

Young Musicians for Heritage



Final Project Report

2012

By

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Brief Project Summary (from initial HL application):

This project is about using the medium music - and specifically music technology - to allow young adults to creatively explore their own heritage, focussing on the Crewe Railway Age.

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1. Introduction

The Young Musicians for Heritage Project (M4H) has been characterised by intense community building and underpinning of community relationships in order to foster strong links with the community and allowing the activities to be built on trust, respect and equity before launching into creative workshops.

We have worked intensively with several community groups linked to the Wishing Well and their young people, two of which had been identified at the start of the project (Sherborne and Buzzin') and five groups (Monks Coppenhall Primary School, Wistaston Green Primary School, Cheshire Fire Service: RESPECT, Sherborne MC taster group and The Youth Village) were added as the project attracted interest and momentum. There were additional groups that had approached us for inclusion in our activities in 2012 (Sir William Stanier Community High School) but in the end we were unable to accommodate them due to capacity reasons. With Sherborne and Buzzin' there were ongoing activities, such as trips to historic localities (one History and Mystery Tour, two visits to the Crewe Heritage Centre, a guided tour to the Historic Crewe Hall, two visits to MMU campus for drama workshops, one trip to The Women's Library in London) and materials for devising performative and music related productions were collected by the various groups. Two (non-public) social networking sites were the communication hubs for all groups and images and ideas were shared on them. We also had a public social networking site where we posted our outputs from the project. Sherborne and Buzzin' worked on several ideas, one of which was a CSI-like historic murder mystery inclusive of the station location and a music drama production around the themes explored from the Crewe Hall visit, MCing pieces exploring the 1890 murder in Crewe, the first case in the UK to use fingerprinting and Crewe's suffrage movement. We delivered creative workshops (several music performance and music composition workshops, four drama workshops, some demonstration of technical equipment). We also delivered research and interview training to enable some of the participants to carry out archival research as a background to their heritage interviews of Elders in Crewe and Manchester.

As mentioned above, the project's activities gained a substantial amount of momentum and local dissemination and several additional groups asked to be included in our ongoing activities. This was specifically relevant for 2012 as this allowed us to draw upon additional resources to celebrate, in collaboration with Cheshire East Council, our centenary of the Manchester Metropolitan University, Cheshire (MMUC) campus, as well as the opening of the Crewe train station 175 years ago: the opening of the station signifies the start of the town.

A final Stakeholders' Meeting was held to allow everyone involved in the project to evaluate the project and to action plan for future initiatives, in so doing strengthening our existing and new partnerships.

2. Project Aims and our Achievements

Our project application had 5 aims. These are set out below, with highlights showing how the aims were achieved. Our aims allowed young adults to engage with their own local heritage by utilising the medium music (and specifically music technology) in some form and way:

Project Aim 1

To use music to facilitate the involvement with a heritage specific to the participants' locality

Our Achievements

- From across the project 91 young people were directly involved in producing specific music outputs that include: tracks about Crewe's 1890 Murder and Crewe's first Suffragette, incidental music to an interview about Crewe's local popular music in the 1950s, recordings and performances about Crewe's Rail heritage and Crewe's manufacturing history
- We (Sherborne Bungalow Youth Club) visited The Women's Library to collect a voice sample of the daughter of Crewe's first Suffragette, Ada Nield Chew, which we used in our heritage rap called "Ada Nield Chew"



Picture 1: Sherborne Bungalow Youth Club's trip to The Women's Library in London



Picture 2: Sherborne Bungalow Youth Club and the Buzzin' group on a Victorian tour of Crewe

- Using our tour of Victorian Crewe and the Crewe Heritage Centre, given by a local tour company, History Mystery Tours, as inspiration, we (Buzzin' group) wrote a song about Crewe's history for the 2012 Olympic Torch procession in Crewe
- Using our tour of Victorian Crewe and the Crewe Heritage Centre, given by a local tour company, History Mystery Tours, as inspiration, we (Sherborne Bungalow Youth Club) wrote a song about Crewe's first murder to use finger printing in 1890. The murder of Richard Davies by one of his young sons, who was later hanged, really captured the imagination of the young people on the tour (Sherborne Bungalow Youth

Club and the Buzzin' group). We also wrote a rap about that called "Who Killed Richard Davies?"

