

MUSIC
MASTERS

Musicians of Change (PGCEi)

Prospectus



Delivered in partnership with



BIRMINGHAM CITY
University

88%

**of our graduates reported
feeling less isolated with
a wider and more national
professional network to
tap into as a result of
being on the programme**

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“ I wish every teacher in the country could do this programme! It is packed full of useful and thought provoking lectures, and run so well! ”

Ruth, violin teacher, Bath

Foreword

In 2019, we launched a one-year, postgraduate level teacher training programme that earns participants an international PGCE qualification, in partnership with Birmingham City University. Why?

Because through our 16 years of experience of recruiting and working with specialist music teachers in our London Flagship Schools Programme we realised that whilst many teachers were confident teaching one to one, many felt unprepared for teaching their instrument in a group setting.

Group instrumental teaching is a key focus of our Flagship Schools Programme and we've seen firsthand the transformative benefits it can have for children and in fostering a school's musical culture when harnessed effectively. But it's also a widespread vehicle for music provision in the state school sector with programmes such as Whole Class Instrumental Teaching (WCIT) and First Experiences commonly found across the UK. We felt passionate about sharing our experiences with educators up and down the country, opening up an 'access all areas' to our own Flagship Schools Programme to witness these benefits in action with the opportunity to learn alongside highly experienced and dedicated teachers, experts and mentors.

And that's not all. We've seen how isolating music teaching can be for many specialist instrumental and vocal teachers working in school environments. Cultivating a community of educators therefore that could support and champion each other to ignite, or re-ignite, passion and energy for teaching has been a key priority since the beginning of this programme. That is why 5 years on, 88% of our graduates reported feeling less isolated with a wider and more national professional network to tap into as a result of being on the programme.

We all know that a learning environment which enables each and every child, regardless of background or ability, to thrive with and through music – whatever that looks or sounds like relies on many different stakeholders from school governors and leadership, to class teachers, parents and carer communities. However, the role of music teachers can have a profound impact on influencing that wider learning environment to reveal the possibilities and opportunities for young people in music. This role however is often severely undervalued and underdeveloped, particularly where music teachers are dipping in and out of schools



and often feeling like extras. This programme aims to develop and empower a community of like-minded people, helping them to take a step back and really think about who they are not only as a teacher, but as a musician, and as a person. Helping them to gain a wider perspective on their role, to identify as a leader and a change-maker in their own teaching communities. In short, to become a Musician of Change. Since 2019, 70% of our graduates have taken up job offers in lead or managerial positions within the music, education and charity sector and they all feel Musicians of Change played a part in supporting this career progression.

Musicians of Change is unique. Designed and delivered by a charity that practises what it preaches, it provides participants with the opportunity to learn in an environment that provides bespoke and wrap around support. Our dedicated programme team is deeply committed to nurturing music teachers and understands the specific challenges and landscape many are working within. It is also one of the key reasons why through the generous support of our funders we heavily subsidise every place on this programme, meaning that the costs of a postgraduate qualification, one to one mentoring and up to 100 hours of high-level training as well as the many social and community events that make

up this amazing programme are accessible to music teachers at a fraction of the cost. There is also further targeted bursary support for those music educators who identify as under represented in the sector or who otherwise would not have the means to afford this programme. Music Masters believes this is crucial if the workforce is ever to become representative of the communities being taught and it's why we continue to fundraise tirelessly to make places on the programme financially accessible.

With the central pillar of this programme being inclusion and 100% of graduates to date reporting increased confidence delivering best practice in this area, it is no wonder that Musicians of Change are now driving DEI within their organisations. We are proud to continue to platform and support our growing network of graduates, many of whom are now creating their own programmes or taking on leadership roles that position them perfectly to share their learning with their colleagues and peers to drive the change that is so needed for future generations.

Katrina Damigos,
Head of Teacher Training Programmes
and Musicians of Change (PGCEi)
Programme Leader



“The role of music teachers can have a profound impact on influencing that wider learning environment to reveal the possibilities and opportunities for young people in music.”

Katrina Damigos, Head of Teacher Training Programmes and Musicians of Change (PGCEi) Programme Leader

About the programme

Musicians of Change (PGCEi) is a year-long programme for musicians committed to transforming music education. Uniquely, it focusses on nurturing and building our participants' ability to deliver excellent, inclusive, group instrumental teaching that reflects the diversity of society and champions the musical lives and futures of young people in schools across the UK.

