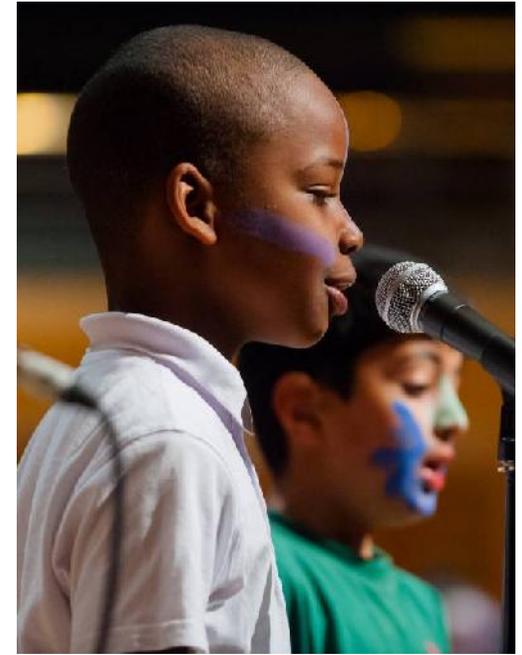


## Appendix B: Schools

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Primary schools: When Yesterday We Met concert and tours

A concert for schools and families (in a week which was half term in some Greater Manchester boroughs, but not others) exploring classical song repertoire through music, drama and interactive workshop.

Method

We spoke to:

Three teachers from different schools, after the concert

One teacher and a group of children that combined the concert and a tour, on the day

Teachers

Comments on the tour

- Some of the content was a little over the heads of Year 3 group – needed a little simplification
- 'Fossil hunting' in the floor in the foyer was an interesting element of the tour
- The building structure underneath – pillars and sprung foundations was also interesting/effective
- Sound – link to science lessons – this bit worked really well

Reasons for attending the concert

- Related to current topic (The Pied Piper)
- Teacher or staff member already knows The Bridgewater Hall
- Value for money – finance – the more events, activities, that can be done, the better value the coach costs. Tour a good idea; also keen on storytelling. Combining these with the concert gives best value.

Children

Good things about the tour

- The creatures in the floor (fossil hunting) was popular
- The bit about the springs (tours take groups to see where the building's foundations are built on springs)
- Nice place for lunch (the Barbirolli Room)

Good things about the concert:

- Joining in (several mentions)
- Making a song
- When he wrote the letter (interactive part based on the audience creating a song to a sweetheart with the musician writing their ideas on a giant piece of paper, then singing them)
- When he threw the bunny (musician chucked stuffed toy at other performer with whom he's having a 'row'- this is the song the audience created by giving him the next lines/plot. Interestingly he asked a child in the audience what the male character should do to show he's cross with the female one, and the child said 'Smack her' – he threw the stuffed toy at her instead which made it funny and non-threatening.)

Primary Schools: Manchester Camerata presented orchestral concert

A concert for schools exploring classical music, with a live orchestra and presenter.

#### Method

Creative evaluation sessions took place in two schools in the weeks following the concert.

Mellor Primary: year 5 and year 6,

St Charles' Primary: mixed key stage 2, choir members

Pupils responded 'agree', 'disagree' or 'neither' to a series of statements and gave their reasons.

Pupils at St Charles' were less likely to attend art events outside school time and fewer had heard of The Bridgewater Hall before their visit.

- 5/27 children had been to Bridgewater Hall before
- 14/27 children had been to a music concert before (of any kind)

All but one of the Mellor pupils had been to the Hall before with school, with around one third having been outside school with family.

I was excited when I heard we were going to Bridgewater Hall

#### AGREE

16/27 St Charles' pupils said they were excited when they heard they were going to The Bridgewater Hall as it was a new experience, a 'once in a lifetime opportunity'

Those who said they didn't know or disagreed mainly because they didn't know what it was, what would happen, what they were going to or that they didn't like classical music.

7/26 Mellor pupils said they were excited when they heard they were going, all of whom had been before and enjoyed the experience.

#### NEITHER

9/10 Mellor year 6 pupils had been before:

- I didn't feel excited because I have been there many times
- I have been before so knew what it was like
- Because I didn't really like it last time I went
- Because I have been before and it's the same music

Year 5 pupils were nonplussed by the idea of going; around 1/3 chose 'neither'.