Project Aim 2

To provide opportunities where young people use their musical creativity to reflect on local heritage

Our Achievements

- From across the project 131 young people were directly accessed through 116 creative workshops
- In our workshops we (Sherborne Bungalow Youth Club) used MC music to explore the young sons' emotions that led to the 1890 Crewe Murder



Picture 3: Mike, young youth leader, accessed by the project, leading an MC session at the Sherborne Bungalow Youth Club as part of his Gold Arts Award



Picture 4: Wistaston Green Primary School recording Buzzin's heritage song, "Crewekelele" at our studios on the MMUC campus

- In our workshops we (Sherborne Bungalow Youth Club) used MC music to explore the Ada Nield Chew's contribution to the suffrage movement and through her letters to the Crewe Chronicle, we explored issues around early women's rights at the turn of the century
- In our workshops we (Buzzin' Group) used music to explore Crewe's more recent heritage by writing a song about it that was performed by a eukelele band from Wistaston Green Primary School
- In our workshops we (Sherborne Bungalow Youth Club) used electronic music with the use of the Fruity Loops programme to create moods that described imagined murder scenes at the Crewe's train station, as a way into exploring the building's rich history that dates back to 1837
- In our workshops we (Cheshire Fire Service: RESPECT) used music to explore the local Crewe rock'n'roll bands of the 1950s by writing our own Skiffle music
- In our workshops we (The Youth Village) used music to reflect on Crewe's rail heritage by collecting sounds of trains in Crewe train station and at the Crewe Heritage Centre and using them as samples to write a piece that combined an

electronic backdrop of the sampled sounds and a live percussion performance in our Celebration evening



Picture 5: Karim, from The Youth Village (Manchester), performing as part of the group, a rail-inspired live percussion and electronic composition in our Celebration Evening



Picture 6: Some Bronze Arts Awards peer to peer mentoring in a MC session at the Sherborne Bungalow Youth Club

Project Aim 3

To provide opportunities where young people can contribute creatively to local heritage

Our Achievements

- 25 young people from Monks Coppenhall Primary School, Cheshire Fire Service and The Youth Village directly contributed to researching and recording 7 heritage interviews of which 5 have formed an online heritage archive on the project's Facebook page on www.facebook.com/YM4HProject
- We (Monks Coppenhall Primary School, The Youth Village and Cheshire Fire Service: RESPECT) recorded interviews with Elders in Crewe and Manchester about their memories of working in Crewe on the railways, Crewe Works and its popular music culture



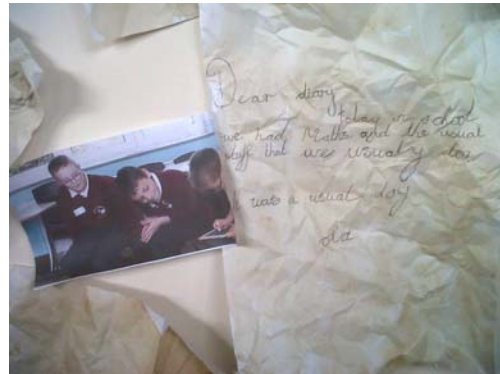
Pictures 7 and 8 are of Monks Copenhall Primary School interviewing Elders from Crewe about their memories

Project Aim 4

To provide opportunities for young people to be involved in producing something which in turn will enhance the access of other young people to local heritage

Our Achievements

- 10 young people from Monks Copenhall Primary School directly contributed to a display in the Crewe 175 exhibition at the Crewe Heritage Centre. Their display explored the life of Victorian children in Crewe whose families would have moved to Crewe because of the railways



Pictures 9 and 10 are from part of Monks Copenhall Primary School display, as part of the Crewe 175 exhibition at the Crewe Heritage Centre