Delivered in partnership between the award winning music education charity Music Masters and Birmingham City University's (BCU) College of Education and Social Work – a global centre of teaching and learning, Musicians of Change provides students with a broad range of professional, practical and academic experiences supported by a world class team of practitioners, academics and leaders. Students will gain an internationally recognised level 7 qualification and teaching certificate: PGCEi in Group Instrument Learning.

This qualification can also prepare students for routes to further study and qualifications including an MMus in Performance at Royal Welsh Conservatoire of Music and Drama or an Assessment Only Route leading to Qualified Teacher Status (QTS) at Birmingham City University providing all additional criteria for accessing these routes are met.

If you are interested in either of these options you can contact pgcei@musicmasters.org.uk or admissions@bcu.ac.uk; to find out the list of requirements for the Assessment Only route.



100%
of graduates
reported new
confidence in
demonstrating
best practice
in inclusive
group teaching

Who is the programme for?

We are looking for music educators of any instrument, including voice, that is teachable in groups (whole class ensemble and small groups) in primary school, secondary school and community settings.

We are especially interested in seeing applications from those committed to our values, which are:

- A community-minded professional practice which prioritises building lasting and meaningful relationships with schools, families and students
- Continued commitment to own development as a professional, ongoing self-reflection and discovery
- Dialogue on current issues and research in music education and respect for the opinions and experience of others
- A pro-active role in making change and becoming part of the conversation for an accessible music education for all.

What are the minimum skills and experience needed for this programme?

- An undergraduate degree or equivalent level 6 qualification
- Performance level of above Grade 8 or equivalent
- Current experience in teaching or community music leadership experience

Level 6 qualifications are:

- Degree apprenticeship
- Degree with honours
- Graduate certificate
- Graduate diploma
- Level 6 award
- Level 6 certificate
- Level 6 diploma
- Level 6 NVQ



10 reasons to choose this programme

1

Dedicated space to explore your identity and potential as an educator

2

Leading experts in making music accessible to a wide range of children and championing diversity

3

A likeminded community of educators supporting one another to affect change

4

Observation opportunities to see exciting teaching in action

5

One-to-one mentoring from inspirational music educators

6

Accessible online delivery that's manageable for full time musician

7

Exceptional resources and facilities at Birmingham City University

8

Unrivalled student support and representation

9

Belonging to Music Masters' growing network of extraordinary graduates

10

Increased employability and career confidence

Programme structure and content

The programme has four modules – three academic modules, each worth 20 credits, and a fourth year-long module documenting your professional teaching practice with a specific inclusion-focus.

These modules are taught through a range of formats: lecture and workshops throughout the induction, teaching weekends, and in-school observations. Attendance at these make up the compulsory 100 hours of scheduled learning required for a Masters level qualification. This is all supported by personal mentoring, group study sessions and access to a virtual learning environment with a wide range of resources.

Observations of other music educators play a key role in supporting your learning throughout the modules. You will be invited to observe teaching within Music Masters' Flagship Primary Schools in London and experience excellent practice across our growing network of partner organisations. This is also a compulsory element of the programme.



Programme content – four modules

1. From subject expert to educator

You will learn to interrogate the nature of your experience, knowledge and expertise as a musician through a range of activities, research and personal reflection. You will identify and question assumptions about musical knowledge in order to gain critical understanding of how musical learning happens. You will be encouraged to deconstruct your subject and consider the role of your identity as a musician and how this impacts what is taught in your own contexts and settings.

2. Theories of teaching and learning (Pedagogy)

You will discover theories of teaching and learning and how they apply to music education. You will look at how these can be applied to group and whole class instrumental teaching, drawing on observations of other music educators and evaluating the impact of these pedagogical decisions, whilst deepening your reflective practice and learning to evaluate and develop your teaching style and ethos.

3. Learning in context

You will reflect on the wider context of how children learn and some of the potential barriers to learning. You will explore concepts of musical progression and development, as well as the uses and methods of assessment and planning, to develop as an educator who promotes learning for all.

