



# MUSIC JUNCTION

Impact Report 22-23

June 2023





# OUR VISION

to bring young people together to create empowering shared music making experiences to shape a more empathetic and interconnected world



Innovation



Inclusion



Education



Wellbeing



Positivity





**"Hand in hand with music, we cross the bridge from imagination to reality"**

# WELCOME

*from Rosemary Warren-Green - Outreach Director*

Welcome to our Music Junction report. Hallelujah! Lockdown was over and we once again were allowed to visit schools in person and enjoy human experience, sharing out skills and continuing the amazing Music Junction vision. Danni Howard was our composer-in-residence whose task was to write a piece to embrace professional students and beginners. It was brilliant.

The MJ annual journey never ceases to amaze me. We travel from mentor training, followed by workshops with complete beginners, skilled musicians, young and old and creative freedom. Within a few months this flourishes and we arrive at a fantastic performance with MJ - young people alongside LCO. The sheer joy is something to behold.

Recent results from an Edinburgh University survey clearly show that children studying a musical instrument are better at cognitive skills and visuospatial reasoning. We find that this is the tip of the iceberg. Young people who join our musical journey gain across the board, musically and socially. This year the schools we work with have even described MJ as their secret weapon. MJ is creative, happy, relaxed and has incredible impact that always transcends expectations. A huge thank you to everyone who made this wonderful year possible.



4 mentor  
training sessions

1 Creative Director

1 composer

24 hours of  
creative workshops

3 MJ  
Staff

22 Music Junction  
musicians

44 instruments  
loaned with thanks  
to Harrow and  
Norfolk Music hubs

50 LCO musicians - a whole  
orchestra! (And a conductor)

2 Music Hub  
partners

15 mentor  
students

60 young participants onstage  
for the showcase concert



# OUR MISSION

Music Junction targets the UK's most disadvantaged areas to provide young people with access to life and social skills that improve their future prospects through music.



# PHILOSOPHY & GOALS

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Music Junction is unique in its approach of using music education to promote empathy and social connections between young people from diverse backgrounds. While many music education programs focus on developing musical skills and knowledge, Music Junction prioritises social impact





# LCO MUSIC JUNCTION

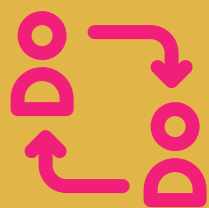
*Empowering Youth Through Music*

## Target Areas of Deprivation



Using research-backed data, Music Junction targets the UK's most disadvantaged areas to provide young people with access to life and social skills that improve their future prospects.

## Promote Peer to Peer Learning



Our geographical hubs bridge the gap between schools, allowing children to gain valuable experience in mentorship and leadership while learning from one another and performing music together.



## Create Bond and Foster Growth



We offer the perfect musical journey from feeder schools to communities, embedding the joy of making and performing music together. Our program fosters social growth and connection for participants aged 8 to 18, providing not just a music education but a holistic experience.

## Support Progression, Success and Achievement

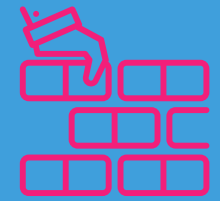


At LCO, we're proud to offer world-class musicians to guide individual musical journeys. Our carefully designed program supports each person's unique goals, from beginner to experienced musician.

## Provide Equal Access



We provide customised instruments and use technology to ensure equal access for all participants. Our team of experts and charities work together to enable everyone to improve their skills and contribute to the final orchestral performance



**Arts Council England**  
**Andrew Lloyd Webber**  
**Foundation**

**Foyle Foundation**  
**John Lyon's Charity**  
**Mercers' Company**  
**Mark Leonard Trust**

**Esmée Fairbairn Foundation**  
**Garfield Weston Foundation**







# Dani Howard

*Composer-in-Residence 22-23*

## Background

Each year we ask for feedback on the theme/musical genre of the Music Junction composition and it's changed to give participants the opportunity to experience different musical styles and work with different composers.