- We (Manchester Metropolitan University, MMU) have facilitated the strengthening of the partnership between our school groups and The Crewe Heritage Centre, where we will be helping them to set up an Education Outreach department that focuses on schools and Key Stage 2 Local Victorian history, as a result of the school display that was mounted as part of the Crewe 175 exhibition
- We (MMU and Monks Copenhall Primary School) have produced a teaching resource to assist local primary school teachers in delivering Crewe Keystage 2 Victorian history
- From across the project 91 young people directly produced creative outputs about Crewe's heritage that are accessible on the project's Facebook page.
- 5 young people from the Buzzin' group have set up their own Heritage group called The Heritage Crew looking at managing heritage related activities directly tailored for young people



Picture 11



Picture 12



Picture 13

Pictures 11, 12 13: From left to right: Mike (young youth leader) performing at our Celebration Evening, Members of The Heritage Crew and Mike and Daria (MMU music graduate) performing at our Celebration Evening

Project Aim 5

To provide additional training on relevant skills, such as “interview training”, “digital media production”, etc.

Our Achievements

- 25 young people from Monks Coppenhall Primary School, Cheshire Fire Service: RESPECT and The Youth Village were given specific training in heritage archival research and interview skills



Picture 14: The RESPECT team from the Cheshire Fire Service interviewing an Elder about his memories of Crewe’s popular music in the 1950s

- 2 young people from the Sherborne Bungalow Youth Club were given specific training in music production skills using the software programmes, Fruity Loops and CuBase resulting in Gold and Bronze Arts Awards portfolios
- 12 young people from Wistaston Green Primary School were introduced to the workings of a recording studio



Picture 15: Young artists from Wistaston Green Primary School's eukelele band being shown the ropes in our SSL control room

- As a result of working with a local radio station (appearing on their shows to promote the project), Redshift Radio, we (MMU) have facilitated the strengthening of their partnerships with the community groups, as a member of The Heritage Crew has been invited to sit on their board as a youth representative. Redshift Radio wants to extend their involvement with us by providing cultural apprenticeship places that will allow apprentices to learn and apply their heritage knowledge to the making of radio features
- As a result of working with the heritage media company, Troubadour Cultural Heritage Foundation, we (MMU) have facilitated the strengthening of their partnerships with the community groups, as Youth Village has approached Troubadour to assist them on a heritage project exploring the history of Hulme and the Hulme Hippodrome in Manchester. Troubadour Cultural Heritage Foundation wants to extend their involvement with us by providing cultural apprenticeship places that will allow apprentices to learn and apply their heritage knowledge to the making of documentary features

3. Quantitative Monitoring Summary

Here is a brief Impact and Reach Analysis comparing figures between the Interim and Final report for our core Sherborne Bungalow and Buzzin' Youth groups. To reflect the growth of the project, as our core groups linked with other groups from across Crewe and Manchester, we will also present information that reflects the participation of all the groups accessed by the project.

Interim Report

Demographic of Young People reached

The tables below (1 and 2) show the distribution of gender, age, ethnicity and disability of the participants. All registered participants in the sample (N=50) we have reached come from economically disadvantaged backgrounds.

							Ethnic background				
	Male	Female	Ages 10 – 12	Ages 13 - 15	Ages 16 – 18	Ages 18 - 25	White British	Black British	Mixed Race	Indian	White European
Sherborne Bungalow	19	13	19	10	3	0	26	3	0	1	2
Buzzin'	11	7	5	7	6	0	17	0	0	1	0
Totals	30	20	24	17	9	0	43	3	0	2	2
% of sample (N)	60	40	48	34	18	0	86	6	0	4	4

Table 1

	Disability	
	Sensory Impairment	Learning Difficulty
Sherborne Bungalow	1	0
Buzzin'	0	1
Totals	1	1
% of sample (N)	2	2

Table 2

Reach and Attendance

Table 3 shows an average attendance of participants (young people between 10 – 18+ yrs) over 21 weekly sessions calculated from the overall numbers of young people who were registered to the project by virtue of attendance of at least one session. The average attendance of participants is calculated as a percentage of the number reached per group. However, if the number used to calculate the average attendance of participants were based on the core regular attendees (excluding one-off/sporadic attendees) the average rates would be substantially higher.

