



What **music** means to me...

Consultation on behalf of the Sheffield Music Hub

April/May 2023

who are we?



Rae

Clare

Jake

Wilster

Meg

Belinda

the commission:

To seek views from a diverse mixture of secondary aged young people that do and don't currently access Sheffield Music Hub provision.

Include care experienced young people

Include young people on free school meals

Focus on local areas where there are fewer young people engaged in music hub offers

Talk to Tracks, Sheffield Music School's Saturday project

One to one artist interviews with young people from Slambarz and Tracks

Consult about The Hub vision for a city centre music base called 'The Harmony Works'

Provide a report and facilitate a 'vision and mission' session with Board members, 22 June 2023.

WHO WE SPOKE TO



Hinde House



All Saints



Ecclesfield

Pupils at:

Young people at Tracks,
Sheffield Music School's
Saturday project

Sheffield artists at Tracks

Sheffield artists at Slambarz



HOW we did it

Young people ran workshops to ask:

- What music means to me?
- Who are your favourite artists and what are your favourite genres?
- If you could learn any sort of music, what sort of music would you like to learn or do more of?
- What would help you make music?
- What are the barriers that stop you getting involved?
- If you were going to learn music outside school where would be the best place?
- How do you want to hear about opportunities to get involved in music?
- Who are your music ninjas?



HOW we did it

Artists leading one to one interviews to ask:

- Tell us about your musical journey to date?
- What helped you find your way into music?
- Who are your music ninjas?



HOW we did it

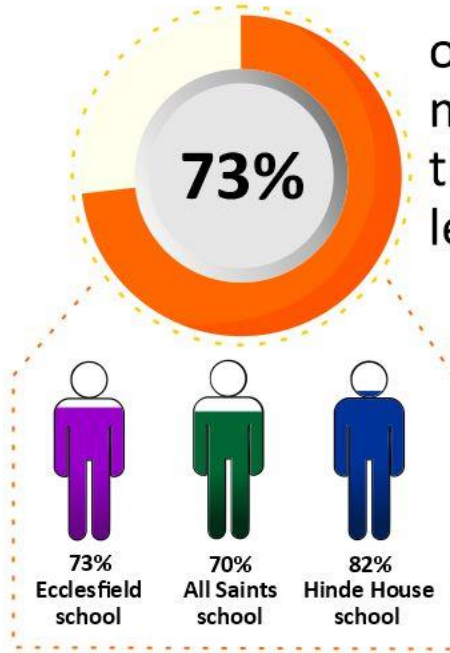
Harmony Works

We shared the architect's model and vision with all the children and young people we met. We asked:

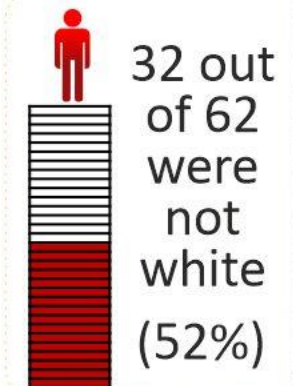
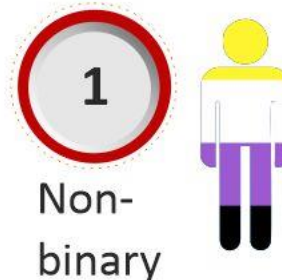
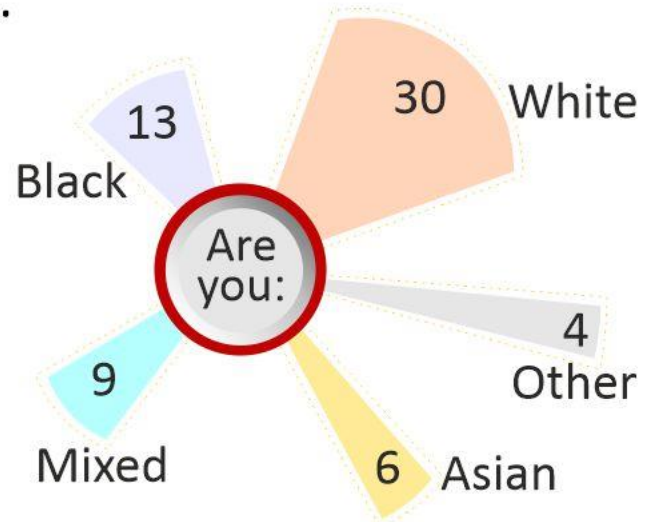
- What do they think of the idea?
- What would they want in the building?
- What would they like to see happen there?



