

SKILLS AND KNOWLEDGE

The skills and knowledge you need vary, depending on where you work, what background and skills your groups have and what your area of expertise is. You certainly need to be very competent at performance, communicating with other people and working with a group. The examples given below are typical skill and knowledge areas for most **COMMUNITY MUSICIANS or MUSIC LEADERS**.



MUSICAL SKILLS

Technical ability on your instrument(s)

Knowledge of your instrument (chords, techniques e.g. finger picking, vibrato, hammer ons, scratching)

Knowledge of a range of different instruments (e.g. percussion, guitar, voice) as used in workshop settings

How many topics could you comfortably lead a workshop in, for example, rhythm workshop; scratching workshop; African song workshop; drum 'n' bass workshop

Performance skills (playing complete pieces of music, "with feeling", personal interpretation, accurately)

Theory knowledge needed for this type of work, e.g. can you arrange parts for different performers, can you write rhythms in music notation?

Using music to develop non - musical skills and developments in people and communities



PERSONAL QUALITIES AND SKILLS

Communication skills with people of different ages including children

Motivating people who might be reluctant to take part

Positive, caring and supportive attitude with strong group management skills

Reliability and timekeeping

Like working with people in small and large groups

Like working with other musicians / artists / performers on projects

MUSIC THERAPY

Music therapy is **different from COMMUNITY MUSIC**. Music therapy is a clinical discipline which uses music to try to fix medically - diagnosed problems in people. If you want to find out more about this, follow the links at the end of the chapter. Music therapists qualify by studying a postgraduate course after a first degree in a music related subject.

LEARNING STYLES

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2

REFLECTIVE PRACTICE

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2

BUSINESS PLANNING

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2
» WORKBOOK 8 – BUSINESS AND MONEY

MARKETING STRATEGY

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2
» WORKBOOK 6 – MARKETING, PROMOTION AND DISTRIBUTION

HOW TO DELIVER A WORKSHOP

Deciding on your project / workshop aim and content

Your **PROJECT AIM** and content will depend on

- the group you are working with
(age group, ability, size, any particular features e.g. young offenders)
- the length of the project / session
- your brief from the organisation you're working for
(what do they want to get out of it?)
- your area of specialism
- resources you have available
- venue and space

A workshop aims to encourage people to '**PARTICIPATE**' in music making. It should involve practical, 'hands - on' activities, which people in your target group will find possible to achieve.

SPECIFIC AIMS might include musical and non - musical aims, for example:

- improving confidence and group work skills
- skills in using unusual instruments correctly, with regard for health and safety
- contributing to an original composition based on life in the local community
- improving confidence and projection in speaking, through vocal techniques



You don't have to limit your workshop to music. Workshops often use movement, drama based activities and visual arts as well.

ICE BREAKERS / INTRODUCTORY ACTIVITIES

An 'Ice Breaker' is a short game or activity which is designed to build teamwork, introduce new activities or new people and help people relax and focus, before the main workshop begins.

Ice breakers and all workshop activities can:

- focus on working with the whole group, working in pairs, working in small groups
- include other disciplines (dance, drama, visual art, performance technology), for example, by using music and movement

EXAMPLES OF ICE BREAKERS

1. Everyone stands in a circle and claps two beats then two beats rest, leaving space for someone to say their name. Go round the room and people shout out their first name in the gap. On further rounds, people have to say what they had for breakfast, who their favourite band is, etc.

2. (For people with a musical background). Everyone forms two lines, facing each other. Each person has a 'partner' opposite. One side is taught how to clap a different rhythm, one side claps 4 bars in 3/4 time,



the other claps 3 bars in 4/4 time.



On the last beat of each side's rhythm, both sides clap hands together. Try it, this one is pretty difficult!

4. Form a large circle, then everyone stamps a steady beat. The leader asks everyone to come up with a silly sound or action (or both together) and to make this sound when the leader points to them, on a certain beat. (Examples are "pop" or stamping a foot, or a silly laugh). Once everyone has made their 'silly sound', choose a 'conductor' to compose using the sounds available, by pointing at individuals.

5. Copy clap. In a circle, one person stands in the middle. All stamp a regular beat. The person in the centre claps a rhythm over 1 bar. Everyone else has to clap it back. There are countless examples of ice-breakers and other content for workshops. Research others by looking at the suggested websites and books and carrying out your own research.