Overall number of Young People reached (sample)* (N=50)	Overall Average Attendance rate % of n=50	Number of Young People reached from Sherborne Bungalow (n=32)	Average Attendance rate for Sherborne Bungalow % of n=32	Number of Young People reached from Buzzin' (n=18)	Average Attendance rate for Buzzin' % of n=18
50	29.2	32	23	18	40

Table 3 * Shows only the young people who were participants in the project

Final Update (Core Groups)

Demographic of Young People reached

The tables below (4 and 5) show the distribution of gender, age, ethnicity and disability of the participants. All registered participants in the sample (N=86) we have reached come from economically disadvantaged backgrounds.

							Ethnic background					
	Male	Female	Ages 10 - 12	Ages 13 - 15	Ages 16 - 18	Ages 18 - 25	White British	Black British	Mixed Race	Indian	Chinese	White European
Sherborne Bungalow	42	23	36	24	5	0	56	4	0	1	1	3
Buzzin'	12	9	6	8	7	0	23	0	0	1	0	0
Totals	54	32	42	32	12	0	79	4	0	2	0	3
% of sample (N)	63	37	49	37.2	14	0	92	5	0	2	1	3.4

Table 4

	Disability	
	Sensory Impairment	Learning Difficulty
Sherborne Bungalow	1	0
Buzzin'	0	1
Totals	1	1
% of sample (N)	1.2	1.2

Table 5

Reach and Attendance

Table 6 shows an average attendance of participants (young people between 10 – 18+ yrs) over 50 weekly sessions at Buzzin' and 45 weekly sessions at Sherborne from the overall numbers of young people who were registered to the project by virtue of attendance of at least one session. The average attendance of participants is calculated as a percentage of the number reached per group. However, if the number used to calculate the average attendance of participants were based on the core regular attendees (excluding one-off/sporadic attendees) the average rates would be substantially higher.

Overall number of Young People reached (sample)* (N=86)	Overall Average Attendance rate % of n=86	Number of Young People reached from Sherborne Bungalow (n=65)	Average Attendance rate for Sherborne Bungalow % of n=65	Number of Young People reached from Buzzin' (n=21)	Average Attendance rate for Buzzin' % of n=21
86	9	65	12.5	21	33

Table 6 * Shows only the young people who were participants in the project

Analysis 1

Growth of Core Groups %	Difference between Overall average attendance rates %	Difference between average Sherborne attendance rates %	Difference between average Buzzin' attendance rates %
+72	-20.2%	-10.5	-7

Table 7

Table 7 shows that there was a 72% increase in core participants reached over the course of the project. However, a 20.2% overall decrease in average attendance can be seen. This can be largely explained by the larger decrease in the average attendance for the Sherborne group, where there were greater influxes of participants who joined the group for a shorter number of sessions. We noticed that shorter interventions for the core groups such as MC workshops for Sherborne Bungalow Youth Club over sessions 26-33 brought higher numbers of participants in the sessions, although this was due in part to external social factors to do with the estate. However, the transient nature of the group was identified in as early as session 5, as the issue around participation was discussed.

In slight contrast the decrease in the average attendance for the Buzzin' group was less marked because the group was less transient than the Sherborne group.

Final Update for all the groups in the project

Demographic of Young People reached

The tables below (8 and 9) show the distribution of gender, age, ethnicity and disability of the participants. All registered participants in the sample (N=131) we have reached come from economically disadvantaged backgrounds.

							Ethnic background							
	Male	Female	Ages 10 - 12	Ages 13 - 15	Ages 16 - 18	Ages 18 +	White British	Black British	Mixed Race	Indian	Chinese	White European	Black African	
Sherborne	42	23	36	24	5	0	56	4	0	1	1	3	0	