who we spoke to

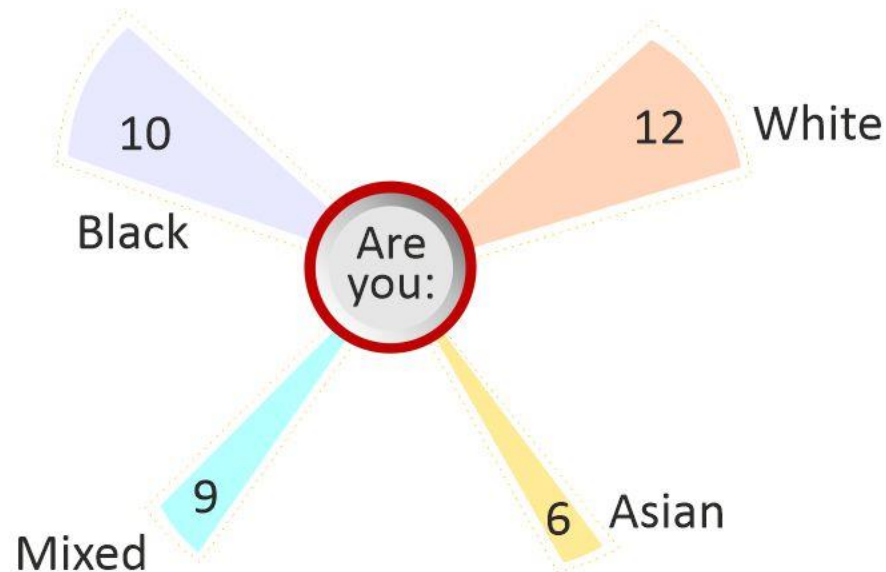


of those we spoke to do not receive any music provision outside school which was the key demographic we were hoping to learn from.



who we spoke to

Of the people we spoke to who are involved in music provision...



Results: schools

Young people not involved in additional music provision

Music means a lot to nearly ALL the young people we spoke to. 76 of the 79 young people were able to tell us what music means to them. Music is immensely powerful & meaningful to the young people we spoke to. Some of the most powerful and moving statements came from those that are **not** currently engaged in any music provision outside their lessons. All below statements are from young people that do not currently have any music provision outside compulsory school lessons:

What music means to me...

"I like listening to music because it helps me focus and escape reality for a little while"

"It helps me escape the world, like all my problems disappear"

"Life and vibe. I like super depressing stuff or vibes. It doesn't make me nervous. I put it on to start day-dreaming. It's an escape from reality"

“Music comforts me when I feel down or want to cheer up. It really helps me when I am going through phases in life and without music, I wouldn't be me. Overall music means everything to me”

“TO ME, MUSIC IS A GOOD WAY TO EXPRESS EMOTIONS OR CALM DOWN. ALSO, IT CAN HELP ME FOCUS OR PUT ME IN A BETTER MOOD”

“**Music** actually means liveliness expressing your feelings. It gives you strength to keep. To ease boredom. Like talking in a language, you can understand and **makes you feel alive**”

“I just rave all the time to old school drum and bass”

“When I am happy, I listen to happy songs when I'm happy, and sad songs when I'm sad”

“When I listen to music it controls my emotions depending on what it is. I prefer music with a loud beat, it makes you feel like the beat is inside of you”

“**I think music makes me warmed up, let's say I was dancing around with my friends, and it helps me calm down**”

"I listen to music to relax"

I think it's a great way to express yourself by your music. For me right now my favourite is Phonk, Its basically music with a lot of beats

"There are always new songs to discover so you can always find something new, which lets you find new meanings and stories in the lyrics of songs you already love"

"It makes me positive"

"Music means escape. You can get lost in the beat. This can match or change your mood. It can also bring back memories, like songs from Azonto that reminds me of Nigeria"

"Music can be what people cannot. It can be a sort of healing and can fix things in a way that humans can't"

What music means to me...

- Nearly ALL the young people who answered this (76/79) linked music with how they feel and their emotions.
- Music is immensely powerful and meaningful to the young people we spoke to.
- Some of the most moving statements came from those that are **not** currently engaged in any music provision outside their lessons.