- I chose neither because I liked the idea of a school trip but I'm not a fan of classical music
- I didn't know what music it was
- I don't like classical music, but I do like school trips
- I wasn't overly bothered whether I went or I didn't go
- I don't like being in a room for so long sat down
- I went before and sort of liked it
- I don't like classical music but I don't mind going to a classical concert with school
- I like the sound of an orchestra
- I play Haydn

Those pupils who were more used to attending concerts and arts events had much higher expectations of a 'quality' experience.

Those who have had fewer opportunities were excited just to be going to the Bridgewater Hall.

#### DISAGREE

Those who said they disagreed had all been before and thought it was 'boring'

I enjoyed the experience

#### AGREE

Fewer of the St Charles' pupils (12/27) said that they had enjoyed the experience and reasons for enjoying it were:

- Because it was enjoyable
- Because of the music
- Because we learned what the conductor does
- We got to take part in composing music
- Because of Haydn's Symphony

- Because we got to get involved

Only 6 of 16 Mellor year 6 pupils said they enjoyed it.

The high quality of the music, experience, access backstage and information provided to children was a constant in the feedback from those who said they enjoyed the experience. Children remembered information, enjoyed the act of sitting and listening to the music and the opportunity to go behind the scenes and learn about the building.

It was clear that the children recognised good quality (whether they were experienced concert goers or not) and could manage a high level of information as long as it was presented in a way which was engaging and not patronising.

#### NEITHER

Those who said 'neither' or disagreed said they found it boring sitting round, they found it too babyish, they didn't like classical music.

Several Mellor pupils had mixed responses, and compared it directly to a previous orchestra visit:

- At the start it was exciting, but then I got bored
- I liked it when you had to wave your card, but after that it got boring
- I enjoyed the Hallé when we saw them. It was louder and more quiet
- I don't know if I enjoyed it as I have never seen a concert before

Both year 5 and year 6 pupils at Mellor seemed to be more comfortable with sitting and listening to classical music, wanted less chat and more music and even to relax and listen to the concert. Where St Charles' pupils had enjoyed the participation, Mellor pupils found it distracting and childish.

The Mellor pupils had previous experience of visiting The Bridgewater Hall for concerts both with school and with their families and compared this visit to previous visits, in fact compared orchestra and conductor with previous visits. They told me that the Hallé was far superior as was their conductor.

#### DISAGREE

Some thought they were going to a water theme park and were disappointed when they found out where they were going.

Lack of food and drink and an interval to go to the toilet (even though it was a very short period of time) were cited in both schools as a significant reason for not enjoying the event. Food and drink appear to play an important role for this age children in assessing the quality of a visit.

The 'host' of the event was mentioned as being boring, something which was raised much more vocally by both year groups at Mellor, who said they 'like to be entertained' and that the host didn't seem like he wanted to be there.

I learned something new

AGREE

At both schools, those who agreed that they had learned something new mostly said it was facts about the music, a symphony, about instruments or the role of the conductor.

NEITHER

Pupils at St Charles' said repeatedly that they wanted the experience to be much more hands on.

DISAGREE

Those who said they had not learned anything new said they had forgotten, they were bored or it hadn't been entertaining enough to help them learn. Teachers at Mellor school told me that their pupils have very high requirements from the adults around them and expect to be entertained and fully engaged and if this doesn't happen they switch off. This seems to show itself in the feedback from the Mellor pupils.

Our school should do more things with The Bridgewater Hall in the future

AGREE

12/27 St Charles' pupils said yes and included the following things they would like to do:

- We would like to perform there
- We would like to have a go at conducting
- We would like to meet the musicians
- We want to sing there
- We want to have a go at the instruments
- We want to get more involved
- We want to do something just our school individually

Both St Charles' and Mellor said they would like The Bridgewater Hall to come to their school.

NEITHER/DISAGREE

Again, this reflects their desire for a more 'hands on' experience and this was also evident from those children who had said 'neither' or 'disagree'. I asked them what it would take for them to change it to 'agree' and their proposals were mainly around

opportunities to 'do' more.