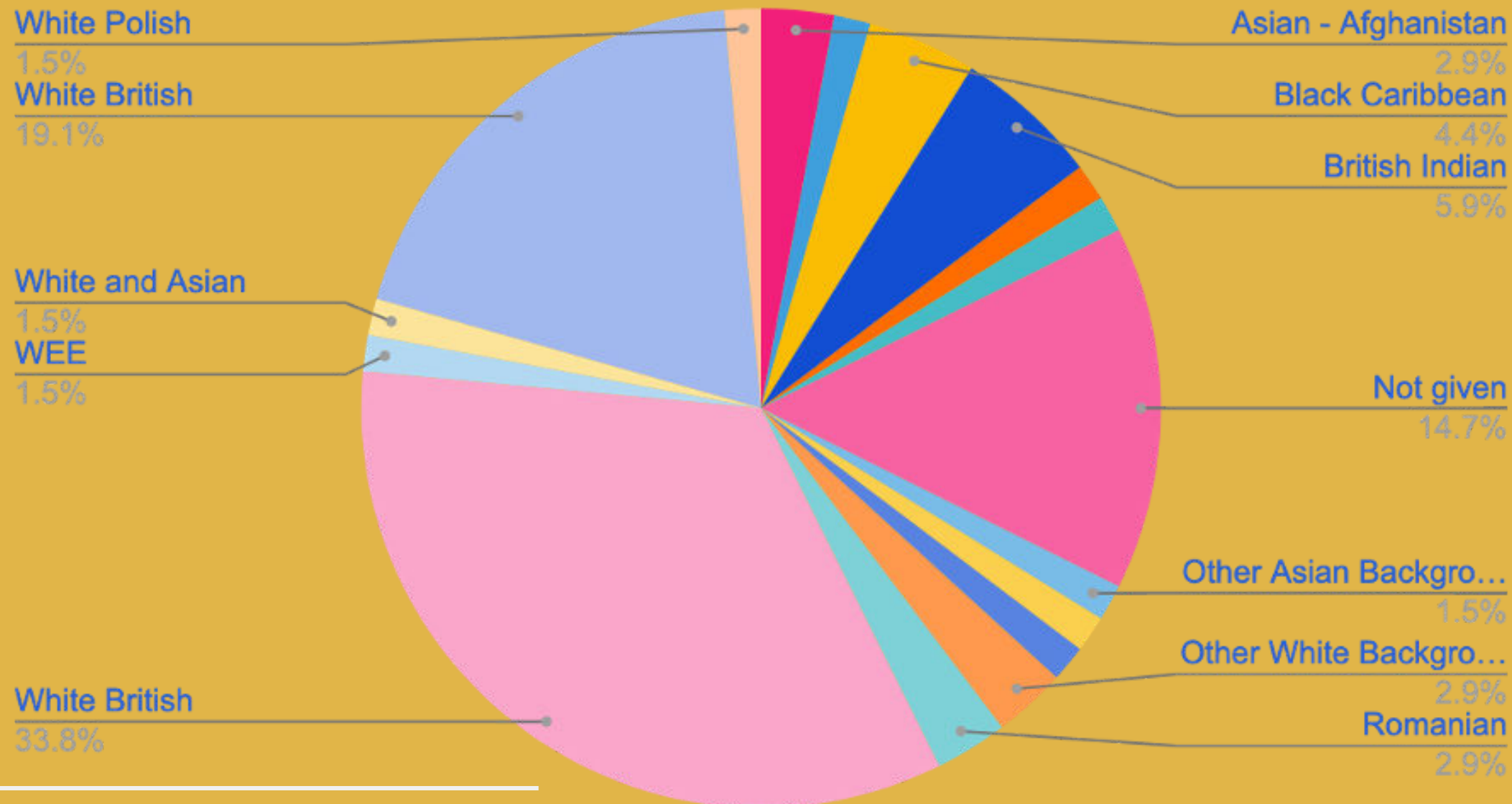
## Dani's piece

Dani was inspired by the Music Junction project itself, to write a piece entitled "Matchmaker". Writing it she felt like a matchmaker putting together the different parts of the piece together like a jigsaw puzzle, with everyone coming together from different walks of life to create music. This also included bringing together the wider community with the third and final movement involving audience participation. The piece inspired us to theme the Music Junction year around relationships and connections, and created the concert title "Compassion".