Bungalow													
Buzzin'	12	9	6	8	7	0	20	0	0	1	0	0	0
Cheshire Fire Service RESPECT	7	1	0	7	1	0	8	0	0	0	0	0	0
Sherborne MC tasters	5	3	0	1	6	1	6	1	1	0	0	0	0
Monks Coppenhall Primary school	4	6	10	0	0	0	9	0	0	0	0	1	0
Wistaston Green Primary School	4	8	12	0	0	0	12	0	0	0	0	0	0
Youth Village	5	2	0	0	0	7	2	0	0	0	0	1	4
Totals	79	52	64	40	19	8	113	5	1	2	1	4	4
% of sample (N=131)	60	39.6	48.8	30.5	14.5	6	86.25	3.8	0.76	1.53	0.76	3.05	3.05

Table 8

	Disability	
	Sensory Impairment	Learning Difficulty
Sherborne Bungalow	1	0
Buzzin'	0	1
Cheshire Fire Service RESPECT	0	0
Sherborne MC tasters	0	0
Monks Coppenhall Primary school	0	0
Wistaston Green Primary School	0	0
Youth Village	0	0
Totals	1	1
% of sample (N)	0.76	0.76

Table 9

Reach and Attendance

Tables 10 and 11 below show an average attendance of participants (young people between 10 – 18+ yrs) over the entire project from the overall numbers of young people who were registered to the project by virtue of attendance of at least one session. The average attendance of participants is calculated as a percentage of the number reached per group.

However, if the number used to calculate the average attendance of participants were based on the core regular attendees (excluding one-off/sporadic attendees) the average rates would be substantially higher. The overall average attendance rate for the project converts to 7 participants per session across the whole project for its total duration.

Overall number of Young People reached	Overall Average Attendance rate	Number of Young People reached from Sherborne Bungalow	<i>Average Attendance rate for Sherborne Bungalow</i>	Number of Young People reached from Buzzin'	<i>Average Attendance rate for Buzzin'</i>	Number of Young People reached from Cheshire Fire Service RESPECT	Average Attendance rate for Cheshire Fire Service RESPECT
	% of n=131		% of n=65		% of n=21		% of n=8
(N=131)	(116 sessions)	(n=65)	(45 sessions)	(n=21)	(50 sessions)	(n=8)	(3 sessions)
131	5.66	65	12.5	21	33	8	83.3

Table 10

Number of Young People reached from Sherborne MC tasters	Average Attendance rate for Sherborne MC tasters	Number of Young People reached from Monks Coppenhall Primary school	Average Attendance rate for Monks Coppenhall Primary school	Number of Young People reached from Wistaston Green Primary School	Average Attendance rate for Wistaston Green Primary School	Number of Young People reached from Youth Village	Average Attendance rate for Youth Village
	% of n=8		% of n=10		% of n=12		% of n=7
(n=8)	(5 sessions)	(n=10)	(5 sessions)	(n=12)	(5 sessions)	(n=7)	(3 sessions)
8	37.5	10	100	12	100	7	62

Table 11

Analysis 2

Growth of project (in relation to core groups)	Final difference between Overall average attendance rates between core groups and whole project %
%	
+52	-3.34

Table 12

Table 12 shows that the number of participants in the project grew by 52% as new groups joined the core groups. Table 8 also shows a slight increase in ethnic diversity that the growth in the project generated. The table also shows a slight overall drop of attendance rate when comparing the attendance rate of just the core groups and attendance rates for all of the groups combined (including the core groups). Tables 10 and 11 show that interventions of 10 sessions or less gained the highest attendance rates (up to 100%) and the new groups tended to fit this model. This phenomenon was discussed in Analysis 1.

4. Qualitative Feedback

The following quotes are taken from our *Crewe Conversations: Evaluating Well-being* evaluative videos on our Facebook page. To hear more conversations about the project including some issues that were raised about “youth representation” in areas concerning youth employment and education please visit our page at www.facebook.com/YM4HProject.

The quotes cover issues around

- Partnership building
- Educational Aspirations
- Youth Leadership

Partnership building

The quote below highlights the importance of the partnership this project has allowed between MMU and one of our core partners. Due to the length of time we had in this project, we were able to embed creativity into the fabric of youth club activities:

“...the Musicians for Heritage [project] is different because we've had long term involvement from the students and support and expertise. The children have been very fulfilled by some of the work that they have done. I think for the students it has been a very good experience....it's thrown them into the real world of what they might be up against when they finish uni[versity]....The partnership with MMU is going to grow...”