Pupils at Mellor were more likely to want an opportunity to 'sit back and listen' probably reflecting their greater confidence with the music and the environment, but they also asked for more 'hands on' activities, including learning how to conduct.

Both schools (and this was reflected in conversations elsewhere) asked for more music they know, including theme tunes, pop done in a classical style and musical theatre.

#### Proposals from St Charles'

How could the concert have been improved?

17/27 If we had chance to be more involved (stamping was really enjoyed)

What would make you want to be involved with Bridgewater hall in the future?

17/27 If they did a mix of musical styles in one concert – modern, classical, musicals

17/27 If they played some of our music (pop music) as an orchestra

13/27 If we could learn to play instruments

16/27 If the musicians could come to our school and help us play. Why? Because we are talented and having the musicians here would help us to be even better.

Other points raised but not explored in depth

The building - The building itself was seen as being impressive and one of the things pupils enjoyed (particularly the toilets)

Two boys said they had talked about 'posh people'

#### Proposals from Mellor Primary

Recommendations from pupils who selected the Agree group most often:

- Play more rock songs/ Theme songs/Pop songs/Football chants
- More directions around the place
- Play the Star Wars theme song
- Play more solos with violins
- Play more things that kids know.

Recommendations from pupils who selected the Neither group most often:

- More music less chat
- Don't make us wave cards
- Let us sit back and relax and listen
- Tell us more complex things
- Get more people on the stage playing
- Get the Halle to come to us
- Change the seats – they are itchy

Recommendations from pupils who selected the Disagree group most often (mostly illegible)

- Get us more involved
- Change the seats
- Let us eat

## Primary schools: Hall of the Mountain King project

A second project devised as part of the research. Four primary schools visited The Bridgewater Hall for a performance of 'Peer Gynt Suite No. 1' and to explore different areas of the building. They then created their own songs, performed in the foyer and onstage, inspired by the trolls and visits to the undercroft beneath the building. All children successfully completed Arts Award Discover, and their portfolios fed into and supported the comments below.

### Method

All four schools took part in creative evaluation sessions. The comments below are from two of these schools, but are representative of the entire group.

Ludworth: members of the school choir from years 4-6

"I had less than an hour with them as none of the year 5s could come, only 2 yr 6s were there and the rest of them were having a theme day and really didn't want to be with me, so I made a deal with them! Whilst their scores are low and they haven't said much, they did offer to sing me their song and show me what they had learned which none of the other schools had. They did a great performance, full of confidence, energy and they knew exactly what they were doing. When I asked why they wanted to show me they said it was because they were proud of what they had made, which doesn't come across in their comments. I had a really useful conversation with their class teacher. She thought that the amount of time since the concert had affected their feedback along with the amount of journal work they had been asked to do afterwards. They had had enough and really didn't want to miss any more classes."

Woodheys: year 3

Questions were slightly simplified with this age group, so instead of giving numerical scores children chose 'agree', 'disagree' or 'neither' for each response.

Did you learn anything? Ludworth

Overview:

- They said they learned something when they were having fun, but it was too long
- Some of it was boring – clapping

- They didn't like the fact that the sessions were on a Friday afternoon and they missed Golden Time
- We did too many exercises before the main thing
- I liked it a lot, but I didn't like the subject matter
- It was fun playing the organ and the workshops. Going into places other people don't get to see.

10/10 I gave it 10 because I learnt how to work in a team and how to write song lyrics. I learnt how to perform with other people I have never worked with before.

10/10 Because I learnt how to create song lyrics

8/10 I learnt how to write a song. I learnt about BH. I learnt that there are springs under the Hall.

6/10 It was all music, not things you would learn in school. Because it wasn't very educational.

6/10 I learnt where to go inside. I learnt where I was

5/10 How to write a song. Learnt about BH.

5/10 I did not learn much. I already play an instrument. I learned that there was a place called Bridgewater Hall.

4/10 I learnt how to play the organ. I learnt how to compose a song with music.

I didn't learn as much as I thought I was going to.

2/10 I only learnt two things and we met Bryony, Eve and Chloe.

2/10 Because I knew a lot about music already and I do a lot of singing and piano playing as well. I didn't give it a zero because I learned quite a lot of interesting facts about the BH eg it is built on springs and there are fossils in the floor. I didn't learn as much as I thought I would, especially about music.

