

Music Mark Conference 2021: Full Programme

Programme correct as at 24/11/21 and may be subject to change.

Our Main Space sessions will be broadcast live on our microsite for Virtual Conference Ticket Holders and recorded for catch-up viewing.

Session descriptors can be found at the bottom of the schedule.

Wednesday 1st December: Pre-conference online drinks reception

Thursday 2nd December

Time	Oxford Hall	Essential Elements Music Class Room (Preston Hall)	The Naxos Room (Stanmer Hall)	Hall 4	Durham Hall
13:00 - 14:00	REGISTRATION & EXHIBITION				
14:00 - 14:15	Welcome				
14:15- 15:15	<p>How has technology changed musical learning? A facilitated table discussion on the successes and challenges of the past 18 months Bridget Whyte (Music Mark), Nick Howdle (Wiltshire Music Connect), Judith Webster (Music for Youth), Sarah McWatt (NYMAZ)</p>				
15: 15 - 15:50					
15:50- 16:40	<p>[Virtual] Collaboration over 10,000 miles apart during the pandemic, led by Alan Cameron (Soundtrap), Dr Emily Wilson (University of Melbourne) and Pauline</p>	<p>Music Connects: Technology and facilitating music collaborations between unaccompanied asylum-seeking children and children from host</p>	<p>Music and emotional literacy in school: a practical application led by Clair McColl (Dorset Music Hub), Prof. Nigel Osborne MBE and David Byrne</p>	<p>Enriching musical experiences in education through interactive digital events and streaming technology led by Alan Ramsey, Joel Hall, Lucy</p>	<p>Ableton for the Classroom led by Simon Lyon (Ableton) and James Tuck (Mayflower High School, Essex)</p>



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	Black (University of Aberdeen) <i>NB. This will be a virtual session, delegates at the live event will be able to log-in to the conference microsite to watch live and interact with speakers.</i>	communities led by Jim Pinchen (Surrey Arts) and Kayte Cable (Big Leaf Foundation)	(St Mary's Primary School)	Reid (Nottinghamshire Music Hub and Inspire: Culture, Learning and Libraries)	
16:45-17:30	KEYNOTE 1 – Kris Halpin				
17:30-18:15	Hot Topic Debate: Music Education and the Climate Emergency				
19:00-20:00	Drinks Reception & Exhibition				
20:00	Conference Dinner				

Friday 3rd December

Time	Oxford Hall	Essential Elements Music Class Room (Preston Hall)	The Naxos Room (Stanmer Hall)	Hall 4	Durham Hall
08:30-09:30	REGISTRATION & EXHIBITION				
09:30-09:45	Welcome				
09:45-10:30	KEYNOTE 2 – Warren Knight <i>NB. This keynote will be delivered virtually. The host will facilitate a live Q&A between keynote speaker and delegates.</i>				
10:30 – 11:00	BREAK & EXHIBITION				



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<p>11:00-11:45</p>	<p>Technology and My Music Education: A Youth Panel discussion chaired by the Host</p>	<p>Promoting race equality through music and storytelling led by Graeme Smith (Croydon Music and Arts) and James Thomas (Hackney Music Service)</p>	<p>A working model for Music Technology Whole Class delivery led by Tim Clay and Akshay Sharma (Leicestershire Music)</p>	<p>A look at the benefits and challenges of online and blended learning through the lens of Cornwall Music Service Trust's creation of an eLearning platform (MusicEL.org) for use by young people, adult learners, in schools and WCIT, and music therapists, led by Steve Hawker and Gary Flower (Cornwall Music Service Trust)</p>	<p>Mobile Apps From ABRSM led by James Welburn (ABRSM)</p>
<p>11.45-12:30</p>			<p>Data Protection: What does it mean for us? Led by Rayhaan Vankalwala (Bates Wells)</p>	<p>Collaborate, Create, Connect: Simple ways Music Hubs can use technology to instantly impact learning, led by Mark Burke, Mark Cardy and Ruth Jones (Charanga)</p>	<p>Digital arts learning and assessment - so much more than an exam led by Annabel Thomas (Trinity College London)</p>
<p>12.30-13:30</p>	<p>LUNCH & EXHIBITION</p>				