KEY MESSAGE

Young people link music directly with their feelings and emotions. 73% of our schools groups don't receive music additional provision but they clearly state music plays a significant role in their lives.

Who are your favourite artists and what are your favourite genres?

We asked the young people for their favourite genres and artists in 3 different ways to triangulate our research. All results came up with the same genres in the following order:



1

RAP

2

DRILL



3

POP

4

REGGAE



5

BASSLINE



Who are your favourite artists and what are your favourite genres?

If you could learn any sort of music, what sort of music would you like to learn or do more of?

DRILL

8

BASSLINE

7

SING

7

RAP

5

DRUMS

5

GUITAR

4

R'N'B

3

PIANO

3

GOSPEL

3

Who are your favourite artists and what are your favourite genres?

KEY MESSAGES

- Young people who don't currently have lessons are keen to learn and engage in a range of genres of music.
- Drill, Rap and Bassline were top choices across the 3 schools, although individual schools varied slightly.
- A wide range of genres were spoken about - some of which we had not heard of before!

What would help you make music?

28

Music teacher or mentor

26

Recording studio or space

20

An instrument

17

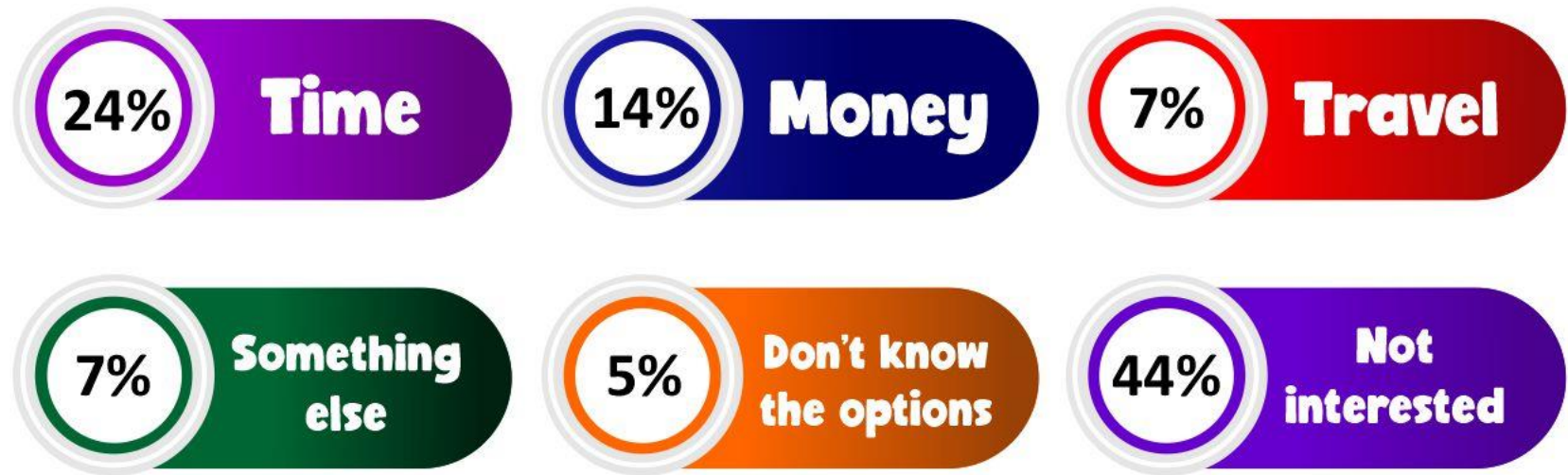
IT equipment

In the free text 5 young people asked for “people like me” or “someone I can really relate to.”

KEY MESSAGE

Young people’s most asked for support is a music teacher or mentor. They would like this to be someone they can relate to, who knows the genre well and can engage them in it. As we can see above this would be drill, rap and baseline.

What are the barriers that stop you getting involved?



KEY MESSAGE

56% are interested but do not currently receive a music provision. Time and money are the most significant barriers to those that would like to engage in music.

If you were going to learn music outside school where would be the best place?



