



One day on-line Conference Programme

13th November 2021

Hear and Be Heard

9.30

Admission and Welcome

9.45 -10.45

Keynote - Professor Leslie Bunt:

Music therapy and music education: collaborative skills-sharing thresholds and boundaries

10.45 - 11.00

Coffee

11.00 - 11.30

Discussion on keynote themes with Leslie Bunt led by Margareta Burrell

11.30 - 12.30

Nancy Kerr in conversation with Sandra Kerr:

Folk, Family, Facilitation: intersections of mentorship in creative and clinical practice

12.30 – 13.15

Lunch: with optional breakout rooms for networking

13.15 – 14.00

Choice of two workshops:-

Rob Kitchen:

Percussion Workshop

examining ideas about what it means to be 'musical', ways of responding to young children's own rhythmic and musical play that enables them to 'lead' and to honour the complexities and sophistication of young children's rhythmic abilities, free from prescribed ideas of 'method' and age/stage related ability.

Ryan Humphrey:

The Common Third and Music-Making:

a practical exploration into social pedagogical practice and its use in whole family musical engagement

14.00 -15.00

Professor Chris Pascal

The Power of Practitioner Research for Enhancing Inclusive Practice

15.00 - 15.15

Break

15.15 - 16.15

Sheena Roberts and Steve Grocott

Playing With Song: an interactive session on finding and working with song

16.15 – 17.00

Closing comments followed by time for chat/networking as desired



Conference programme notes

9.45 -10.45

Keynote – Professor Leslie Bunt:

Music therapy and music education: collaborative skills-sharing thresholds and boundaries

How can a specialist music educator and music therapist work collaboratively to support a child's early musical activities, particularly given current concerns for wellbeing? Some boundaries will be explored, where it is necessary to recognise the specific sets of skills that each profession can bring. Examples of good practice will be drawn from two projects recently funded by the European Commission's Erasmus+ programme: 'Learning in a New Key' (LINK) and 'Sustaining Teachers and Learners with the Arts' (STALWARTS). Both projects involved collaboration between groups of teachers/educators; music and creative arts therapists and university researchers specialising in music education and inclusive educational practice .

Professor Leslie Bunt is one of the world's most respected music therapy practitioners, trainers and researchers. He is currently Emeritus Professor in Music Therapy at the University of the West of England. He was awarded an MBE in June 2009 for services to music therapy and in 2012 became an Honorary Fellow of the Worshipful Company of Musicians.

10.45-11.00 Break

11.00 – 11.30

Discussion on keynote themes with Leslie Bunt led by MERYC England trustee Margareta Burrell

11.30 – 12.30

Nancy Kerr in conversation with Sandra Kerr:

Folk, Family, Facilitation: intersections of mentorship in creative and clinical practice

Sandra and Nancy Kerr are mother and daughter practitioners with expansive portfolio careers in folk and traditional music and song. A qualified music therapist trained by Leslie Bunt at Bristol University, Nancy Kerr now works mainly as a performer, community musician, commissioned composer and academic. Sandra Kerr studied with revival folklorists Ewan MacColl and Peggy Seeger and has created an immense legacy as a singer/songwriter, instrumentalist, educator and broadcaster including in schools and children's music at the BBC. A long-term resident of the North-East, she was a core lecturer on Newcastle University's Folk and Traditional Music BA from its inception. She was co-writer/composer of the songs and music for TV's Bagpuss.

Sandra and Nancy have co-produced a range of music for young children and families including popular live interactive stage show "The Songs from Bagpuss" which has toured nationally. Most recently, they have contributed to intergenerational songbook and CD resource *Grand Playsongs* (Edited Sheena Roberts, Playsongs Publications, 2021), much of which was recorded and delivered during pandemic lockdowns.

Focusing on this output, we ask:

- How might composed/recorded songs retain transactional elements from improvised and in-person music, in order to facilitate family and carer-child interaction?
- What can those who write and perform music for young children learn from global folk and vernacular musical forms?

This presentation is informed by creative-practice research in progress, partially contributing to a joint article for the EFDSS English Dance and Song Magazine, and will include:

- Excerpts of an interview with Sandra, discussing her influences and methodologies when writing and performing for young children and families, and the cultural impact of her material;
- A granular breakdown of the structure and performance of repertoire from Bagpuss and *Grand Playsongs*, locating some of the elements of music considered to be therapeutic "tools of the trade" (Bunt, 1994).