Crewe Conversations: Evaluating Well-being - “Hilary and Tracey [workers] from the Sherborne Youth Club”: 4:36
Last accessed 9.10.12 www.facebook.com/YM4HProject

Educational Aspirations

The value of accessing young people through our taster workshops was mentioned below, as one of our young leaders was able to use this project as a springboard for his own educational aspirations:

“.....What do you get out of working at the Sherborne Bungalow?”
“I get a lot out of it really. I get to see young people having opportunities that I never had....work with them....leading in workshops. Personally it has inspired me to go to university....It's been educational.....because I've learned things about Crewe heritage that I didn't knowso been teaching that to young people”

Crewe Conversations: Evaluating Well-being - “Mike, young session leader, being interviewed by a participant”: 0:00
Last accessed 9.10.12 www.facebook.com/YM4HProject

The quote above is particularly interesting because the participant was mentored by one of our music students and because of this and his participation in the project; he was granted a guest ICT account that gave him time-limited access to the Library and all of its electronic resources. This was useful to him as it helped him to study for his Gold Arts Awards. It is also important to note that he has since gained a place to study creative writing and music production in our department of Contemporary Arts.

Another young person accessing the learning opportunities that the project offered:

“I heard that I could do this Arts Award.....they said that....I could rap...I thought it would be a good chance to get me to where I want to be”

Crewe Conversations: Evaluating Well-being - "One of our Rising Stars" [a participant]: 4:25
Last accessed 9.10.12 www.facebook.com/YM4HProject

Youth Leadership

One young leader from The Heritage Crew cites the importance of the project in terms of his own youth leadership potential:

"...a place that I look forward to coming to because I've lots of troubles at home and a few troubles at school; here I can be myself and be a leader"

Crewe Conversations: Evaluating Well-being - "Young People at Buzzin' talk about their well being" [a participant]: 0:20
Last accessed 9.10.12 www.facebook.com/YM4HProject

5. Project Profile and Publicity

From start to finish we have endeavoured to promote the Young Musicians for Heritage Project. We even used conferences to promote its anticipated methodologies from before the start of the project. Our promotion has taken the form of mixed media outlets including; conferences, discussion seminars, radio features, awards, newspaper features, performances, Internet websites and social networking sites.

Our Project's partnership-working won a *Manchester Beacons Recognition Award: New Partnership (NCCPE) September 2011* (see appendix):

- <http://www.manchesterbeacon.org/awards/view/8/Recognition-Awards>

Our Project's partnership-working was featured as a *MMU Cheshire Home, Contemporary Arts page, News Article, 29.11.11*:

- <http://www.cheshire.mmu.ac.uk/dca/newsevents/news.php?number=170>

Our Project's partnership-working using heritage and history was featured in a discussion seminar called *Footprints in the Sand* at Manchester's *Z-Arts Centre*, organised by the Manchester community history organisation, *Say it Loud*, 9.9.12:

- <http://sayitloud2012.blogspot.co.uk/>

Our Project's Celebration Evening was one of the featured events in our *Faculty's Centenary Celebrations*, as a key event promoting young talent, in association with *Crewe's 175 anniversary celebrations*. We had over 70 people attend the evening in support of our community groups, which included the attendance of *The Worshipful, The Deputy Mayor of Crewe, Councillor Irene Faseyi*. Our Centenary Celebrations attracted over 1000 visitors over the week. 12.9.12:

- <http://www.cheshire.mmu.ac.uk/centenary/schedule.php>

Our Project's partnership-working using heritage and history was featured in a conference called *A Showcase of Community Engagement* one of the key events of the *Festival of Ideas* organised by the Manchester Metropolitan University, Cheshire as part of the *Faculty's Centenary Celebrations* 14.9.12:

- <http://www.cheshire.mmu.ac.uk/centenary/schedule.php>

Our Project's partnership-working using heritage and history was featured in a conference called *Community and 'Big Society'* at the COMMUNITY RESEARCH GROUP, MMU

CESHIRE ANNUAL SYMPOSIUM organised by the Manchester Metropolitan University, Cheshire 8.6.11 (see appendix)