4. Professional study programme

At the start of the programme, you will audit your existing knowledge and experience of the Teachers' Standards. You will identify the areas of practice you wish to develop most and reflect on the experience of putting your learning into practice throughout the programme. You will observe teaching at Music Masters' Flagship Schools, as well as other organisations, and be observed by your mentor in your own setting.

Assessment

- 1 x 3000 word essay (Autumn term)
- 1 x 15 minute presentation (Spring term)
- 1 x 3000 word evidence-based portfolio project (Summer term)
- 1 x 3000 word portfolio of observations and professional practice (Summer term)

300 hours of self guided study across the year is recommended by BCU in order to support learning and completion of the assignments required to gain the PGCEi qualification.

70%

of graduates have taken up job offers in lead or managerial positions within the music, education and charity sectors. They all feel Musicians of Change played a part in supporting this career progression.

Our approach to music educator development

We believe that inclusive educators are curious, perceptive and self-aware. Rather than promote particular pedagogies or techniques, students on the programme are instead encouraged to develop their critical thinking skills across a broad range of approaches and themes in music education.

With a strong emphasis on developing a core practice of self-reflection and a growth mindset, students are supported to become music educators who seek innovation within their teaching and can embrace change with agility.

Throughout the programme, opportunities are created for peer reflection, active listening, discussion and collaboration, which allow students to process their learning and confront challenges within their teaching setting. For this reason, each cohort is selected for their ability to work collaboratively and respectfully as a team to ensure a safe yet brave space that is negotiated with and for students to learn and evolve together.

In addition, smaller study groups are created for peer support and questions, as well as additional online twilight sessions and in-person socials which are scheduled to supplement programme activity. These enable students to continue to bond and build relationships with one another outside of the programme schedule, meet other professionals in the sector and develop confidence and leadership skills through hosting opportunities.

“The support network is like no other one I have had as a teacher.”

Katie, violin teacher, Cardiff



Mentoring

Mentoring on the programme plays a central role in helping students to deepen their critical reflection skills and apply their learning from the programme weekends into their practical, everyday teaching and professional conduct in schools. This culminates in the E portfolio submitted at the end of the year as part of Module 4: The Professional Study Programme.

Through mentoring, students are exposed to a broad range of perspectives, expertise and experience to share key knowledge and skills. Mentors provide a balance of support and challenge to students as they navigate the programme and their career aspirations as an educator. Music Masters favours a coaching approach to mentoring which sees mentors inspire mentees to develop their own solutions through active listening and thoughtful use of questions. This encourages independent, critical and collaborative thinking, a core aspect of our work with young people and music educators.

The aim of mentoring is to support mentees' overall professional development and help them to:

- Explore mentee's potential and clarify their areas of interest and improvement
- Benefit from the mentor's insights and experiences as a role model
- Gain exposure to different viewpoints and lived experiences
- Experiment with new ideas and be challenged to think differently
- Broaden mentee's networks and signpost additional learning opportunities
- Develop a practice of reflection on mentee's learning and development
- Develop and articulate future goals

Mentors work with mentees to provide:

- 3 in school or online observations of mentee's teaching
- 3 verbal feedback meetings before providing written feedback
- 3 check additional check in points (including initial and closing)

What is the difference between mentoring and coaching and what approach does Music Masters use?

There are many shared aspects to mentoring and coaching approaches and both involve a commitment to reflection and learning through open discussion with mentees taking ownership of their development. The differences between mentoring and coaching are often defined by who mentors or coaches are in relation to the mentee or coachee and what skills and approaches they use to facilitate. Traditionally mentors have often been considered more experienced professionals working within the same field as their mentee, sharing specific knowledge and advice to help mentees progress in a particular area, whereas coaches can be fellow professionals with expertise in a completely different area who help coachees articulate their goals and identify their own solutions.

Music Masters blends these aspects within their mentoring programme and draws on coaching approaches to emphasise a more equal partnership between mentor and mentee where the quality of discussion, listening, questioning and reflection and exposure to different perspectives and experiences within the relationship is prioritised.

Who are the Music Masters mentors?

The Music Masters mentoring team are a national network of Music Masters Staff teachers, Music Masters Associate mentors and Musicians of Change graduates, all of whom have significant experience within a broad range of music education specialisms. Trained in the Music Masters coaching and mentoring approach, the Music Masters mentoring team are as committed to their own learning as supporting the individual needs of their mentees.