# WHO TOOK PART?

## Ethnicity



## Harrow

John Lyon School - Mentor  
St John's CofE  
Kenmore Park Junior School  
Shaftesbury High School (SEND)  
Partnered with Harrow Music Hub

## Norfolk

Springwood High School - Mentors  
Churchill Park (SEND)  
Necton VA  
South Wootton  
Partnered with Norfolk Music Hub

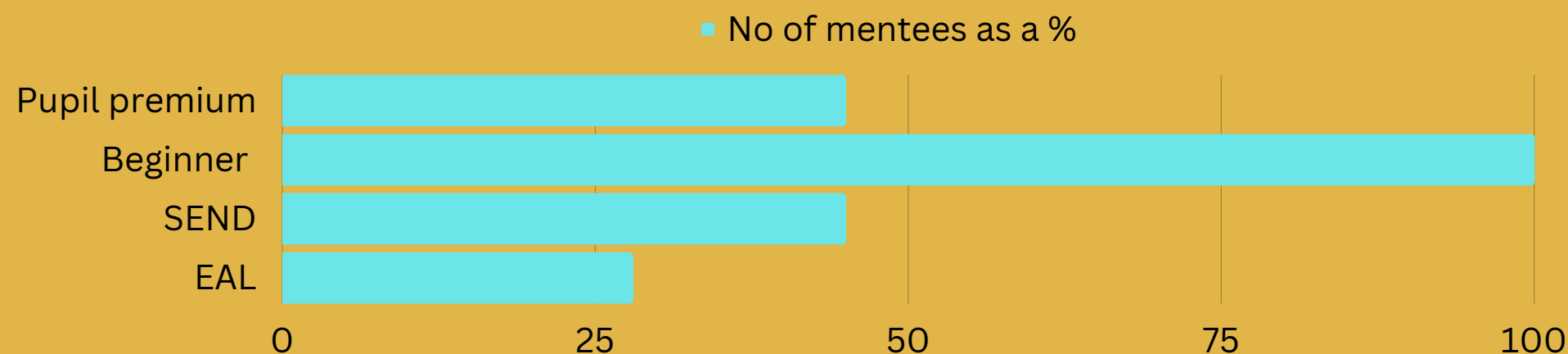
## Berkshire

High Close, Bernardo's School  
Blundell's School - Mentors  
Unfortunately due to staff illness this hub had to pull out before workshops had begun.

## Norfolk mentee v mentor



## Harrow mentee v mentor



### Example of mentors selection reason

- Wants to work in Education, and is an avid and enthusiastic musician
- Wants to work with primary children for a career with a music specialism.
- Wants to be a professional musician so experience of working with professionals will help him.

### Example of mentees selection reason

- very shy, limited vocabulary - support self-esteem and confidence
- Has lots of potential, very interested in music but academically struggles with traditional subjects. Could be a better role model to others but needs to have good focus and motivation to make best decisions.
- Has quite a musical ear but comes from a family where music is not encouraged. EAL
- Disadvantaged with an ongoing number of concerns both in school and at home

Mentee selection reason	%
Disadvantaged background	35
Social skills/support with inclusion	33
To gain confidence	31
Need a new opportunity	27
Enthusiasm for music	20
To develop concentration	10
Develop independence	2
Gain sense of achievement	2
Financial	2





"Music exists in the heart of the audience"

100% of all mentee participants had never played their selected instruments before Music Junction. Some participants had beginner lessons in class on another instrument. Some teachers gave additional detail about their participant abilities:

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ALL mentee students were capable of/had achieved the following:

1. Could take care of their instruments/get them in and out of cases
2. Play notes and rhythms from Matchmaker - grade 1-2 standard
3. Play together with their peers in an orchestra
4. Learnt some basic skill in counting (rests)
5. All students learnt basics of body percussion
6. Learnt how to improvise



Participants were asked  
'Describe Music junction in 3 words'



loved interesting relieved  
worried included music enthusiastic scary dance  
crazy exciting performance fun  
relived nervous surprised fabulous  
loud great confidence memorable fulfilled kind  
helpful fantastic proud joyful excited  
confident happy enjoyable  
skills good smiled inspirational  
amazing nice patience grateful laughed  
gorgeous empathetic inspired cool groundbreaking  
obtaining encouraged  
awesome



# ACTIVITY

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Music Junction is constantly evolving.

Each hub is co-created programme with our partners based on the individual needs of the pupils, families and the organisations

We review and evaluate the success and challenges each year; publish our findings; consult new ideas with our partners; and implement the following year.

Nov



## Training

Mentors developed leadership skills, empowering them to assist LCO musicians lead workshops. These sessions were led by Beth Higham-Edwards who has won the RPS Salomon Award for her work with LCO Music Junction.. Mentors focused on practising the music and public speaking for the in school performances



Dec



## Instrument Choices

We offer mentees the chance to explore different instruments through a performance by LCO musicians and mentors. The instruments we focused on this year were violin, cello, flute, clarinet, trumpet and percussion. With the help of partnering charities, we adapt instruments to meet each individual's needs, ensuring that all mentees have the opportunity to learn and play music.