Our Project's use of music technology to mediate heritage and history was featured in a conference called the *European E-Motion Conference: Music Technology in Education for Young People at Risk of Social Exclusion* organised by Plymouth University 3.11.10:

- <http://neuromusic.soc.plymouth.ac.uk/emotion.html>

Our Project also features on the *Engage U* website for *European Competition for Best Innovations University Outreach and Public Engagement* as an example of best practice, 9.3.12:

- <http://www.engageawards.org/entry/43>

Our Project has a Research page *Young Musicians for Heritage Project* on the MMU Cheshire Home, Contemporary Arts page:

- <http://www.cheshire.mmu.ac.uk/dca/projects/young-musicians-for-heritage-project/>

Our Project has a Facebook page, *Young Musicians for Heritage Project*:

- www.facebook.com/YM4HProject

Our Project also featured on *BBC Radio Stoke*, 15.9.12 (see DVD appendix):

- <http://www.bbc.co.uk/programmes/p00y1hfn>

Our Project was promoted twice on Redshift Radio, 28.8.11 and 18.9.12:

- (see DVD appendix):

Our Project featured in our local paper *The Crewe Chronicle*, 12.9.12:

- <http://www.crewechronicle.co.uk/crewe-news/local-crewe-news/2012/09/12/young-people-create-musical-memories-of-crewe-in-heritage-project-96135-31814324/>

Facebook Analytics: *Young Musicians for Heritage Project*
(www.facebook.com/YM4HProject - see appendix)

People reached	Fans reached	Prospective market (friends of fans)
19.7.12 – 12.9.12	19.7.12 – 12.9.12	19.7.12 – 12.9.12
12,335	63	23,271

6. Lessons Learned

As discussed in Analysis 1, we learned that when working with a group over a very long period of time (e.g. over 12 months), it is important to try to programme discrete programmes of activities that can be promoted to different participants over the course of the programme. We tried to do this when we organised the Street Dancing and MC tasters at Jubilee House as an extended part of Sherborne's activities. Although we only attracted 8 participants with an average attendance rate of 37.5%, this strategy proved to be very successful because we were able to identify and work with a potential youth leader from these sessions. This individual went on to receive mentoring from one of our MMU music students, study for a Gold Awards and lead his own MCing workshops at the Sherborne Bungalow Youth Club, where he initiated and led the research into Ada Nield Chew (his own personal interest) for the group's heritage rap on this topic. He also eventually, gained a place to study music and creative writing in our Contemporary Arts department.

We found that working in a transient environment such as a youth club had its many challenges, especially as the location of the youth club played a vital part in determining participation levels; events happening on the estate that were outside of our control often left us at their mercy in terms of participation rates. We also found that participation tended to be “seasonal” where we attracted less young people in the dark winter months but also we observed a similar tailing off in the long summer evenings. Working with the Sherborne Bungalow Youth Club, we found that on the whole, outings to heritage sites were well attended, as were the MC recording sessions. Both of these types of activities happened to be discrete programmes woven into the fabric of the youth club’s activities.

We also learned that expanding the project by inviting other groups, acted to connect communities as they were able to see each other’s work on the Facebook page and use the work of others as sources of inspiration for their own heritage-related work. The *Crewe Conversations* (an online filmed dialogue between the groups, (see www.facebook.com/YM4HProject) worked especially well to get the groups relating to each other within the project. We found that this online dialogue was particularly useful when the groups met each other on heritage site visits and when they met each other in our Celebration evening event.

7. Future Opportunities

Cultural Apprenticeships

Our media partners, Troubadour Cultural Foundation and Redshift Radio have expressed an interest in offering broadcasting and journalist apprenticeships, where apprentices could learn how to apply their heritage related skills and knowledge to make documentary films and radio features. We are planning to integrate this opportunity into our two year HLF “Talking Heads” heritage project, the bid for which is currently under review.