How are mentors matched with mentees?

Selecting and matching mentors with mentees is based on a variety of factors which could include relevant teaching experience in a particular instrument or specialism, being based in a similar location, or holding a shared interest. Consultation is carried out at the interview stage of the application process to support the matching process.

Delivery

There will be a 3 day induction followed by 10 teaching days across the year.

Programme activity will be delivered in a blended way, both in person and online via Zoom, to allow for interaction from students across the UK and accessibility for students with disabilities, on-going health conditions or significant caring responsibilities. Key points of in-person activity are:

- Six days of practical workshops delivered in person across the year, including up to three days during the Induction period at the beginning of the programme. Venues for these are subject to the cohort's locations.
- One or more in-person observation visits from your mentor, carried out in your teaching setting.
- Observations of teaching within Music Masters' Flagship Schools and other partner organisations, to be carried out in person where possible.
- Optional social events and workshop opportunities with the wider Music Masters team and network, made available across the year.

Dates

- 1. Induction 3 days**
1 day online, 2 days in person
- 2. Teaching weekend**
2 days online
- 3. Teaching day**
1 day in person
- 4. Teaching day**
1 day in person
- 5. Teaching weekend**
2 days online
- 6. Teaching day**
1 day in person
- 7. Teaching weekend**
2 days online
- 8. Teaching day**
1 day in person

Accessibility and additional learning support

Students will be provided with opportunities to let the Music Masters team know their accessibility and learning requirements and encouraged to discuss this with the programme team before starting the programme. This is so we can provide any additional learning support, adjustments to activity or remote access as required.

“I personally appreciate the remote learning, as I have mobility issues so that's been wonderful to still feel included and not at a disadvantage.”

Jess, double bass, vocal teacher
Buckinghamshire

Programme cost and finances:

Through generous funding from the Linbury Trust, Karlsson Jativa Charitable Trust and an individual donor, we are able to offer highly subsidised programme fees to eligible applicants.

The total cost per participant to take part in this programme is within the region of £8,000 however we cover just over 80% of these costs and charge a subsidised fee of £1,500 which reflects only the accreditation fee as set by BCU. This represents significant value for money when it is considered what participants receive for this price:

- Accreditation Fee for the university to award your qualification
- Bespoke year-long one to one mentoring
- Up to 100 hours of lectures, workshops, discussions, twilights, and support
- Access to Music Masters' Virtual Learning Environment and associated bank of resources
- Access to BCU Library Facilities, Student Services (including counselling and academic support), and student Council Tax discounts
- Access to the Music Masters Team for one to one or group support (academic and/or practical)
- Contribution to accommodation and dinner costs at the induction week as well as lunch and refreshments provided at teaching days.

Please note the following costs are not included within the Programme Fee:

- Travel to and from in-person training days and any other additional accommodation costs associated with these
- Travel to and from Music Masters' Flagship schools in London or other partner organisations for observations

To be eligible for a subsidised programme place you must be either:

Currently working in a UK school or music programme that is state funded, either directly or employed through a music service or third-party organisation

OR

Demonstrate that you are actively seeking opportunities to work in state-funded schools by applying for one of our Emerging Educator roles *

AND

Committed to developing a career in music education with the aim of increasing access and quality within state-funded schools.

The unsubsidised cost of a programme place is £8,000. There may be a limited number of unsubsidised places for applicants who don't meet the eligibility criteria above. However, priority will be given to applicants who meet the criteria for a subsidised place.

Payment of fees

We strongly recommend that employers of applicants eligible for the subsidised fee cover up to 100% of the cost to support the professional development of educators who work for them (see Information for Employers section for more).

Applicants eligible for the subsidised fee are advised to consult their employer before applying to the programme, as their details will be required on the application form. Once the application form has been submitted, the employer will be contacted to confirm the applicant's eligibility and whether or not they will make a financial contribution.

All applications require confirmation from an employer before they can be considered for interview shortlisting (see employer support with applications section on page 16)

If applicants who meet the above criteria are unable to secure financial support from their employer, or are applying for the Emerging Educator role, they should check to see if they are eligible for a bursary to support covering this cost independently (see Bursaries on page 15).