Jan



## More Training!

Mentors prepared for the workshops inc. through interactive exercises, SEND safeguarding and delivery

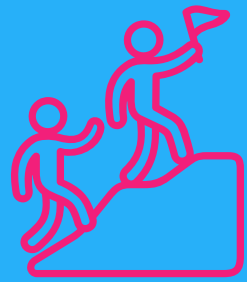


## Ice Breaker

A new session designed in consultation with our partners full of musical and social games without instruments. e.g. narrating a piece of music to a live performance to help with their speaking skills.



Jan-May/June



## Workshops

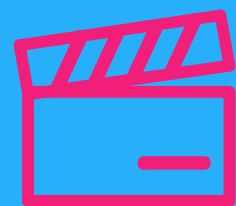
All participants engaged in 6 comprehensive workshops covering instrument learning, musicianship skills, and collaboration on a piece composed by our in-house composer. Our workshops foster self-expression, empathy, and a broader understanding of the world.



## Performance

Participants performed alongside LCO in front of families and friends under the baton of a world-renowned conductor.

May/June



# DID YOU ENJOY MUSIC JUNCTION?

"I liked going out of school to do something different. I also met people."

"It felt really good and I might even get my own trumpet one day"

Mentee

**100%** of mentees that took part in the whole programme said they enjoyed the Music Junction project



**67%** of mentees said they enjoyed the Music Junction project **A LOT**

"Because it helped build my confidence"

"I enjoyed it because I engaged with other people and enjoyed learning a new instrument"

"I enjoy Music Junction workshops because I like playing together with other students and musicians"





# DID YOU ENJOY MUSIC JUNCTION?

"Learnt to collaborate with young children and teach them."

"I enjoyed meeting new people, helping the children who were eager to learn and play together as an orchestra."

## Mentor

100% of mentees said they enjoyed the Music Junction project A LOT

100% mentors answered no, there was nothing they didn't enjoy



The biggest enjoyment factor, mentioned by 59% of the mentors, was the mentoring aspect of the project

"It was really fun and i enjoyed all the activities and seeing the progress people made week on week"

"I enjoyed going to the LCO workshops as it helped me learn a lot about myself and how you have to give everyone time and patience in order for them to learn and flourish."

"It was a great program that benefited everyone involved."



"If they can do that, they can do anything!"

# IN THEIR WORDS

## Teacher

"The overall impact of this experience on our children was simply fabulous.... The children have been made to feel welcome immediately. They were immersed in the world of orchestral music from the moment we stepped foot in the rehearsal hall and they have not looked back."



All the children who took part from our school were in different friendship groups, they have now bonded together through this experience and they have connected in different ways. Fundamentally, these children have experienced the flow of music in their lives and they now have the desire to find a way to carry this on, in whichever direction it can. This is something that would not otherwise have occurred

they get so much from taking part in the programme that it's wonderful they've gotten a chance to continue with it for another year.

Working together with different local schools. Welcoming schools to our site. Tuition from professional musicians. Sense of achievement following performance.

"Music Junction has most certainly **broadened our children's aspirations**. For all of them, the world of music, and especially classical music was not even in their consciousness. Now, many of them are talking about the joy playing their instrument has brought them, and how much they have **learnt about themselves** as a result of this project. The children have experienced something that so many children who learn instruments never get the chance to do - to play together as an ensemble, and even better than that, the ensemble are professionals, and building on that, they have an internationally acclaimed and prestigious reputation - **this is immense for them, actually it is, unimaginable!** ."

"The children enjoyed the workshops and the opportunity to play with others and meet musicians. The concert was a lovely way to end the project- parents were particularly appreciative to be able to attend and feedback was extremely positive.