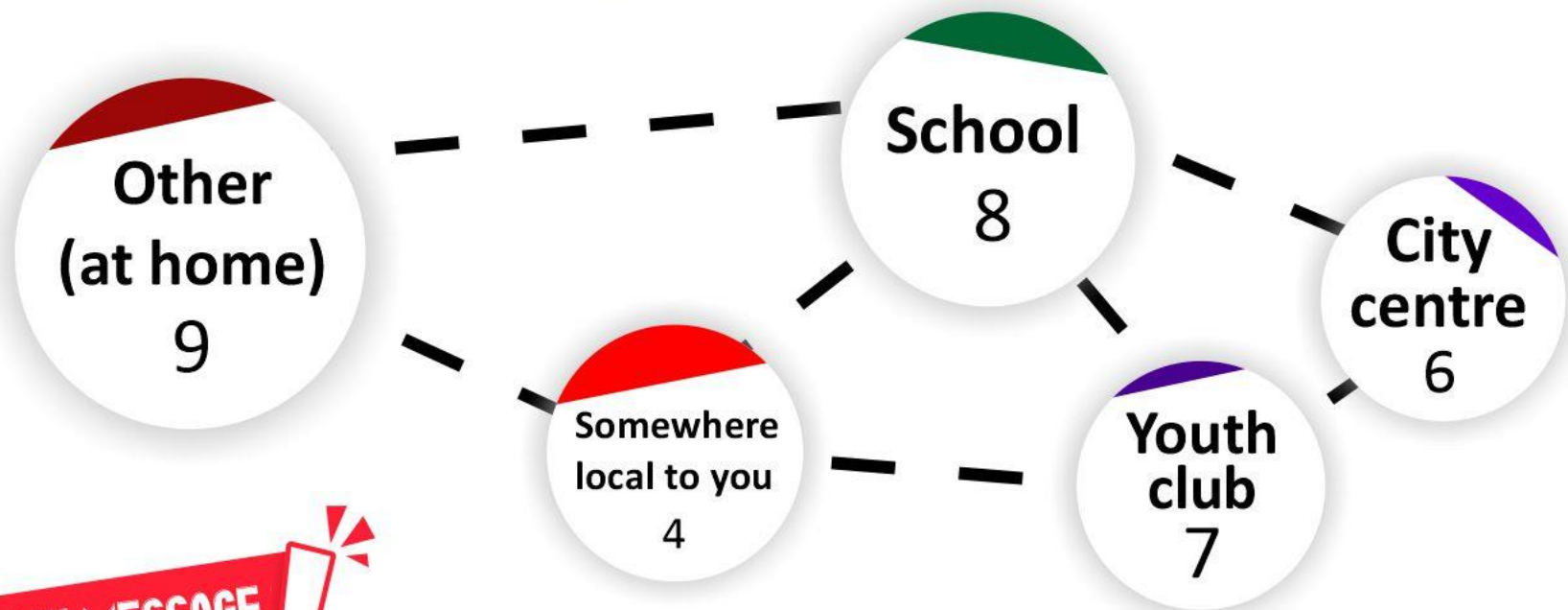
KEY MESSAGE

Young people would like music provision to be local to them, or in their school, home or close by.

Results: schools

Young people receiving music provision

Where do you want your music provision to be?



KEY MESSAGE

Those that currently receive a music provision outside school would like it to be at home, school or in a youth club.

What would help you make music?



KEY MESSAGE

For those who currently receive music tuition, the most helpful support would be for them to have access to a space such as a recording studio followed by time with a mentor or artist.



Who are your music ninjas?



- Mr. Curtis Eddy – “helped get me free lessons”
- “My dad introduced me to rock music when I was 48 hours old”
- Cathy Bernet (music teacher does my lessons)
- Ian Naylor - head of Music Hub and youth strings. He inspires me!
- Rachel - helps with my bursary from the Music Hub.
- My auntie gave me my first violin
- Mum is paying for me to have lessons and driving
 - I go to my singing teacher's house
 - They understand me and do not judge me
 - My mum pays for lessons
 - Myself for learning and loving music
 - Parents



Who are your music ninjas?

- Guitar teacher inspires me and shows what I can do
 - Mr Bown and Miss Nicholas at school
- GCSE teachers at school as I have 3 years to practice acoustic and classical guitar
- Drum lessons with every Tuesday with Dan
- Keyboard lessons at home, my parents pay
 - My teacher Matt
- My mentor and teacher Steve
- My uncle takes me and pays
 - I inspire me!