*A small number of paid Emerging Educator roles, which run for the duration of the programme year, are available in Music Masters' Flagship Schools in London to applicants who are in an early stage of their career as a music educator. If you are interested in this option, please indicate this when prompted on your application form.

Our targeted bursaries

Music Masters is committed to tackling under-representation within the music education workforce and supporting teachers working in under-served areas of the UK by reducing financial barriers to accessing Musicians of Change (PGCEi). We have a limited amount of funding for bursaries, in addition to the subsidised fees available, to ensure we can support those who need it. We are grateful to our funders for making this possible.

Who can apply?

Global Majority music educators

Black, Asian, Mixed and/ or applicants who are from other non-white ethnic groups, living and working in the UK. This is self-identified in the application process. This bursary will cover the entire subsidised or unsubsidised programme fee (depending on your teaching setting).

Disabled* music educators

Disabled educators living and working in the UK. This is self-identified in the application process. This bursary will cover the entire subsidised or unsubsidised programme fee (depending on your teaching setting).

*The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out day-to-day activities. Sharing that you are disabled will not be used in any way in judging the quality of your application.

Music educators working in under-served areas of the UK

Music educators working in under-served areas of the UK Applicants working in a postcode where there is a school or setting with above average levels of Pupil Premium OR identified as being an Arts Council Priority Place and Levelling Up for Culture Place. This bursary will be allocated on a case by-case, needs-tested basis

Carers

We acknowledge that people with caring responsibilities, be that someone with children, elderly parents, partners with needs etc., may face additional financial barriers. This bursary will be allocated on a case-by-case, needs-tested basis.

You should indicate in your application if you would like to apply for and are eligible for a Targeted Bursary.

Applying for a bursary will not affect your chances of being offered a place on the programme. All applicants are selected on the basis of the information and evidence provided within the application form.

The level of financial support applicants might expect to receive from their employer will be taken into account in the allocation of bursaries and financial support.

If you are still unsure which fees or bursaries apply to you, please contact us at pgcei@musicmasters.org.uk where we'll be happy to advise and answer questions.

82%
of graduates
reported increased
resilience in their
work as educators

Information for employers

Musicians of Change (PGCEi) occupies a unique position in the music educator professional development space, and is recognised as the gold standard in CPD for instrumental teachers working in UK schools. This is a programme that does more than providing your employees with a postgraduate teaching qualification; it changes mindsets, develops and re-ignites passion for inclusive, inspiring teaching, and builds skills and knowledge that can't be gained through one-off training interventions. It develops future leaders, provides educators with the confidence and ability to lead team discussions on challenging topics, and significantly raises morale.

Music Masters is a charity, and as such we can provide significantly subsidised participant fees due to the generosity of our funders who truly believe in musicians' ability to make change in society. Our thriving academic partnership with Birmingham City University provides participants with the latest developments in research and practice, powerfully combined with access to the charity's state primary Schools Programme – a programme dedicated to excellence and inclusion in music education. Our Flagship Schools Programme constantly inspires and informs our content to ensure it remains relevant and reflective of the very real demands of working in schools today, and at the same time provides a living, breathing development centre for music educators, enabling them to try new approaches in a safe environment, supported by an experienced mentor.

The National Plan for Music Education

“The programme has transformed the way the team now guide and train others in the service.”

Kate, head of service, Tameside

highlights Workforce Development and Continuing Professional Development as key to improving the quality of music provision for young people across the UK. Furthermore, as part of the relationship framework with Arts Council, Music Education Hubs (MEHs) are expected to have a 'highly skilled, experienced and diverse workforce' and 'advocate for... continuing professional development (CPD) within and beyond the hub'. Numerous music organisations recognise Musicians of Change (PGCEi) as meeting this need, including Tameside Music Service, Bristol Plays Music, Sistema Scotland, Merton Music Foundation and In Harmony Liverpool, all of whom have supported their employees through previous cohorts.

Employer support with fees

Employers are strongly recommended to cover up to 100% of the cost to support the professional development of their employees.

Financially supporting employees to undertake Musicians of Change (PGCEi) will also unlock offers and discounts on Music Masters' Diversity & Inclusion training such as the I'M IN supported route, bespoke teacher training, and short programmes, as well as access to our broader networks and partners.