# IN THEIR WORDS

## Parent

-What a wonderful time my child had learning the violin. She was so proud of her achievement and loved every minute (mentee parent)



·A great experience for my son and everyone else involved (Mentor Parent, JLC)

-My son struggled to start off with, but by the end his confidence and ability to take part was amazing to see, also to everybody who took part was amazing as well, well done to all of you (mentee parent)

·I think it's a wonderful scheme, that is enriching on many levels. The power of music should be realised more as research suggests its many positive benefits. The concert was utterly amazing. Thank you for this opportunity. (Mentee Parent, St John's CofE)

·My child loved taking part in music junction and the students who helped were amazing. (Mentee Parent Shaftesbury High)



# KEY ACHIEVEMENTS



## Ice breaker

This session was designed in collaboration with partners to: create greater integration between mentors and mentees; give more time on instrument maintenance and care; create a safe environment for those students feeling nervous and overwhelmed - often those students with SEND. Led by Beth Higham Edwards alongside mentors this trail session had a big impact on the rest of the programme and will continue to feature as a permanent part of the project.



## New Norfolk Hub

Following a successful pilot and consultation session, we are thrilled with the first ever Norfolk Music Hub. Targeting pupils in rural isolation and from lower economic areas, we have formed great partnerships with the 4 schools that took part and Norfolk Music Hub and looking forward to continued activity. We expanded our roster of musicians into Norfolk with local and regular LCO players learning from another and working side-by-side. Our Springwood High School mentors were warm and welcoming and took on their role with gusto.



## Community Concerts

We were overwhelmed by the positive comments and heartfelt messages from families and friends that attended the community concerts, the culmination of all the participants' hard work and a showcase of orchestral music by the LCO. Both concerts were focused on bringing together the community. The informal and relaxed atmosphere; memorable and exciting music choices were noted as particular highlights.



# SHOWCASE CONCERT



The highlight of the showcase concert with Dani's piece 'Matchmaker'

LCO musicians, mentors and mentees all played side-by-side, conducted by Christopher Warren-Green in community venues for participants family and friends. The local venues meant that more family/carers and friends were able to watch as barriers to traveling further afield such as cost of living crisis and having younger family members or work commitments had been noted in previous years.

The concerts in Harrow, St Trinity Church and Norfolk, Springwood School were both presented by Rosemary Warren-Green and included a feast of pieces from the movies, all linking to the theme of Compassion

96% of mentee parents that responded to our survey hadn't been to an orchestral concert before. The concert was full of music with tunes and long melodic lines were instantly recognisable to children and parents/carers, engaging the audience instantly which helps. Mentors and mentees were given the opportunity to perform their own short pieces within the concert.

"The concert was fantastic! We thought it was amazing" mentee parent

"I absolutely loved it. Was a wow moment, was expecting it. Was utterly uplifting and really touched my soul. Fantastic. Audience participation was a nice touch and interesting to hear about the composer's background. The presenter also spoke with passion, conveying the message well and was engaging. I think it's a wonderful scheme." - mentee parent

"It was spectacular, emotional, engaging and powerful a beautiful performance and a very proud moment to see my son playing in this environment" - mentee parent



# WHAT DID WE LEARN?

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We have embedded quantitative evaluation tools to understand the impact of the programme, and gathered data from mentees, mentors, families, LCO musicians, teachers and other partners. We focus on measuring emotional wellbeing, musical skills, confidence, community mindedness and inter-project relationships. The findings in our report inform aspects of our training, programme structure and artistic output. Below are some of our key learnings:



**RELATIONSHIPS** Structured and dedicated time to build relationships has an impact. The **ice breaker** was a positive addition to the project. When we asked participants if they felt encouraged or supported by pupils from another school, the number of participants who said yes had increased by 40% on previous years when there was no ice breaker. One teacher even commented to say it was the 'best session they have ever had with Music Junction' One mentor commented: "**It helped reduce the initial tension of not knowing anybody and help everyone get into the flow.**"

**SKILLS** Music Junction continued to make a real difference to young people

- 100% of mentees mentors, parents and teachers saying that participants had benefited from the project.
- ALL mentees felt they had gained or improved at least 2 skills or attribute from taking part in the project, with 93% feeling that they had improved 3 or more skills or attributes. The most significant were participants feeling they had improved their **self-confidence, musical ability and ability to concentrate**. 100% of mentors felt that had increased confidence, **leadership and empathy skills**
- 100% of teachers reported seeing their students either gain increase in **confidence in themselves and their abilities and musical/instrumental skills**. Furthermore, 86% reported students **gaining respect (for themselves and others) and empathy and an ability to work with others**. 71% felt their students had gained **communication skills and increased their concentration**.

