

## Interactive Music-Making for Practice: Working with the Under 5s A report into an evaluation of outcomes for the first cohort of students (2012)

The IMM course started ten years ago, driven by the conviction and experience of its founders, Sarah Hadley and Alexia Quin. Having piloted the approach with 2 cohorts of practitioners, we turned to them to evaluate its medium-term impact:



To what extent did Interactive Music-Making strengthen their work with young children and how were the benefits experienced by parents and by the practitioners themselves?

Read on to discover the findings of independent researcher Anne Pinney from her consultation with our early Interactive Music-Makers, which gave us the confidence to continue to offer the course and welcome the 54 practitioners from 28 settings who have participated in the last decade. Since the course began, the opportunity to access music as a part of care has been created for over 20,000 under fives.

The research elicited the following examples which endorse the practice of our graduate Interactive Music-Makers in South-east London:

“There was a boy with social and communication needs in one of my groups ... He came out with his first word ever and kept going from there! I was able get him referred on to Music Therapy, music was clearly making an impact.”

“There's one child we work with who has downs syndrome, who loves IMM – as soon as I get the instruments out, he immediately pays attention, comes and waits for me ... it's an amazing tool.”





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"I had a very active 2 year-old who preferred to run than sit! I joined him 'running' using the beat of the music to mimic his actions ... All activities were active first and then we encouraged him to slow down with the music."

"We had a young child who had no words, literally. By her second IMM session she was using words and she'd made significant progress (in speaking) after 4 weeks."

"One child had cerebral palsy, he had a tightly clenched arm and hand. Over time he relaxed with the music and started to reach out, using his hand to feel the chimes."

"We had a little Polish boy - English was a new language for him - he gained massively in confidence."

"I worked with one little girl who had social issues ... she was very introverted and not getting any support. She really grew in confidence. Now she'll come and find me and ask to do music."



2020 Award recipients

And how the parents of the children involved in interactive music-making have recognised its value:

"For one child who had high end autistic spectrum and behavioural difficulties, this was the first time we found an intervention that really engaged him and that his parents committed to."

"There was a little Vietnamese girl who was very shy, she couldn't speak English ... and then there she was outside, singing Wheels on the Bus ... It was a real turning point, her mother was in tears."





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### And experiences of the course itself:

"It's the best professional development I've ever done." (Graduate)

"I think it's the most positive course we've ever had. It really fed into our practice. I would really recommend it." (Manager)

"The course seemed to me to strike the right balance between theory and a very practical approach. [The teaching] was delivered with a fresh and different approach always making music the key, and helping me to view my current practice in a different light..." (Graduate)



Holly (IMM 2018-19) running a group

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