Connecting Communities

As a result of the project, The Youth Village (Manchester) and The Wishing Well (Crewe) have joined forces by arranging MC sessions, where both of their young people can write and perform together. This has already started with a visit to Manchester by the Crewe based, Buzzin’ group but will continue by young people visiting each other’s communities and working with each other in their neighbourhoods. The Youth Village and The Wishing Well have also begun to look at putting in joint bids for funding (Lottery and various others) to sustain these activities. The Youth Village’s research into the contribution of Afro Caribbean rail workers to Crewe’s rail heritage has inspired them to research the heritage of Hulme and the Hulme Hippodrome and they have approached us and the Troubadour Cultural Heritage Foundation to assist them.

As a result of promoting the project on Facebook and other social networking media, The Brighton Black History Group have expressed an interest in replicating our project in Brighton with some of their communities, as they were impressed by the creative methodologies we used to engage local communities with their heritage.

Extended Community resources

As a result of the project, The Wishing Well has received funding from Cheshire East to buy equipment to assemble its own community project recording studio. The studio has been modelled on the MMU studio provision that was used in the project, where the equipment was extremely portable and enabled a small space to be transformed into a temporary working recording studio. The Wishing Well is also strengthening its partnership with us by continuing its MC music provision by using the services of the young youth leader (who is now a student of ours) who led the MCing sessions in the project. Our student will be a paid worker for the

sessions by being an official MMU Student Ambassador, which is connected to our Widening Participation programme. We (MMU) are also advising The Youth Village on assembling a community recording set up so that it can effectively participate in reciprocal visits with the Crewe communities, as outlined above. The Youth Village and The Wishing Well via its new MC session leader (our Student Ambassador) will also be using their reciprocal visits to explore each other's local heritages of the *Sound System*, which was introduced to the UK's dancehalls by Coxon Dodds in the 1950s. They want to explore the making of the sound systems and they also want to interview the original Toasters, who will now be Elders in the communities, about their memories of working in the dancehalls with the early sound systems in the 1950s and 1960s.

As a result of the project, Wistaston Green Primary School has begun to use our creative music production students as freelance recording engineers (in their official capacity of Student Ambassadors), as their Learning Mentor has discovered the pedagogic value of delivering key aspects of the curriculum using Rap and MCing. As a consequence of this, the school is asking for assistance in recording and producing the raps, as well as some teacher-training in basic recording practice, as the school gears up to buy its own equipment. Wistaston Green has already arranged to record their larger ensembles in our studios, next summer, so that the sale of their CDs can contribute their extra-curricula entrepreneurial activities.

As a result of the project, Monks Coppenhall Primary School have asked our community arts students, who facilitated the workshops that generated the material for the school display in the Crewe Heritage Centre as part of the Crewe 175 celebrations, to return to deliver further creative workshops. Through the workshop generation of the Keystage 2 Victorian Crewe history teaching resource, the teachers have asked the students to return to deliver further creative workshops with the children, as they found that the creative processes in the workshops were useful for their own professional development as practitioners, as well as for the children's engagement with their local Victorian history.

Working with our students in their official capacity of Student Ambassadors is an important opportunity for sustainable (and transformational) partnerships with us, as through our students, our community partners gain significant access to some of our resources and facilities, helping us to further engage with our communities.

8. Appendix

- Folders of Facebook analytics spreadsheet, BBC Stoke interview, Redshift Radio interviews, Manchester Beacons Award, Brighton Black History group emails, Community and 'Big Society' schedule of papers and abstracts, Say it Loud emails, M4H monitoring sheets, registers and project materials for all the groups (all to be supplied on accompanying DVD(s))
- Our public Facebook page, please visit www.facebook.com/YM4HProject
- Access to Young Musicians for Heritage closed Facebook group pages upon request
 - You will have to ask to join so that the administrator can add you as a member, please identify yourself as a Young Roots Heritage Lottery Fund representative/account
 - Please notify us by email that you asked to join so that we can check the accounts and grant you access
 - Young Musicians for Heritage Group page (closed) – General group: please visit: <http://www.facebook.com/#!/groups/Youngmusiciansforheritage/>
 - The Heritage Crew Group page (closed) – Youth Leadership group: please visit: <http://www.facebook.com/#!/groups/theheritagecrew/>