1/10 The only thing I learnt was to write songs

0/10 Because I didn't really understand. I would of learnt how to sing, but I already have singing lessons.

I learned something new Woodheys

AGREE 16/28

About myself and others

- I learned that it is hard to perform
- I learned to think more
- I learned that I had more confidence
- I learned everyone is a star/ I learned that everyone is not the same but all a star
- I learned that you can be famous in your own way.

#### About music

- I learned how to play music.
- I know more instruments
- I learned that music is fun
- I learned that everyone is a composer

#### About the Hall

- I learned there are fossils in the floor, all different fossils, loads.
- I learned that the springs only move a centimetre a year

#### NEITHER

12/28

- I learned that being shy is not nice. Be confident.
- I can remember stuff I think
- I learned that everyone has talent.
- I can't remember anything someone learned.
- I learned quite a lot.

#### I enjoyed the project Woodheys

AGREE 24/28

- It was amazing because I felt like somebody x 3
- I like it because we were able to see a performance (many said this)
- I liked it because it was a lifetime opportunity
- It was amazing because it was massive and it was soo fun.
- Making the monster and getting monster face paints. I want to do it again (many said this)
- You have to believe to DO!
- I liked it because we had chance to perform there.
- Going to the conductor's room. Playing the organ. (Very popular)
- It was so fantastic because I love singing and dancing and acting (x 5)
- Great. Exciting. It was really good to take a big adventure to go on a stage where famous people had been. I loved doing everything we did and the Bridgewater hall looked amazing.

- I really was happy that we can do the performance. We liked doing the song and the actions.

#### NEITHER 4/28

- Because I would of changed the song
- Had to stand in front of loads of people
- I liked seeing my Mum and Dad
- It was quite good
- I didn't like doing actions. I didn't like finding cloths. I did like the teachers. I liked it it was really fun.
- I loved playing the organ.
- I was not sure if I did the correct actions in the performance
- I liked making songs. I liked the character. I didn't like doing the actions.
- Because it is a bit good and a bit I did not like. I don't like some parts.

Would you like to work with The Bridgewater Hall again in the future? Ludworth

10/10 Because I wanna go there again.

8/10 Because I really enjoyed my experience at BH and I would like to work there again.

7/10 But I would want to do it again. I wouldn't want to do it about monsters.

6/10 I would like to go back but do it with the high school and college did and I would like a narrator part.

5/10 I would work with the Bridgewater Hall again if the topic was changed. If we could learn more things.

5/10 I would like to do it again but with a different theme.

5/10 I would do it again but not about a music box.

Next time I would like to do a different topic.

4/10 I would like to do different things at BH.

3/10 I don't really want to do it again.

1/10 I want to go there again but not with school.

1/10 I enjoyed watching the concert. I felt I missed quite a few lessons and it was all afternoon (it was long).

1/10 Because I would like to do it again in groups of 4.

My ideas were important Woodheys

The scores for this were low at both schools; the teacher explained that children were very 'ego centric' and if their individual idea

had not been used then they gave it a low score. "I was really shocked at their responses to 'my ideas'. It was all based on the children's ideas – children's ideas were important."

This prompted the evaluator to amend the wording to 'Children's ideas were important' on the visit to later schools, where responses were improved.

#### AGREE 11/28

- My ideas were important because they were used in the beast
- I made the name for the monster
- We used them on the monster
- The eyes on the monsters body

#### NEITHER 6/28

- I did have some ideas but they weren't as important as everyone's
- I did have an idea but it was very rubbish
- I did have an idea, but I don't think it was important
- I had some ideas
- I don't think any of my ideas were important.

#### DISAGREE 11/28

- I didn't have any ideas/my ideas weren't good/ I didn't have that many ideas/ I only had one idea – most common responses
- Because my ideas weren't used. We changed the ideas.
- Because I didn't say that much.
- Only a few ideas were used.

The Bridgewater Hall is a good place for children Woodheys

#### AGREE 23/28

- The children would like the performances and it will give them a good idea of what they would like to do in the future. Start their experience in music and singing.
- It is good for young people because they teach you music and you could be a star in the future.