Who are your music ninjas?

Throughout the research young people have identified individuals who have supported them on their journeys – we are calling them our ‘music ninjas’ and we think we can learn a lot from their good practice

KEY MESSAGES

The partnership working between Mr Elliott at Hinde House Music department and Dan Johnson and Sheffield Music Hub has been essential in creating accessible and inclusive music provision for a diverse range of young people at Hinde House school.

The band uses a practice space twice a day, instruments, mentorship and are all working on their GCSEs. They have paid gigs in their local community. They have been supported to learn and grow into paid musicians through both lessons with Music Hub Leaders and Hinde House Music Department.

Results:

sheffield music school





- Tracks is one of a number of projects run by the charity Sheffield Music School.
- Tracks is held at Manor Lodge Primary School on a Saturday morning.
- Many of the attendees walk or get the bus there.
- We consulted with a group of 15 children and young people, using the same consultation techniques we used in the schools.
- We were especially interested in the adults in their lives that inspire them and make music possible

Who are your music ninjas?

"Kid Blue is an artist and music mentor who inspires me to be me and not care about what others think."

Freya, 13

"Lucy is my music mentor from the Music School. I received a booklet through the post with free tickets for Tracks and Lucy from the music school scouted me to attend."

Freya, 13

"My Dad introduced me to Foo Fighters and Led Zeppelin. Lucy at the Music School suggested that I played the drums and I have never looked back. Dave from Tracks introduced me to the drummer from the band Reverend and the Makers and he helped me get a drum kit. Lucy from Tracks put our band together. We are performing at Tramlines this year and have performed at The Leadmill and Yellow Arch Studio. We have support from Tracks to have our own Instagram and write and produce our own music, play our own gigs"

Alex, 15

"Dad and Mum - supportive and kind. Lucy helps me make music. Franz (Rap workshop leader) offers good support, and my friends support and listen to me rap."

Theo

"My foster carer supports me the whole time and gives me the freedom to do this. Jemma my singing teacher from the Music School - she booked the train tickets and came with me and to London and arranged me to get to The Brit School and warm up and helped me at the audition."

Tasmin, 15

"Jemma the keyboard player at the music school helps me write songs. Jemma helps me because I am a lot to be honest! She's been able to handle things because I'm strange. This place has helped me a lot. I'd say it has made me to be honest. Lucy saw my talent and helped me get an audition for the Voice Kids. She helped me do something I would not normally do, and I was out of my comfort zone."

Faith, 11

“My brother introduced me to music, and he was really supportive. When I couldn’t get it right, we both played together. If I’m stuck, he will help me until I get it right.”

Poppy, 12

“I got offered a place at Tracks in the school holidays and I thought I can do rapping, I love rapping. Dom was the first person to inspire me and then it was Lucy, Phil, Gemma and Franz”

Jayden, 11

“I’ve already performed on a massive stage at Yellow Arch and I’m performing at Tramlines this summer. Music means everything to me. It is my life and reminds me of my dad. He was a rapper and used to rap a lot.”

sheffield music school project:



1 to 1 interviews with artists



Name: Theo

- Age: 13 years old
- Genre: Rap
- Self-taught: Yes, until Tracks
- Performances up to date : Yellow Arch Studio.
- Story: "I started writing at the beginning of lockdown and I wrote a rap and they played it on the radio. My mum videoed it and my dad DJ'd." "Now I come to Tracks and I rap."
- Quotes: "I see myself going to the top and making some money by doing something I love. I need to keep a good mindset and get my music good enough."



Name: Alex

- Age: 15 years old
- Genre: Rock
- Had drum and guitar lessons
- Performances up to date : will be performing at Tramlines performed already at lead mill and yellow arch
- Story: "I always liked music. Dad plays guitar and got him into Foo Fighter, Led Zeppelin and black Sabbath. Always used to play with my dad's guitar in my room. In secondary school I had singing lessons paid for because I am doing Music GCSE and I would like to do some vocals in the band. tracks I did Drum lessons, someone cancelled and I took their drumming slot. Dave from the Music School suggested a free taster session with the Drummer from Reverend and The Makers.
- Quotes: "I never knew what I wanted to do before and now I know that I was to do something with music. To do this I just need some more connections, but it feels like through Tracks everything is in place."