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13:30-14:15	<p>Barriers be gone! A Drake Music interactive inclusive Music Tech workshop led by Oliver Cross, Kris Halpin and Think 22 Hub Lead Partners: Mark Steele (Coventry Music), George Webb (Essex Music Education Hub), Calina De La Mare (THAMES) and Newham Music.</p>	<p>How OHMI can assess physical needs without a physical visit led by Rachel Wolffsohn (OHMI) and Rachel Griffiths (Creative United)</p>	<p>Fantastique! for Schools An innovative composer-based classical music education resource for schools led by Julien Planté (Berlioz 150), Laurie Stewart (Bristol Beacon)</p>	<p>Share Sound Inclusive youth ensembles led by Stuart Bruce (Orchestras Live)</p>	<p>Digitize through the “Nordic model” led by Thomas Reng Thomsen and Fredrik Österberg (SpeedAdmin)</p>
14:15-15:00		<p>The whys and hows of research in music spaces: Presentation and panel discussion from Maruša Levstek (University of Sussex, PhD student), Peter Bolton (Kent Music) and representatives from the Southern Music Hub Alliance (Brighton & Hove and East Sussex, Kent, Surrey and West Sussex)</p>	<p>Orchestras in Context: A cross sector partnership approach to create high quality resources for Key Stage 4 and 5 Music Students led by Charlotte Payne (Inspiring Music for Central Bedfordshire) and Jason Thorton (Bath Philharmonia)</p>	<p>National Youth Jazz Collective's Free Online Teaching Resources led by Issie Barratt (National Youth Jazz Collective)</p>	<p>Developing a sustainable music curriculum using the cloud led by James Manwaring for MusicFirst</p>
15:00-15:30	KEYNOTE 3 - BISHI				
15:30-15:45	Closing remarks from Bridget Whyte (Music Mark CEO) and James Dickinson (Music Mark Chair)				
15:45	Tea & Coffee available				
16:30	CLOSE				

On Demand Video Presentations *Sponsored by SpeedAdmin*

As well as the live programme from 2nd-3rd December, our series of On Demand video presentations will be available from 26.11.21 including:

- **How to create simple, free play-along videos** – Jon Killie, MOD Schools Music Service
- **Lessons in live streaming: Tips and techniques for planning successful virtual music events** – Norfolk Music Hub and Connect: Resound
- **BrasTabs: Play the music you love now!** – Chris Fower and Grant Golding, Warwick Music Group
- **Turning it Around: Changing lives with online music mentoring** – Simon Glenister, Noise Solution and Clair McColl & colleagues from Dorset Music Hub
- **Musical Journey: A Wider Opportunities course to assist instrumental teachers in whole class instrumental lessons** – Jonathan Jones
- **Tools for Change: How to embed Equality, Diversity & Inclusion (ED&I) in music services** – Changing Tracks

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Please see below for more information about each session.

Session Title	Session Descriptor
Collaboration over 10,000 miles apart during the pandemic	The COVID-19 pandemic provoked a sudden shift to online learning and teaching. It presented many challenges but also unexpected opportunities. In response to the lack of access to the usual music studios we teach in, pre-service secondary music teachers undertook a collaborative online composition project: 'My Life in Isolation: A World Apart or Same Difference?' This experience was facilitated using Soundtrap for Education, a cloud-based digital audio workstation. 10,427 miles and 11 hours apart, pre-service teachers worked in groups of five with a mix of Aberdeen and Melbourne students in each group. In this presentation, we examine our experiences of facilitating this project and share project outcomes. We share examples of our students' work and discuss the following emergent themes: key take-away messages, benefits and challenges, affordances of Soundtrap. We argue for greater attention to the benefits of digital collaborative music technology tools to facilitate real-world composing projects.