Employer support with applications

If an employee chooses to apply for the programme, they will be asked to provide details of their employer on their application form. Once submitted, you will automatically receive an Employer Support Form to confirm the applicant works at your organisation. You will also be asked whether or not you will cover or contribute towards the cost of their programme fee.

Please note that all applications require you to have completed the Employer Support Form before they can be considered for interview shortlisting.

Nominations

We aim to broaden our reach as widely as possible and are especially interested in hearing about music educators from underrepresented backgrounds. Do you know a musician with big teaching dreams and a potential to drive change in music education?

You must be able to provide:

- Your own full name
- Your own email address
- Your own phone number
- Your own role/organisation name (if relevant)
- The full name of the applicant you are nominating
- The email address of the applicant you are nominating
- The phone number of the applicant you are nominating
- Confirmation that you have permission from the nominee to share their details with Music Masters.

Using the details provided we will contact the nominee with information about the programme and encourage them to apply. You must therefore contact the applicant in advance and ask for their permission for you to nominate them and gain their consent to share their data with us.

Apply here
musicmasters.org.uk/pgcei

“The programme has shown to potential employers that I’m genuinely serious about teaching and my own learning.”

Sophie, violin teacher, London



Applying for the programme

Before beginning your application, please ensure you've checked the 'Who is this programme for?' section on this page and confirm you're eligible for the programme.

Please also make sure you have checked all of the programme dates and can confirm you are available for them. By submitting your application, you are making a commitment to be present at the induction and teaching weekends, and it is your responsibility to ensure that you can attend.

Music Masters cannot reschedule or offer refunds on any sessions missed. The programme has been designed with a teacher's schedule and work commitments in mind. However, there may still inevitably be clashes which arise. In such cases we expect that you prioritise your attendance on the programme. We are investing in your professional development, and naturally expect the same level of investment in the programme from you.

Monitoring and Positive Action

We are particularly interested in applicants who come from a diverse range of backgrounds, cultures, and circumstances, and are working with students who are underrepresented in music education. Our application process has been designed to incorporate positive action measures and encourage applications from musicians who identify as Disabled and/ or Black, Asian and ethnically diverse who are underrepresented in music education. The above information on your background and circumstances will also be used for data monitoring purposes so that we are able to continually evaluate who we are reaching.

Making your Application Online

You will be asked to provide:

- Your contact details
- Details of level 6 equivalent qualification(s) (see 'Who is the programme for?')
- Answers to two short essay questions (up to 500 words each or 3 minute audio recording)
- Your Employer Details (if applicable and required with their permission)
- Details of whether you would like to apply for the Emerging Educator role
- Details of whether you are applying for a non-subsided fee
- Your accessibility needs and/ or learning requirements
- Your confirmations of eligibility for the programme
- Your background and circumstances (this personal information will be used for positive action measures; bursary eligibility and data monitoring purposes)
- Details of whether or not you would like to apply for a Targeted Bursary

Apply here
musicmasters.org.uk/pgcei

“There are often so many demands on a musician that there is little time to stop and reflect. This programme is like an oasis for me.”

Helen, musicianship and violin teacher, Bristol

How will the Musicians of Change (PGCEi) cohort be selected?

For full details on the selection process please refer to the 'Guide to making your application' which can be found on our website musicmasters.org.uk/pgcei in the section Applying for the Programme.



Programme team

Birmingham City University

Gary Spruce, Faculty Link Tutor

Chris Bolton, BCU Programme Leader

Music Masters

Katrina Damigos, Programme Leader

Steph Walsh, Programme Manager

Lousie Herbert, mentor and Regional Training Manager

Rachel Cooper, Programme Tutor and mentor

Matt Hickman, Programme Tutor and mentor

Rosanne Jacobs, Programme Tutor and mentor

Sarah Hill, Programme Tutor and mentor

Rachel Watson, Academic Tutor

Daf Evans, Heads of Schools Programme and guest facilitator

Roz De Vile, CEO and guest facilitator

Guest Lecturers, Academics and Facilitators

Tim Baptiste

Chris Jolly

Dr Anna Bull

Dr Helen Dromey

Dr Sue Young

Dr Beth Pickard

Jenetta Hurst

Darren Abrahams

Young Sounds

Dalcroze UK

Kris Halpin

Jimmy Rotherham

Mahaliah Edwards