Name: Freya

- Age: 13 Years Old.
- Genre: rap and singing
- Self-taught: Yes, and had lessons
- Performances up to date: performed at the Lead mill and done lots of performances.
- Story: "I started music in year 4 when I was 9 years old. I play the saxophone and I used to play the clarinet and piano. I am from a musical family and music has always been a big thing in my family. My mum plays the piano, and this helped me develop my skills. My brother plays guitar and drums and my sister plays tenor horn. Lucy saw my talent and helped me get an audition for The Voice Kids and she helped me do something that is out of my comfort zone.
- "Jemma helps me because I am a lot and she's been able to handle me. This place has helped me a lot."



Name: Olivia

- Age: 16 Years Old.
- Genre: Indie rock.
- Self-taught: Yes, and would like more lessons to perform
- Story: I first started with poems but at 13 my English teacher helped me and I realised I wanted to write songs. And in December I turned a poem about Global Warming into a song. I was in a band at school called Zola and did a live performance at school. I left the band and wanted a band that I could stick with. The first band made me think, this is what I want to do. I googled music schools by myself and found this one. I got the bus and got myself here. It takes an hour. Lily (my teacher from the Tracks) has helped me by giving me lifts here. No parents or guardians helped me."
- "I need assistance with having awareness about the music industry and the network of the music community."





Jayden, J2W 11 years old. Self-taught until Tracks

sheffield music school project

KEY MESSAGES

from the young people at Tracks:

- For many that attend this is a local provision, (at Manor Lodge Primary) so they walk. It is free for all young people on free school meals or those that are not able to pay. All those that attend on a Saturday morning get a free lunch.
- If young people are on free school meals it is a free provision. Payment is negotiated with families- so they pay what they can afford.
- A diverse group of young people attend from a range of ethnic backgrounds, family backgrounds including children looked after and those in receipt of free school meals. The young people identified as Artists and Musicians rather than other labels such as being “looked after”.

A decorative border with alternating red and blue diagonal stripes runs along the top, bottom, and sides of the slide. In the top-left corner, there is a red banner with white text and a small white exclamation mark icon.

KEY MESSAGES!

- There is a culture of support and encouragement. The older bands support the younger ones. There are children and young people of all ages in the same spaces. The older ones go and watch the younger one's gigs and showcase events and vice-versa.
- The school opens every Saturday morning, and the Tracks staff provide a holiday club at Red Tape Studios which is also popular. The artists all spoke about the importance of weekend and holiday provision.
- Key adults, including family members and foster carers support with encouragement, financial support, and time to take them to additional gigs or opportunities.

- The young people say that having adult Music Mentors and teachers that have experience and links in the music industry is vital. All the young people we spoke to have a sense of pride, self-belief and focus on their personal music journey. 3 of the young people we spoke to had been for auditions in London and had clearly found this a positive experience. The children and young people spoke of the music mentors having industry experience and are ambitious for their young people.
- The young people spoke about the Music Mentors 'getting them' and 'handling' their behaviour. They see them as a highly skilled group of adults that they can trust.
- Strong relationships with Music Mentors and rapid progress into a group, band or recording their own tracks and then moving rapidly to performance is really important to those we spoke to. Many had performed at major venues in the city such as The Leadmill, Yellow Arch Studios and spoke of their slots at Tramlines Festival.



There is a wide range of genres available with:

- Rap group
- Music productions and editing
- DJ workshops
- A pop and Rap choir
- A jazz group
- 4 mentored bands doing rock, indie, rap and pop music.

The older bands book out rehearsal studios in their own time

The older bands are supported to run their own Instagram accounts, play local gigs at a range of venues, and enter competitions.

“Sunburst is my life. It’s my everything. I don’t know exactly what I will do with the rest of my life, but it will definitely be in music”

(Sunburst band member)



Slambarz is a Sheffield community interest company set up and run by Sheffield spoken word artist Dom Heslop (The1Devotion).

- Slambarz reaches out to seldom heard young urban lyricists aged 14-25. They engage young people through visiting a range of youth settings including secondary schools, pupil referral units, youth clubs, youth justice services and via social media.
- Slambarz runs events to provide young people with the opportunity to perform at venues such as The Leadmill, Tramlines and Theatre Deli.
- There is a judging panel where the winners of different age categories win studio time, mentorship with professional artists and the funds to make a music video they can stream.
- They have a partnership with WaterBear Music College to provide a pathway to music education for any artists that engage.