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<p>Music Connects: Technology and facilitating music collaborations between unaccompanied asylum seeking children and children from host communities</p>	<p>During this session delegates will gain a clear understanding of our project aims and learn more about how partnership working enabled Music Connects to develop and deliver on our Music Hub EDIM (Equity, Diversity, Inclusion and Belonging) strategy. We will share how we utilised technology during the pandemic to deliver a fully online programme and create high quality music with poor quality audio before transitioning back to face to face music sessions. The session will be co-presented with young people from Music Connects who will be sharing music that they made on the programme and talking about their experiences at our most recent music residential. Finally, we will ensure that delegates are given time to ask the questions that are pertinent to them.</p>
<p>Music and emotional literacy in school: a practical application led by Dorset Music Hub</p>	<p>A case study from Dorset Music Hub showing how we used tech to connect the expertise of international music and trauma specialist Professor Nigel Osborne with the Dorset teaching community, and saw them delivering CPD sessions as part of the Wellbeing for Education Return programme in partnership with the Educational Psychology team.</p> <p>In this overview of the pilot project Nigel will share information on his approach to music as a tool to support young people’s wellbeing and the innovative x-system application that enables school staff to harness the power of music to increase young people’s emotional literacy and manage their moods in school. Music Subject Lead David Byrne will talk through how he translated Nigel’s inspirational ideas into practical activities in his Bridport primary school.</p>
<p>Enriching musical experiences in education through interactive digital events and streaming technology</p>	<p>Music performance in education has been impacted by the global pandemic. Lockdown brought experimentations and solutions to overcome new barriers by using live streaming, video-calling and video recording technologies. This presented signification challenges in relation to music performance from latency issues to sound quality and audience interactions. This presentation explores how technology can enrich the immersive and social experience of blended (online and live) performances in education whilst also widening access. It focuses on a case study of an award-winning interactive digital events platform, Stream Park, used in partnership and developed with Inspire and the Nottinghamshire Music Hub throughout the pandemic to deliver a multitude of interactive online events at bespoke virtual parks, venues, and worlds. As we move forward, we ask the question – what will the future look like for digital platforms, and is there a benefit to a blended model of online and in-person music performances?</p>
<p>Ableton for the Classroom</p>	<p>Simon and James will take you through Ableton’s new offering Ableton for the Classroom. They will look at:</p> <ul style="list-style-type: none"> • How to connect learning with the music that matters to young people. • Free teaching resources to aid GCSE performance using Ableton Live and MIDI controllers • How to inspire learners with the belief they can create their own music. • How to apply for Free Ableton Live Intro software and Push instruments.



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KEYNOTE 1: Kris Halpin	Kris Halpin is a musician, technologist and innovator. He's also a disabled person, and inclusion is at the heart of everything that he does. In this keynote, Kris will tell us a little about his work which he say 'happens at the intersection between music, technology and disability'. He is best known for making music using MiMu Gloves and as well as talking about how he is working on projects to facilitate a new, younger generation of 'Glovers' he will also give a short performance.
Hot Topic Debate: Music Education and the Climate Emergency	Whilst our conference is focused on Technology and Music Education, we are all aware of the growing concern around climate change. We have all been challenged to think about what we, as individuals, can do as a response, but what could we do as the Music Education Sector? This session will provide some provocations and provide time for delegates to discuss this very emotive topic and think about how we can support the children and young people we work with as they grow up in a frighteningly fragile world.
KEYNOTE 2: Warren Knight	Having started his career as a hip hop dancer, Warren Knight is now an author, trainer, coach and professional international speaker. He is dedicated to helping leaders (and their teams) to understand how technology drives business success. In this keynote he will guide us through how the music education sector can use technology to build stronger companies and more engaged communities – which includes the children and young people we work with as well as parents, schools and delivery partners.
Technology and My Music Education	Chaired by our host, BISHI, this session aims to hear from young people about their experiences of Technology and Music Education. As 'digital natives' young people engaging in musical learning today are using technology as a tool to listen, create and perform. How do they want us to support them in developing their skills? BISHI will be joined by musicians who are involved in the Award for Young Musicians programmes in Bradford and Leicestershire and by young people from Brighton Music Hub.