- It's very good for young children
- It's good for kids to know what it's like
- So children can build up their confidence
- So they can learn music and singing

#### NEITHER 5/28

- It's too grown up for children x 2
- It's good for children when there's plays
- Things are quite loud for them
- It is very good for children to act

What would you like to do with The Bridgewater Hall in future? Ludworth

All the things we could do are amazing.

We want to do more things there – we loved going there.

More drama – musical theatre

More speaking parts – narration/drama.

Do it again but different.

Ask us what we want to do for the whole performance

In future don't change the things we have written (I asked them if they understood why some lyrics had been changed and they said they didn't)

#### Recommendations Woodheys

Recommendations from pupils who selected the Agree group most often:

- Do more. Do it again. (most popular response from this group)
- More singing
- Do more acting. Do more drama. (many children raised this as something they would like to do more of)
- Explore the Hall more. Go underground again. Go in the conductor's room again.

Recommendations from pupils who selected the Agree group most often:

- Make it more famous. Get more children to go to it. Tell more people about the activities.

- The project should be shorter.
- There should be some play areas in the hall
- Make it in the day
- It could have more shops
- Go underground again on a treasure hunt
- Play the drums
- Watch a performance with a piano
- Different music

#### Teacher Feedback

I thought it was fantastic. We are doing ArtsMark so it really helps.

We didn't really know what we were getting in to, but we said yes.

The concert was great. It was all set up perfectly for children – they only stayed until the interval. The process ran so smoothly.

I expected we would get straight in, but the children generated the ideas. They have never done anything like that before.

After 2 or 3 workshops I thought 'we're never going to do it, we haven't done anything yet' but it was so impressive how it all fitted together – all different styles all linked together. The use of the space was amazing. They all marched into the space – children never get to do that. They loved going underground.

Timing was a problem for us – Friday afternoon. They missed golden Time.

Arts Award – this was tricky as a teacher. Counts towards explorers – we thought we only had to do the project and it would count. Had I known the amount of work involved after the project I would have picked my own class. I felt pressured to get things done. More clarity would have been better.

We would love to do something like it again. Working with musicians was fab.

Eve and Chloe were brilliant.

Children generated it. I don't know that the parents realise that they actually did it all.

The children were absolutely buzzing when they came off stage. The journal work afterwards has tainted it for them (which may have affected their responses). The children were really impressed that their ideas were used. It was great for them to work with other schools. They don't often get that opportunity – we are in a little bubble here. We would like more involvement with other schools – actually get to work with them rather than just see what they have done. It helps with Arts Mark if we work with other schools.

An initial session with all schools then our own work. Our kids were really impressed by the older more streetwise kids. They were

looking at them with awe.  
Love to do more – just not on a Friday afternoon.

## Primary Schools: Noye's Fludde

Children from four primary schools performed in Britten's opera Noye's Fludde at Manchester Cathedral, alongside professional opera singers and music students from Chetham's School of Music and local music services. In school, the children took part in mask making workshops with artist Nerissa Cargill Thompson, drama workshops with Bryony Bell from The Bridgewater Hall, and singing workshops with Chetham's staff and students.

### Method

The consultant spoke to children and teachers on the day of the performance, and held follow-up conversations with some staff members.

### Overview

For the majority of children participating in the project, the highlight was performing and the aspects that were most enjoyed were the singing and acting. Positive, peer level relationship with older students were also really valued. Both children and teachers spontaneously mentioned this intergenerational aspect as a benefit of the project; older children relished the collaboration and democratic sharing of ideas: they felt listened to and empowered. Fun and pride featured strongly in children's descriptions of the project and the younger children especially feel the project has had an enormous impact on them.

- Some children struggled with the length and demands of rehearsals needed to deliver a professional performance. A small number of children didn't enjoy it – a useful reminder that not all children enjoy creative experiences or are comfortable performing. Not all children engaged with the music – a significant minority didn't enjoy it even when it became familiar. Most didn't mention it as being either positive or negative.
- Teachers hugely valued the quality and profile of the partners ('It's like winning the pools to be involved with top quality like that'. They also valued the visibility the project gave to their schools and their music ('It ups the prestige for the school and the children').
- Most children surveyed wanted a future relationship with The Bridgewater Hall as a result of the project – they enjoyed visiting, loved performing on the Bridgewater Hall stage and wanted more projects and closer involvement. They want a chance to perform ('better than just watching') and they want projects with acting or dancing as well as singing. Older young people want to be actively involved and engaged at The Bridgewater Hall.