1 to 1 interviews with artists



Name: Keyz TT

- Age: 20
- Genre: Rap
- Self-taught: Yes
- Story: "I started music age 17 just messing about in college. There was a little freestyle that went on Snapchat and since then people was like carry on with music, so I decided to carry on doing music."
- 3 years in he has been creeping his way up the ranks as he was the 18-25 hall of fame winner of Slam Barz 2022.
- "I see myself going far if I stay how I am and the hunger stays the same, if life deals me the right cards, if I just keep hungry man then I see myself going far, God knows how far but God's willing is very far."



Name: tigz

- Age: 16 Years Old.
- Genre: rap
- Self-taught: Yes
- Story: "Involved publicly for 2 years now but I've been making music since about 5 and I've been in the studio 6/7 with my uncles so my whole life pretty much. Yeah, my mum's side, my mums mum, that's the family that's musically involved and my uncle he's been making music from my age and he's now 30ish and he's put me on a lot of with the music stuff and helping me out a lot."
- Quote: "you never know like you say life is a game and someone is better than you at it then you can get dropped instantly so as long I keep my hunger going, I see myself on top."



Name: w4nnjiro

- Age: 17
- Genre: Rap
- Self-taught: Yes
- Story: I've been making music since I was 13 years old, when I was bored, I'd get a notebook and wrote stuff down and I'd start singing at church and it got me into rapping"
- "Music means a lot to me to be honest, I don't really express myself when I'm speaking so I feel like music is a way to express myself, the way I write and everything I can just put everything down instead of having to explain with my words I can put it into music and just express my feelings and everything."



Name: Omilea

- Age: 19
- Genre: singing
- Self-taught: Yes
- Story: "When I first started singing, I was about seven and then record in the studio about 15. Yeah, from young it has been present from my life, not many people sing and that so it was kind of new for me to be doing that."
- "Music means a lot to me to be honest, I don't really express myself when I'm speaking so I feel like music is a way to express myself, the way I write and everything I can just put everything down instead of having to explain with my words I can put it into music and just express my feelings and everything."



Name: ys-2098

- Age: 24
- Genre: Rap
- Self-taught: Yes
- Story: “My parents listened to a lot of music when I was growing up. I was writing music from a young age, but I was 17 or 18 when I really got involved. I met a friend of mine, we connected by both being in care outside of Sheffield. He was younger than me, but he had released music on YouTube. We went to a recording studio in Sheffield, and I released a track on YouTube. I was 19.”
- “Music means life if used correctly. There’s the power of life in the tongue so it’s very powerful, words are very powerful.”



LEAH Kid_blu3

- Name: Kid_blu3
- Self taught Rapper
- Performing throughout South Yorkshire. Has a 40 min set at tramlines this year and a full Scholarship starting in Sept to do a BA Hons in Singer Song Writing
- When I was 9 I thought: this is what I want to do. I started to listen and try and remember the words and write poems and then turn the poems into music. I am disciplined and dedicated. Dom from Slambarz has helped me a lot. He taught me to keep my chin up and keep humble. He's helped me through dark times in my life and through tough times in the music scene.





slambarz

- Young people have creative control around choosing genres, beats and writing their own music.
- The focus is on working towards performance with flexible mentorship, either in person locally at times that suit them or virtually.
- The confidence in their interviews struck us. They identify as 'artists' with a positive future in the industry and in their personal lives
- Future opportunities are evident through industry links and WaterBear college. 1 of their participants has just been awarded a scholarship with WaterBear.
- All the artists talked about the importance of Dom and his mentorship. They respect and trust him, and he is valued in their communities and in the industry. They told us he understands the pressures and challenges they face at home and is able to help them feel welcome in spaces such as Tramlines and The Leadmill, where they would not have previously felt welcome.



slambarz

- The appeal for up and coming artists is the link to access studio time and make tracks and music videos. When young people get 1st 2nd or 3rd in their category at performances, they win studio time and mentorship. The artists we spoke to value this.