WORKING WITH A GROUP – ENCOURAGING THE GROUP TO WORK TOGETHER

Read the section on "group and individual work" in chapter 2 notes and guidance.

Examples of how to encourage group dynamics

1. Careful selection of ice breakers
2. Create material for the workshop in sub groups
3. Share ideas e.g. word association to create lyrics
4. Songwriting tips [»](#) WORKBOOK 3 – CREATING – CHAPTER 1
5. Importance of "playback" and group evaluation

WORKSHOP PLAN

No two workshop plans are the same – however, here are some hints and tips to construct your own. Also look at the lesson plan example in chapter 2.

This is only the first part of the workshop. Try to complete the plan yourself!

Group	15 young people from Mill Lane Community Centre's youth club
	Aged 10 - 14
Workshop length	2 hours
Workshop title	"Chinese Lion Dance"
Learning outcomes	<ul style="list-style-type: none"> Know history behind Lion Dance Know names of various traditional Chinese percussion instruments Use a variety of percussion instruments Play a repeated rhythm, in a group, using dynamics Perform in a group
Equipment / resources needed	<ul style="list-style-type: none"> Large room Variety (at least 20) of instruments from Chinese Luogo percussion ensemble Video camera, power and tape. Extension cable. Tripod Assistant – video recording
Activities	List all your activities and times for them. Leave space for breaks.
	6:30pm Welcome, introduction, overall aim of session
	6:35pm Icebreakers (list)
	6:50pm Video clip – history of instruments of South East Asia
	7:00pm Group split into 4: introduce instruments, names and appropriate use – hands on. Play beat in time with others.
Evaluation	<ul style="list-style-type: none"> Group evaluation of video What went well / could have been better? What do they feel they have achieved? [Any suggestions or feedback about today's workshop for me]



WHAT DO I TEACH?

Your content is determined by the type of activity you have been asked to do. What does the organisation who is employing you want the participants to achieve?

There may be element of performance techniques, instrumental skills in your work as well as 'soft skills' such as working with others, or building self-confidence.

PREPARING FOR WORK

The best way to prepare for work is:



Be realistic about your skills, experience, personal qualities and lifestyle
Research opportunities
Get some work placement experience
Write a good application / CV / Profile
Prepare for interview and audition
Apply for work and learn from experience.

All of these are covered in workbook 2!

➤ WORKBOOK 2 – WORK AND JOBS – ALL CHAPTERS

Consider the following when looking for opportunities, all of which have links with community music. (1)

Health care workers
Working with schools
LEA Music Services
Orchestras
Social services & care professions
Prison and probation officers
Opera companies
Residential homes
Voluntary community-based organisations
Arts centres
Concert halls
Music venues
Local authorities
Under-fives clubs
Multicultural arts groups
Organisations for people with learning disabilities
Youth workers
Music educators
Adult education centres
Organisers of out-of-school activities

(1) www.soundsense.org

WANT TO KNOW MORE?

LINKS

New Deal for Musicians has no responsibility for or control of the following sites. The inclusion of any site does not necessarily imply New Deal for Musicians approval of the site. To access any of the sites please type in the address into a browser or search using keywords from the name of the link.

www.dfes.gov.uk/ukonlinecentres Find Internet access that's close to you.

Look at the list of websites in Chapter 1 and 2 first. The following are additional sites.

FIND YOUR LOCAL WEBSITES
FOR THE FOLLOWING BY DOING A SEARCH.

LOOKING FOR WORK

Local colleges with a learning support department; access or other courses for disabled people; music provision; performing arts provision

Use the links in chapter 2

- www.direct.gov.uk**
To find your local authority (council)
Adult education provision, leisure centres, social services, day care centres, health centres, under 7s officers, community centres
- www.dfes.gov.uk/studentsupports/**
Find your local education authority by searching for LEA contact details
- Your local charitable organisations
- www.charitytrek.co.uk/charities.html**
lists some, plus other national charities such as Scope, (cerebral palsy) MIND (mental illness)
- www.youthmusic.org.uk**
national organisation for promoting youth music
- www.do-it.org.uk**
volunteering opportunities in music in your location
- www.wea.org.uk**
Workers' educational association, the UK's largest voluntary provider of adult education