### Recommendations

- Build on the existing positive relationships between music organisations and individual schools eg with music student placements in schools.
- Give thought to what repertoire is used and make sure it is appealing to contemporary children. Can it be music generated by the children themselves? Involving other artforms such as drama and dance gives children another way in to the music and responds to their enthusiasms. Consider how to structure rehearsals so that younger children remain engaged.
- Consider the BWH offer to young people of secondary age, not in school groups.

## Detailed findings

### Primary pupils in years 3, 5 and 6

#### What they enjoyed most:

- Performing  
 'massive, scary, exciting and excellent' are some of the descriptions used.  
 Doing more than one performance was also appreciated 'Sometimes when you do lots of work then it's over too quick but this was better because it was longer and there's two shows'  
 'We've not done anything like this, we've performed in school but not like the Cathedral'  
 'being in the Cathedral'
- Acting and specific parts of the piece – particularly for years 5 and 6  
 The Storm, 'when all the animals come on and sing together', the freeze frame, the Rainbow
- Feeling proud and having fun  
 'a really big experience – I felt happy and proud' - mentioned by 17 students  
 'it was fun' - mentioned by 14 students  
 'best ever day of my life'  
 'would like to do it again one thousand million times'  
 'really really fun'  
 'it makes me feel special'  
 'it was spectacular, I've never had the chance to do it before'
- Working with professionals and older students especially the Cathedral Choir  
 'We're all on the same level'  
 'I liked the nice people at the Cathedral'

'It's good experience to work with those people'  
'Watching other people perform , like God and Noah'

- Self determination and being able to influence things  
'Sometimes we have an idea and sometimes they do. People listen to us'
- Making the masks – particularly for year 3
- 

Opinions on the music varied: 'I liked the music – it was simple tunes and it turned out good,' 'You get used to it,' ' The music was boring,' 'The music was booming'

What they didn't enjoy:

- Standing around/waiting
- Repeating over and over all but one child mentioned this.  
One child said 'It was a bit frustrating but in the end we got it all right' but this was a minority view.
- Physical discomfort – the masks having no nose holes, the cold, changes in temperature, the toilets being too far apart, the tram, being nervous, falling over when rehearsing.
- One or two – particularly older students - just didn't enjoy this kind of creative project 'It was sometimes enjoyable, at times pretty boring.'

What they want more of/to do in future

- Performing at The Bridgewater Hall, 'It projects your voice really well.'
- 'Projects with acting or dancing as well as singing.'
- Going to more concerts at The Bridgewater Hall.

The Gossips (1 Year 6, 4 Year 8?)

The Gossips were students from local music services who rehearsed with Chetham's staff and students before performing in the opera.

- Of this group, one student (a keen musician) was most inspired by, and enjoying, the music 'I'm really enjoying the Britten, it's a change from Mozart - we don't usually do a 20<sup>th</sup> century composer'.
- Most of the students highlighted the combination of singing and acting and the chance to work with professionals as the most significant and enjoyable aspects of the project and the strongest reasons for doing it. One girl had done it

because her friends were doing it. One non choir member described herself as, 'out of my comfort zone but enjoying it'.

- All had enjoyed working with the smaller children ('They're really cute and they look up to us'). All said they would like to do more projects.
- They would like The Bridgewater Hall to offer more for their age group and young people [by which they meant secondary school age and above] generally.
- One student was particularly keen that 'young people should have a chance to join in at the Bridgewater. I go to Hallé concerts and afterwards they give you a leaflet and there are some things you can do but it would be good if there was more generally for young people at the Hall.'

Music Co-ordinator Ken Lee

'The project is fantastic and the best part is the top quality of the partners – it's like winning the pools to be involved with organisations like these. Projects and performances should be where the investment is – there is the power of The Bridgewater Hall auditorium for children to perform in which is just extraordinary for them. The whole thing ups the prestige for the school and the children – it means they are getting out and being seen in this context – it's visibility. And it gives them connections. For example, the kids will get to tour Chetham's from their contact with the student. They are on a peer level with these students – and the Cathedral Choir. Already they say hi and chat to the Cathedral Choir and they've only met three times. They can see partnerships, be involved in performance, see the process of rehearsing and perfecting. This is such a big deal.'

