

Region: North East			
Submitted by: Josephine Thornton Date of submission: 22 April 2009			
Please indicate which sector this case study is an example of:			
Voluntary sector activity	<input checked="" type="checkbox"/>		
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Other (<i>please specify</i>)			
Please indicate which themes this case study can be used to support (<i>tick all that apply</i>):			
Arts & creativity	<input checked="" type="checkbox"/>	Learning & research	<input type="checkbox"/>
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Governance	<input type="checkbox"/>	Standards	<input type="checkbox"/>
Hard to reach groups	<input type="checkbox"/>	Workforce development	<input type="checkbox"/>
Health	<input type="checkbox"/>	Youth-led project	<input type="checkbox"/>
Inclusive practice	<input type="checkbox"/>	Other (<i>please specify</i>)	
Name of project: Roots			
Name of lead person on project: Josephine Thornton			
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Aims of the project:			
<p>The primary focus of the Roots project was on the joy of music-making as well as the acquisition of the skills and knowledge needed to communicate the vital qualities of music to an audience or community. Root's was particularly concerned with examining how different groups of young people made music depending on where it was they came from, broadly, rural or urban areas. Generator has a strong track record of engaging young people and continue to find that the broad appeal of music-making attracts and holds the interest and enthusiasm of young people where more academic or conventional attempts to engage them have failed.</p> <p>5 week-long courses took place throughout the North East and Cumbria; participants developed musical and related skills - in particular, original composition, song construction and arrangement as well as being furnished with the discipline and dedication necessary to produce final work in performance (of which there were 5) and develop recordings.</p> <p>The project also aims to:</p> <ul style="list-style-type: none"> • Build bridges between music within the classroom, formal music groups and the worlds that young people inhabit beyond the school boundary; 			

- To raise the attainment and enjoyment levels of young people through the development of innovative teaching/music leading styles and cross-genre approaches;
- Help young people develop skills in musical analysis, evaluation and synthesis which will help young people recognise and pursue excellence in their musical experiences and to understand and enrich their environment;
- Introduce 'authentic' compositional practices (those employed by songwriters, popular musicians, DJs, composers and others outside school or formal context);
- Aim to understand the factors affecting young people's commitment to, and sustained engagement in, musical participation;
- Aim to create viable, sustainable and transferable models which can support a national strategy for music and young people.

Timeline for the project (expected start and finish date, if known):

The Roots project began in 2007, and although it has come to an end now, the ROOTS steering group will continue to meet and will feed into the next application that Generator make to Youth Music.

Who funded this project?

- Youth Music
- Arts Council
- Northern Rock Foundation

How many young people were involved?

Over 250 young people.

How were children & young people involved in decision-making?

The ROOTS steering group was set-up as a result of the young people's expressed wishes – Generator continues to offer unequivocal support so that we can continue to make necessary adjustments to change the ethos and culture of the organisation. The ROOTS steering group have been responsible (in partnership with Change-makers) for setting up a series of 6 taster music sessions. These have taken place in North Tyneside (x 2), Stockton, Northumberland, Carlisle and Sunderland.

The young people were responsible for:

- Recruitment and selection:- for those who worked on Roots project delivery;
- Developing and implementing the music training programme;
- Facilitated meetings/surveys/communication systems to decide on exact programme content, with guidance from coordination team;
- Developed marketing plan, created ideas for publicity with appointed graphic designer (see www.soundscope.org)
- Establishing peer support mechanisms;
- Ongoing assessment of programme, communication procedures and interactions between programme participants and between participants and workers;
- Monitoring and evaluation.

What changes has children & young people's involvement led to?

Most importantly, the creation of the ROOTS steering group. Though the agency has always had strong links with young people and they did guide the decision making processes relating to certain programmes, we felt it was vital the agency involved young people in shared decision making, so that effective change might be realised. We are clear that while we have the correct systems in place for effective participation, there are areas in which we can improve – the organisation understands and accepts we have further learning ahead of us, we are clear that this learning needs to be led by young people so that our services accurately meet

demand.
<p>What did children and young people involved in this work achieve from this experience?</p> <p>While Roots was concerned with building creative/musical/production skills amongst participants, it was built into a structure that looked at overall personal development and led to increased levels of confidence and improved communication skills across the board.</p>
<p>What next for the project?</p> <p>The ROOTS steering group will continue to meet and Generator will seek funds that continue to support programmes of music training delivered within the North East.</p>
<p>What next for the participants?</p> <p>They will continue to work alongside the agency to help refine our services and ensure that our delivery best meets demand. The under-spend from the Roots project has been allocated to offer financial support to the group and Youth Music have approved this.</p>
<p>Quotes from staff, management, children, parents/ carers:</p> <p>'The teachers helped us get out of our comfort zones and realise our talents.' Caine Borthwick</p> <p>'I enjoyed working with people from different ages and music interest.'</p> <p>'I liked changing my style of music to try something different.'</p> <p>'I have learned how to work with my band and to compromise.' Ella Weir</p> <p>'I feel that my songwriting, confidence and ability to work in a team has improved during the week.' Bethany Marr</p> <p>'Excellent, you showed me different ways to look at music in terms of making lyrics and beats. Also, there was a lot of enthusiasm and motivation from the team.' (Priscilla Da Silva)</p> <p>"I have no idea how to patch vocals and in all honesty I probably won't learn, but its good to see that its possible and that with Adika's expertise, I can show the kids what can be done with their voice, with their lyrics – even if its just cut and paste!." Alex Tustin (trainer)</p> <p>"I was just happy that we got the change to take what the young people and told us, then meet with the other people delivering, to work out a plan together – often its just something that is laid upon us, input is vital if we are going to enjoy the weeks aswell as the younguns!" Beccy Owen (trainer)</p> <p>"One shy vocalist went home and practiced the lyrics we had been working on overnight, and when I complemented her the next day, she said that no-one had every told her she had a nice voice before. Building self-esteem in other young people is always the most memorable part of Roots.' Izzy Finch (trainee)</p>

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