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<p>Promoting race equality through music and storytelling</p>	<p>We shall be exploring how the learning from Race Identity Theory combined with the four goals of anti-bias education (Identity, Diversity, Justice and Activism) can be used with a mixture of music and storytelling to enable children and young people to develop their own cultural identity and to reject the narratives of oppression when encountering other cultures. Race Identity Theory provides a lens through which to reflect on our own journey and understand the journey of others. Anti-bias education can be used to support the development of children and young people and help them to dismantle systemic barriers. Music and storytelling have a vital role to play in these processes, enabling all our young people to bring their whole selves into school so that they feel they belong and can thrive. This is a prerequisite for addressing the underperformance of certain groups or the disproportionality of certain groups in exclusions.</p>
<p>A working model for Music Technology Whole Class delivery led by Leicestershire Music</p>	<p>At Leicestershire Music, we provide a range of exciting and engaging whole-class Music Technology schemes. These include Primary and Secondary WCIT projects based upon ‘Live Loops in GarageBand’, ‘Sound Exploration and Sampling’ and ‘Turntablism’. The model we have created and have been successfully utilising for 5 years means that the teacher facilitates the learning and can truly learn alongside the pupils. This low-anxiety WCIT project model has received praise for its ease of delivery from teachers and TA's alike, often resulting with high retention rates and schools rebooking projects. This model also has worked successfully for teachers who previously lacked confidence when teaching Music or when using Music Technology equipment. In our presentation, we will share more detail and insight into our working model for Music Technology Whole Class Delivery and our current work around creating progression pathways.</p>
<p>A look at the benefits and challenges of online and blended learning through the lens of Cornwall Music Service Trust's creation of an eLearning platform (MusicEL.org) for use by young people, adult learners, in schools and WCIT, and music therapists</p>	<p>There's a big difference between having “live lessons plus online resources”, and creating the full “music service experience” online. This session will give you a toolkit to look at developing the online components that differentiate what music services can offer that YouTube and commercial music eLearning platforms can't. You can benefit from the ups and downs of our “learning curve” and we hope to spark discussion about how 21st century music services might evolve.</p> <p>Topics for debate include: online/blended pedagogy, choosing a platform (LMS), the benefits of using existing staff media expertise, creating pathways for progression, blended ensembles, embedding inclusion, the business case, and organisational change.</p>