Secondary schools: uJudge project

Year 7-9 pupils from two schools took part in a project directly linked to the research. They explored themes of stereotypes and informed decision making through drama, beatboxing, songwriting and samba drumming, which they performed onstage before attending a performance (The Judgement of Paris) in which they were asked to choose their preferred setting for the same operatic libretto. Saddleworth pupils attended the entire opera, whilst St Damian's only watched the first half.

Method

Pupils took part in creative evaluation sessions at the end of the project.

Saddleworth:

4/12 had been to The Bridgewater Hall before, all with primary school

2/12 had also been with parents.

11/12 had heard of The Bridgewater Hall before the visit.

St Damian's

8/33 had been to The Bridgewater Hall before:

5 with family

3 with school

Of those who hadn't been before:

10 knew what BH was

15 did not know.

The data from these sessions, and from an in-depth experience, is not presented here in full due to its volume. However, there are clear patterns emerging of pupils' experiences and ideas and these provide an accurate picture.

Pupils were asked to score a series of statements from 1 (disagree entirely) to 10 (agree entirely), and to give their reasons. They were also invited to complete the Bronze Arts Award during the project, with 41 achieving the certificate. Portfolios were also used as an evaluation tool, with responses written in these personal spaces supporting the feedback from the sessions.

I was inspired by the project

The most common scores in both schools were 5/6/7.

Pupils who voted this said that they had been inspired by parts of the project, most common being:

- The opportunity to work with musicians
- Making new friends
- The performance
- Increased confidence and self esteem (performance)
- Learning to teach other people how to beat box
- Learning new skills
- Drama was chosen as the most inspiring part of the project, but that there should have been more of that.

They had been inspired to:

- Try new things
- Never give up even when the going is tough
- Go further with their music

Pupils who gave this statement a 9 or a 10 cited the same reasons for being inspired, but also included other reasons:

- Inspired by other people's ideas
- Inspired by seeing other people perform
- Inspired by the opportunity to do Arts Award (only mentioned by 3 people)

Reasons that pupils had scored a 5/6/7 (scoring midway) or given this statement a low score included:

- We were misled – the project had been sold to them as a drama project and students involved in and passionate about drama had signed up and been disappointed by the focus on music. 'If we had been fully informed at the beginning we might not have done it'
- It dragged on too long – more than half of pupils said that the project had been too long and this meant they had been bored in parts and therefore had not been inspired.
- No pupils identified the opera as inspiring, almost all pupils identified the opera as being 'boring' and did not make any

connection between the process they had been through in the project and the decisions they made at the opera.

Teacher feedback:

'Very long days in one room. Slow pace at times. Not inspiring concert to watch. Learning new skills, mixing with different people, drama was fantastic, walking into The Bridgewater Hall, performing on stage, visiting artists and performers, opportunity for Arts Award. Brilliant practitioners involved.'

I learned something new (Saddleworth)

I learned something new that I can use in the rest of my life (St Damian's)

The question was amended in the second session to see if it made a difference to pupils' ability to reflect on their learning and the potential for applying that learning in the rest of their lives.

Most pupils responded with a 7/8/9/10 to this point. During conversation some pupils struggled to reflect on what they had learned and to see any potential for learning to have impact on the rest of their lives.

Saddleworth

Focus on skills:

- Beatboxing
- Samba drumming
- How to write songs
- How to teach other/younger people
- How to work as part of a team
- To be confident
- To never give up (I don't know if this was something the practitioners introduced, but it was said regularly in all of the schools, primary and secondary)

St Damian's:

- I have learned that working in a team can make a huge difference
- Performing on stage gave me more confidence and will help with a lot of other things
- We did drama and we were taught how to have confidence and presence around others

- I gave it a 4 because I don't really think I would need the skills that I have learnt here because I want to be a sound engineer or singer and I won't need any of this because I won't write the songs
- I could use this in later life for my CV, jobs, and teaching music. I gained people skills
- Lots of the things I learned would be helpful for the future, for example making choices, reviews, song writing, lyrics
- 10, because it will help you be confident and the more confident to more chance to get a job. And in front of kids because I want to be a teacher

At St Damian's, after changing the question slightly, the importance of a CV was mentioned many times and pupils seemed to be focused far more on their futures and preparation for having jobs and further education.

