

Young Sounds DISCOVER session

Music Masters - at St Johns, Waterloo, 30/5/26 - 2.30-5pm
with Hugh Nankivell and David Ross

11 Music Masters students plus three MM staff

As usual with MM a very good level of engagement, involvement and curiosity in our approach.

Some brief notes on the session - and please do contact YS if you would like any more details or have any questions arising.

1) Write a song

FIZBO
By The Wobblers

Fizbo the frog
Sat on a log
Ribbety ribbety
All day long

Discussed the importance of a group making an identity for themselves (own name and new song) the first time you meet them and beginning with something creative rather than recreative.

Also discussed the importance of open creative question and taking whatever response you are given.

2) Young Sounds overview and David/Hugh background.

3) Name Game - and unpacking the benefits/disadvantages of beginning with something like this (later discussed similar issues with 'Don't Clap This One Back').

4) Badminton Rhythmic Game - and energising and watching the group. The beginning of discussions about how you as music leader can take yourself out of active leading so that you can observe the group.

5) The three pairs of words and the importance for our practice/pedagogy.

Creative — — — Recreative
Curious — — — Agenda/Curriculum
Diverse — — — Uniform

6) List of what musical potential looks like, after discussing in groups.

Curiosity and interest
Moving to a beat - tapping along
Exploring/experimenting
An open-ness
Playing
Intrinsic motivation/interest
Trying out different things

Engaged

Asking more questions

Quiet folks becoming louder

Body language

Getting thoughts from other adults in the room

Ability to respond to music in expressive ways (story/characters) - relating music to other things

Kids who may be problematic often have musical potential

Those who can relate experiences to their own musical interests

7) Creative Body Percussion pieces including 'Rhythmic Stress' - whereby rhythmic play builds up with each person making their own rhythm and then on cue changes to someone else's rhythm,

8) 3 Groups making up Names/rhythms pieces. Good discussion about enjoyment that comes from curiosity.

9) Instruments out and discussion about how long does this activity need.

10) Instrumental playing - and video.

With all these games at the end of each we discussed what musical potential had we observed from both the whole group and individuals.

BREAK

11) List of 8-Facets and some discussion.

12) Sharing films - including

A) Music Masters Students

B) Bradford BTec group

C) Bolton Primary group

13) Brief chat about what to do when you identify some musical potential! (For yourself as their music teacher within the classroom and what to do outside of school/the class).

14) In small groups to discuss what impact this training might have on you practice - next steps and came up with the following list.

Observe more

Step back a bit

Use the body percussion game

Use the facets

Make exploration a bigger part of each lesson

Some reflection on the 8 facets

Push for video permissions

Leave more space the first time I meet students

Rethink the games I begin sessions with.

15) Evaluations/Finish - and more chats/conversations.

Thanks - Hugh and David