**COMMUNITY** The programme encourages pupils to get involved in activities beyond music making

100% of mentors, parents and teachers thought that the project had made participants more **community minded**

97% of pupils **wanted to take part in other community project** and 93% wanted to **continue music making**

"Yes, I think it has. They enjoy being a part of something that involves other schools as they can sometimes feel a bit isolated."

South Wootton Teacher

"Yes, they all loved the performing element and the coming together with other schools, adults, teachers, especially as ours move on to high school where new found friendship can continue." Kenmore Park teacher

"**I think the project has challenged them to come out of their comfort zone and to take part in something they would not have usually wanted to do**" Shaftesbury High Teacher

## **IN PERSON DELIVERY**

Confidence and social connection were the two most important reasons for pupils selection. Aside from musical, these were also the most noted benefits noted from the mentees themselves. Despite hybrid models being offered, based off our learning from the pandemic, there was limited uptake and much stronger bonders and weight placed on relationships than previous years.



# LOOKING FORWARD

Our outreach programme LCO Music Junction has for many years addressed supported the barriers to music education facing young people. The urgency of these issues has intensified as:

- Existing social inequalities in the UK have widened and are especially apparent in cultural capital and music education with continued cuts to arts education, lack of accessible provision and its marginalising in school curriculums. A recent report from the Incorporated Society of Musicians (Music: A Subject in Peril? March 2022) revealed 'a shocking picture of inequality across the sector' with music provision and investment.
- Lockdown has proved a disaster for young people at every stage of their development, and the UK is experiencing a 'ghost children' crisis. A new report from the Centre for Social Justice, Lost and Not Found, uncovers the damaging scale of severe absence. Three times as many children receiving free school meals are severely absent from school than those pupils who aren't eligible. Schools without the capacity to respond are turning to cultural enrichment partners to improve attainment and begin transforming these pupils' and their families'/carers' lives.

We have been approached directly to address this issue at Drapers Academy by acting Head, Sue Monk, who noted that pupils who participated in LCO Music Junction during our previous partnership with the school (2015-18) increased their attendance and academic performance.

We know that we must respond to this situation and shape an enhanced programme of outreach work through LCO Music Junction that will create meaningful opportunities for disadvantaged young people.

In 23/24 we will:

- Work on **expanding our Music Junction Hubs** with partnerships forming to create a new hub in Havering and Oxfordshire and 2 pilot hubs in South Watford and the Breckalnd areas. Continuing to work in **economically deprived areas and cultural cold spots** will directly address the cost of living crisis and target generational lack of cultural education and value.
- Continue to provide a **high quality and data driven outreach programme** which is tailored to the aims and needs of each individual school and their young people.
- Create a **sustained long-term LCO Music Junction programme within schools** to take the place of the lack of music education and community projects in schools, providing a detailed legacy of how we are supporting musical progression and retention routes, embedding music into a community and creating a pathway for each young person taking part in the programme to progress on musical instruments from 8-18. Building on our partnerships with Music Junction Hubs, we will find other organisations to partner with to **support the musical journeys of all of our MJ alumni.**
- We will also be working on building **stronger and more inclusive programme** to give equal opportunities to the pupils that we work with with SEND by partnering with specialist organisations and building on consultation from our SEND schools. Part of this will include creating 'pen profiles' including their individual aims from the programme for all young people to help out musicians and mentors be better informed on how to work with and support the mentees we work with
- We will **build on the knowledge from our newly appointed trustees** ([www.lco.co.uk/about/whoweare](http://www.lco.co.uk/about/whoweare)) who have a range of experience in music education and outreach and represent a broad cross sector of society.







THANK YOU TO ALL OUR TRUSTS, FOUNDATIONS, CORPORATES, PUBLIC FUNDERS, INDIVIDUAL GIVERS, PARTNERS AND COMMUNITY GROUPS WHO SUPPORTED ORCHESTRAS FOR ALL'S WORK DURING THE YEAR, WITHOUT WHOM NONE OF OUR MUSIC-MAKING OPPORTUNITIES WOULD HAVE BEEN POSSIBLE.

**Music Director & Principal Conductor**

Christopher Warren-Green

**Education & Outreach Artistic Director**

Rosemary Warren-Green

**President of The London Chamber Orchestra**

Vladimir Ashkenazy

**President of the Patron's Circle**

The Countess of Chichester

**Lifetime President**

John Wates

**Chair of London Chamber Orchestra Trust**

Martin Childs

**Patron**

Her Majesty The Queen Camilla

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