Harmony works - Feedback

- Comments on the space/use of building

I would like a café that is cheap as money is short and young person friendly free lunches for those that need it

(35)

Practice rooms that are bookable, places to hang out and practice with friends that are soundproof

(18)

A performance space for all genres

(10)

An editing suite Library of sheet music Gaming room

Lots of IT equipment and recording equipment

Chill area/resting room/quiet room/kitchen/play space

Place to pop in and listen to music in

Harmony works - Feedback

- Comments on the music provision

I would like there to be a recording studio

(36 mentions)

Would like 1-1 lessons or mentors to be there of all genres

(31)

All instruments and equipment in a library that you can use

(28)

Available school holidays and weekends

(21)

Access to ALL genres: Jazz, Pop, R n B, Rap

Welcoming adults

A conducive environment with free opportunities.

People like us, “You aren’t going to get any brothers in there are ya”. Barriers need breaking down

Overall

KEY MESSAGES

- Young people link music directly with their feelings and emotions. 73% of our schools' groups don't receive additional music provision but they clearly state music plays a significant role in their lives.
- Young people that do not currently have lessons are keen to learn and engage in a range of genres of music. Drill, Rap and Baseline come up as the most popular. A wide range of genres were spoken about - some of which we had not heard of before!
Young people's most asked for support is a music teacher or mentor.
- They would like this to be someone they can relate to that know the genre well they are teaching or engaging them in. This would be drill, rap and baseline.
56% of those we spoke to that do not engage in music outside school
- are interested but do not currently receive a music provision.
Time and money are the most significant barriers to those that
- would like to engage in music.

overall

KEY MESSAGES

- Young people that do not receive a music provision outside school are saying that they would like music provision to be local to them: at home, school or in a youth club near them.
- If the Harmony Works goes ahead, they would like it to have (in order of preference):
 - 1 A recording studio
 - 2 A café with free meals or reduced meals
 - 3 Mentors and teachers available from all genres of music
 - 4 For it to be open in evenings, weekends, and school holidays
 - 5 Bookable practice rooms
 - 6 A performance space for gigs and performances from all genres

overall

KEY MESSAGES

- Those that currently receive a music provision outside school would like it to be local to them at home, school or in a youth club.
- For those that receive music tuition currently the most helpful support would be for them to have access to a space such as a recording studio followed by time with a Mentor or Artist.
- Young people would like to hear about music opportunities through a range of ways. Social Media - Tik Tok and Instagram - were the most popular suggestions followed by posters at school and emails.

5 words

Write 5 words on 5 cards to tell us what you've heard children and young people want from music.

Write 3 on your own and agree 2 as a table



What **music** means to me...

Consultation on behalf of the Sheffield Music Hub

April/May 2023

Our
challenge
to you...



Our **challenge** to you...



1. How can Sheffield Music Hub use these messages over the next 12 months to shape the organisation going forward?
2. How can Sheffield Music Hub tap into the enthusiasm and passion so many of the young people we spoke to, have for music to create an offer that meets their needs?
3. How can the genres of Rap, Drill, Reggae, Bassline that the young people we spoke to be offered? They are asking for this to be taught locally to them by people they can relate to that know these genres. One of the Slambarz Artists spoke fondly of a “Beats and Bars” rap lunchtime club at school. This was her first taste of writing. She went onto start writing at home, found Slambarz on social media and then has moved onto paid performances quickly through this route.

Our **challenge** to you...



4. How can we learn from this and offer inclusive, small, free, local provision across the whole of the city?
5. How can Sheffield Music Hub promote and support diverse Artists, Teachers, and Music Mentors from all genres to work with our children and young people?
6. How can Hinde House's innovative approach be supported in other schools?
7. How can organisations that are leading the way with engaging with diverse group of young people be supported to grow their work to reach more?
8. How can Sheffield Music Hub both learn from and support these organisations to shape their work going forward?
9. The young people we spoke to clearly link music with their emotional wellbeing. How can we respond to this as a city?

Our **challenge** to you...



10. How can Sheffield Music Hub ensure that The Harmony Works is developed in consultation with all children and young people in the city? And in parallel with local provision in communities? How can they make sure that all genres are available and supported along with opportunities for recording, developing, and performing all genres?
11. How will the young people that were involved hear about changes that have been made as a result?
12. How will Sheffield Music Hub develop a way to continue to gather the voices from all children and young people in the city on a regular basis. We would like them to use the key messages to inform planning, policy, and delivery. We recommend the Hub to create a panel of “Youth Voice Reps” that are trained and supported to challenge the board to continually respond to voices.



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