high sense of wellbeing they feel confident, happy, valued and self-assured. Their brains and bodies are relaxed and ready to learn!