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<p>Mobile Apps from ABRSM</p>	<p>Join ABRSM Regional Development Executive, pianist and composer James Welburn for a whistle-stop tour of the ABRSM’s range of mobile apps. James will demonstrate how apps including Aural Trainer, Sight-Reading Trainer and the Practice Partner series can support learners with their practice. Those attending the session will receive a 20% discount to use on ABRSM’s online shop in the run up to Christmas!</p>
<p>Data Protection: What does it mean for us?”</p>	<p>This training session will cover a wide range of data protection issues, including an introduction to basic data protection concepts and legislation, as well as the considerations that should be borne in mind under data protection law when collecting and using personal data, including case studies on how these issues may apply to delegates’ collection of data in the context of project sign ups, online classes etc. We will explore issues that are more likely to crop up in light of delegates’ use of personal data specifically, including the implications of processing children’s personal data (including SEND pupils) e.g., for online classes, and working with/ using third party organisations (including Google Forms, Wufoo and SurveyMonkey). Finally, we will touch on the rules relating to direct marketing, including via email and social media.</p>
<p>Collaborate, Create, Connect: Simple ways Music Hubs can use technology to instantly impact learning</p>	<p>This entertaining session offers three real-life examples of how technology, in the hands of imaginative music leaders, can positively impact young people’s music-making and learning.</p> <p>We explore the potential for hubs and schools to encourage large numbers of young people to develop their arts and leadership skills. Starting with Discover, students will soon be able to complete Arts Award at five levels through Charanga. Find out how several hubs have developed a bespoke area of the Charanga platform to provide local schools with the hub's own music teaching and learning resources. With so many schools using Charanga daily, it’s a great way to boost engagement and raise awareness of their priorities, offers and events.</p> <p>You'll also see how the all-new Charanga Secondary programme, brim-full of accessible technology and compelling content, is helping more students to become creative young musicians set on pursuing music beyond KS3.</p>
<p>Digital arts learning and assessment – so much more than just an exam.</p>	<p>Discover how preparing for a digital arts exam can enhance the learning process for both teachers and students, and how to make the most of this assessment option. In this session we will explore the positive impacts of digital assessment, review Trinity’s digital opportunities and discuss best-practice models for making the most of a digital assessment. We will look at Trinity’s graded exam offer, as well as Arts Award, and how to utilise a range of progression routes to support musical learning and progression in any instrument or genre. Open to any teachers, whether classroom-based or peripatetic, this session will provide you with the tools and confidence to celebrate progression and success – whether for individual students or whole cohorts or school productions.</p>



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<p>Barriers be gone! A Drake Music interactive inclusive Music Tech workshop</p>	<p>Through performance and music making activities delegates will increase their understanding of the role of music tech instruments in overcoming barriers experienced by Disabled musicians, children and young people, to progress and reach their potential in music, and the relationship to music leadership workforce development .</p>
<p>How OHMI can assess physical needs without a physical visit</p>	<p>In this presentation we will describe how the needs of students were identified remotely during the IAMM project. This project has expanded OHMI’s ability to match equipment to needs to enable access to Whole Class Ensemble Teaching (WCET), through use of video assessments. In 2020 the DfE recorded 37,794 children across England and Wales who have a physical impairment in mainstream schools. These children deserve a full musical experience.</p> <p>OHMI partnered with Creative United, Nottingham Music Service and NMPAT, to develop a scalable process of needs identification for students who would not be able to use standard instruments fully or would benefit from adaptations and then provide necessary equipment before WCET began. The online process allowed us to reach schools during Covid and without physical travel. We will show the process and some examples of how assessments were carried out and the equipment that has been provided.</p>
<p><i>Fantastique! for Schools</i></p>	<p>How can Hector Berlioz’s ground-breaking Symphonie Fantastique be combined with digital technology to engage children aged 8-13 with classical music? The answer: Fantastique! for Schools, an innovative composer-based classical music education resource developed by Berlioz 150 and Bristol Beacon and recently launched for use by Primary and Secondary schools across the UK. Julien Planté from Berlioz 150 and Laurie Stewart from Bristol Beacon will introduce the Fantastique! for Schools programme and its first set of online resources. They will give a short demonstration based on one of the five initial lessons, together with clips of the lessons being delivered in the classroom, with feedback from the teachers and children. There will be time for questions from the audience at the end of the session.</p>
<p>Share Sound: Inclusive youth ensembles</p>	<p>When Covid hit, many Music Hubs explored ways of maintaining ensemble music-making in the digital realm. Share Sound was an initiative by national producer Orchestras Live which brought together six Music Hubs and three professional orchestras in an extended project of inclusive digital creativity. This session looks at the outcomes and learning from Share Sound, particularly creating diverse ensembles with youth voice at the heart, and ways in which Music Hubs are taking these principles forward.</p>