Nancy, who now provides introductory sessions for non western-classically trained musicians entering community and healthcare settings, argues that theoretical perspectives from developmental psychology and clinical MT may inform robust and reflexive practice for musicians in diverse contexts throughout the lifespan. Meanwhile, the supportive mentorship styles she experienced, both via familial/cultural and formal training routes, helped her as an apprentice and emerging practitioner to "hear and be heard", which may be relevant when seeking to widen participation and accessibility in child-centred music-making

12. 30 – 13.15 Lunch in break out spaces, if desired

13.15 – 14.00

Choice of two workshops:-

Rob Kitchen:

Percussion Workshop

In this interactive workshop, North East based percussionist, music educator, and community musician, Rob Kitchen will share theory and practice relating to playing with rhythm and percussion with very young children. Informed by both his professional practice and his own musical parenting approach, Rob will examine ideas about what it means to be 'musical', ways of responding to young children's own rhythmic and musical play that enables them to 'lead' and to honour the complexities and sophistication of young children's rhythmic abilities, free from prescribed ideas of 'method' and age/stage related ability.

For more information about Rob and his work, please visit <https://www.rob.kitchen>

You can also view his YouTube channel, which features many wonderful 'Rob's Kitchen Music' videos, created for schools, young people and families during the pandemic at:

<https://www.youtube.com/channel/UCRzblmZainYDDQaPaOnDX8A/featured>

Ryan Humphrey:

The Common Third and Music-Making: a practical exploration into social pedagogical practice and its use in whole family musical engagement

Ryan is an experienced community musician, music educator and researcher who works with regional organisations, including ARC Stockton Arts Centre, Durham Music Trust and the Northern School of Music. He is a PhD Researcher and visiting lecturer at York St John University – his research explores community music discourse and its interrelation with cultural policy. He is also Music and Project Leader at Sage Gateshead. Sage Gateshead's Loud and Clear programme has worked musically with care experienced young children, parents and carers over the last ten years.

This interactive workshop explores the principles of social pedagogical practice and how practitioners can use them in music practice to support whole family engagement.

Don't forget to bring your cuddly toys, shakers, scarfs and barrels of enthusiasm while we explore repertoire, activities and the importance that a cup of tea can play!

14.00 - 15.00

Professor Chris Pascal

The Power of Practitioner Research for Enhancing Inclusive Practice

Professor Christine Pascal is a founding member of the European Early Childhood Education Research Association and is editor of the European Early Childhood Education Research Association Journal. She is co-director of the Centre for Research in Early Childhood, a charity based in Birmingham, and president of ECEERA. She is also a member of the Early Education Advisory Group, which advises the Minister for Children and Families

This presentation will explore how learning and development unfolds in young children and how interpersonal relationships and ecological influences shape that development. It will identify the features of a supportive pedagogic environment, ethos and climate, including positive and empowering relationships and interactions, group organisational strategies and challenging, play based, child initiated activity. Finally, it will make the case that all children from birth should be viewed as active, competent and discerning citizens with rights within this pedagogy. Fundamentally, this perspective enshrines inclusive practice, in which all children have choice and opportunities to be agentic in their daily lives with a sense of their individual competence, attributes and cultures present and respected. For me, this is an ethical and moral principle which I will argue should guide professional practice but believe needs to be tested out by more practitioner research which investigates how far we are able to authentically deliver this aspiration for inclusive participatory practice.

15.00 – 15.15 Break

15.15 – 16.15

Sheena Roberts and Steve Grocott

Playing With Song: an interactive session on finding and working with song

Sheena has a long career in music publication including the creation of the seminal Playsongs which came about as a result of her having her own children and seeing a need for parents to have a repertoire of songs to share with their babies.

“Songs and rhymes are our gifts to ourselves. The gift is our babies' delight and laughter as we engage in sharing with them face to face, one to one.”

As well as researching, commissioning, recording and publishing countless songs for children Sheena has a wealth of experience giving workshops for parents and babies.

Steve learned his trade busking, in traditional sessions in Ireland, and being in a variety of bands. He has recorded more than eighty much loved songs for children and works in nursery schools and gives music training to practitioners.

They will ask the question what makes a good song and everyone can join in with some examples.

The session will also be a chance to reflect on the themes of the conference and to consider the many different types of person that live simultaneously under the early childhood musician's hat.

16.15 -17.00

Mentimeter, closing comments and time for chat/networking, if desired