I was able to influence what happened in the project

There was a wide range of responses to this question across the two schools and the answer depended on whether an individual's ideas had been used in the project or not.

No reference was made to The Judgement of Paris – this was seen as something separate to the rest of the project.

- 0.5 We didn't get to choose what show we watched or what the project could have been about. Also we were told we could not do a song about stereotypes as another school had
- 5. I gave it a 5 because lots of people contributed a bit but I wanted to do loads, but others were chosen
- 10. We had influence on what was wrote etc because we were asked what was wrote, the style of writing and actions

Teachers identified ownership of the process as one of the main successes of the process, but this didn't necessarily reflect in the pupil feedback. Teachers told me that pupils had been given choices and opportunity to make decisions at many points throughout the project; "Pupils had the opportunity to influence the work done in the project especially lyrics, actions etc."

Some pupils were happy with the level of decision making they had (song lyrics, actions) whereas others (more confident and able pupils) wanted more control from the outset.

The Arts Award 'arts hero or heroine' presentations were identified by a number of pupils as where they had most influence.

When asked about the 'choices' they had made during the project (rather than influence), pupils said:

- The choice to be involved or not
- Having to choose between a day out as part of an exchange trip or rehearsals

- Who our ringmaster would be
- What the song would be about
- Which opera we preferred (this wasn't mentioned in relation to influence, but was in connection to choices)
- Genre of music
- What the song was about
- Colours
- Movements
- Best Beat Boxer
- Who you admire

I would like our school to be involved with The Bridgewater Hall in future  
 -and what would you like to do/what would you like to see happen for it to be a 'yes'

The majority of pupils scored 7/8/9 for this even if they did not want to be involved again themselves, they wanted other pupils to have the opportunity they had. 'Opportunity' was a word regularly used throughout the feedback – this may have been influenced by teachers.

- 0.5. The project had no interests with me and I did not enjoy it for the reasons I have mentioned. (the opera was for an older audience. The experience dragged on. We were treated like primary school children. We weren't included in the music) I would have preferred a subject closer to me, including common interests and the ability to fully and freely express myself
- 8. Yes, the Bridgewater Hall were very welcoming. It has been a great opportunity. It depends as I personally would prefer more drama. It's fun to work with different people such as Ste and Faz.
- 10. I would love Bridgewater Hall to come again, because I enjoyed the project so much. I would never have done anything like this if BH didn't come
- 10. It will get people interested in music. It was really fun and I developed skills.

Teacher feedback: "10. Opportunity to do something that doesn't happen every day. Variety of activities - drama, music, songwriting, on stage, beatboxing. Working with professionals, visiting BH, promoting arts in schools. Arts Award."

Recommendations by pupils and teachers

- Better communication before the project between teachers and BH so that teachers know what's happening and they can

tell pupils.

- Have an itinerary for the day, so we know what is happening
- Incorporate drama and dance more – musical theatre was seen as a potential way of combining the role of the BH with the interests of young people.
- We would like to perform again – the opportunity to perform at the Hall was very popular and most pupils wanted to do it again.
- Younger year groups (year 7) would like to have done it in yr 6 with the secondary school (transition project) older pupils disagreed. Younger pupils wanted the opportunity to work with older pupils in secondary schools, older pupils did not agree.
- Pupils told me that they really enjoyed working on the presentations – inclusion of more digital media in terms of recording learning and experience and as part of the performance would be popular with pupils.
- Tell the staff at The Bridgewater Hall to smile more

In general, the pupils' ideas for future projects were not hugely ambitious or out of reach. They suggested:

- The opportunity to play at the Hall
- To meet professional musicians
- To learn from professional musicians
- To feel welcome at The Bridgewater Hall
- For Bridgewater Hall musicians to come to school
- To do more drama/dance including musical theatre and interpretations of music through drama/dance.