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<p>Digitize through the “Nordic model”</p>	<p>SpeedAdmin and PlayAlong have, to a large extent been built and “carried” by the Nordic model of digitalization that resonates throughout Scandinavian society. This session, hosted by SpeedAdmin will explore the underlying philosophy of the “Nordic model” of digitalization and how it’s reflected in the functionality of SpeedAdmin and PlayAlong.</p> <p>Hear how transparency, sharing, empowering all stakeholders and redefining tuition methods are the core of the success in the Nordic model, and how we believe digitalization is the key to bring people together and make your music service accessible!</p>
<p>The whys and hows of research in music spaces: Presentation and panel discussion</p>	<p>This session aims to reflect on the role and practicalities of research in creative spaces. The session will start with a presentation by Maruša Levstek who has spent the last three years researching inclusive music activities with the Southern Music Hub Alliance. Maruša will present the core research findings of the psychological outcomes and mechanisms of youth group music-making. The presentation will be followed by a panel discussion involving young people, parents/carers, music hub leaders and practitioners who took part in the music sessions. The discussion will unpack the delegates’ experiences of being involved with the research and how this experience is informing music education hubs’ approach to future evaluation.</p>
<p>Orchestras in Context: A cross sector partnership approach to create high quality resources for Key Stage 4 and 5 Music Students</p>	<p>After a challenging year for music students, Inspiring Music, the lead partner for the Music Education Hub in Central Bedfordshire commissioned The Bath Phil to record A Level Set Works made accessible to all GCSE and A Level courses at The Grove Theatre in Dunstable with. During this session we will look at why we wanted to create his high-quality learning resource and how various challenges were overcome so that a set of resources could be made to support students, teachers, musicians and a professional venue by engaging with a professional orchestra and also a public performance venue.</p>
<p>National Youth Jazz Collective's Free Online Teaching Resources</p>	<p>Hear about NYJC’s full library of FREE inspirational online resources, including NYJC’s brand new programme of “Introduction to jazz” teaching videos. Designed for all individual/group instrumental and ensemble teaching/learning (not just jazz), these resources, intended for use across the academic year’s music making, are structured in a way that support already over-worked music leaders - sharing NYJC’s idiomatically appropriate pedagogy and logical sense of progression through expertly led creative music making in improvisation and composition. In addition, hear a whistle stop presentation about NYJC’s face to face national and regional programme, for beginner to young professionals (Aged 8-18), and how you can further support young musicians that are keen to pursue improvisation further. For notification of all NYJC activity, including how to access the “Introduction to Jazz” videos and dates of termly support webinars Sign up for NYJC's Newsletter – Pass it on!</p>



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<p>Developing a sustainable music curriculum using the cloud</p>	<p>Hosted by MusicFirst, this session will look at how cloud technology has provided new opportunities for school Music Departments to enhance students’ creativity and learning whilst improving teachers’ efficiency of assessment and administration. Following an introduction and case study from the David Ross Education Trust, James Manwaring (Director of Music for the Windsor Learning Partnership) will describe his experiences using cloud technology both while schools were forced to shut and moving forwards. He will demonstrate one of MusicFirst’s software applications Focus on Sound PRO, used in over 1400 secondary schools, and discuss its application in a classroom and home learning environment. Finally, MusicFirst will discuss their Partnerships Programme working in collaboration with Music Hubs and Multi-Academy Trusts whereby the organisations can sign up to provide school Music Departments with a range of software packages as a tailored offering accompanied by online CPD.</p>
<p>KEYNOTE 3: BISHI</p>	<p>Our Conference Host, BISHI, will provide our final keynote to talk more about her work as a multi-instrumentalist, and as the founder of WITCiH – the Women in Technology Creative Industries Hub. As a musician she has written, performed and released two albums and five Eps, and collaborated with people such as Joanna McGreggor, Sean Ono Lennon, Jarvis Cocker and Tony Visconti. She is a passionate advocate for inclusivity in the music industry and the gender equality of women in technology. Her keynote will no doubt also include reflections on the two days of the Music Mark Conference, and her thoughts about Technology and Music Education going forward.</p>
<p>On Demand video presentations</p>	
<p>How to create simple, free play-along videos</p>	<p>The aim of this session is to introduce music teachers to one way of creating simple and free ‘play-along’-type videos. No paid subscriptions/software are necessary but a good working knowledge of Microsoft Powerpoint/Google Slides/Keynote will be assumed. Jon will use the free screencasting tool ‘Loom’ which is readily available free of charge. These videos are ideal for supporting music lessons and are great for targeted homework tasks and other practice exercises. Once familiar with the process of creating these videos the output will only be limited by imagination - coupled with a free Youtube channel this is a great way to build up an online resource bank to enhance music lessons of all types.</p>



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BrassTabs: Play the music you love now!	In this session Chris Fower and Grant Golding will unpack the why, what and how of BrassTabs. BrassTabs is a new and innovative way of getting brass learners engaged, unlocking opportunities to play the music they love, authentically and in the original keys. Based on our work with the American charity “Little Kids Rock”, BrassTabs uses a graphic score system that makes otherwise challenging keys accessible, develops aural and musical memory skills and deepens learners’ knowledge of how brass instruments work. BrassTabs also provides a supported platform for learners to create horn lines and improvised solos. This session will take the attendee through the journey that led to the development of BrassTabs, describe and share examples of how we have created BrassTabs and how they can write their own tabs. We will share examples of pupils using BrassTabs and lesson plans and schemes built around the resource, including using BrassTabs as a support for reading traditional notation. We will also unpack how BrassTabs has unlocked using pBuzz with contemporary music at KS2 and how some simple technologies can be utilised to make most tunes that your pupils want to play fit for pBuzzing purpose.
Turning it Around: Changing lives with online music mentoring	Dorset Music Hub will share their story of developing new online mentoring provision throughout lockdown and the strategies employed by the music leaders, and the hub team, as they adapted their musical inclusion project to work online. Inspiration from Simon Glenister and the Noise Solution programme helped inform the approach and the training of the Dorset team - and as the debate around online learning has thrived throughout lockdown, Noise Solution’s approach has brought a weight and validity to benefits of musical learning we all know well – but can’t always evidence. We share an overview from Simon about how their work maximises the benefits of a personal online learning space, where young people who face challenges can experience success with the support of a music professional.
Musical Journey: A Wider Opportunities course to assist instrumental teachers in whole class instrumental lessons throughout the academic year.	Built by an educator for educators; Musical Journey aims to help tutors deliver core elements of music through the year on the chosen class instrument, whether it is Brass, Woodwind or Strings. 6 Seasons, 36 episodes with bonus content of musical games and pieces, presented by Mozart, Joplin, Shankar and more, Musical Journey has the composition to be a classroom masterpiece.



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<p>Lessons in live streaming: Tips and techniques for planning successful virtual music events led by Norfolk Music Hub and Connect: Resound</p>	<p>This session will look at a range of different approaches to live-streaming virtual music events for children and young people. From the ambitious Virtual Big Sing, which broadcast live from Abbey Road and reached thousands of young people across the UK, to virtual pantomimes and live interactive music making events, the session will look at the key elements of making virtual performances work. With contributions from Alison Bell (Norfolk Music Service), Tim Brain and the Norfolk Music Hub team, plus Emily Penn (NYMAZ/Connect: Resound) and Jonathan Savage (UCan Play/Connect: Resound), the session will explore all aspects of virtual event planning, such as sound, lighting and venue management, choosing your platform, safeguarding, connecting with schools, programming, partnership building and marketing.</p>
<p>Tools for Change: How to embed Equality, Diversity & Inclusion (ED&I) in music services</p>	<p>A music centre, somewhere in the UK. Conversations have been happening about becoming more inclusive - but how do the music service team take things forward? Find out how they use the Youth Music ED&I tools to take action on inclusion. A film by Changing Tracks, the inclusion support programme for music services: www.changingtracks.org.uk</p>