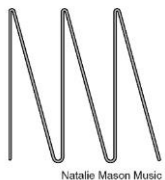




MMM

**Multicultural
Music
Making**



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

LOTTERY FUNDED



Principles of Practice

Learning

With a lead and support artist at every session, plus guest artists with particular specialisms, we introduce the young musicians to traditional and contemporary repertoire, sounds and instruments from around the world, promoting an in-depth way of thinking about international music, languages and intercultural knowledge and experiences.

e.g. Associate Artist teaches the project staff and participants a traditional Haitian lullaby 'Dodo'.

Sharing

The young people are invited to share music, languages and stories from home and the places around the globe that they or their families are connected to. They also share their musical interests, aspirations and ideas for session and performance content, helping to guide the individual and collective musical journey(s) of the MMM ensembles.

e.g. Inspired by 'Dodo' young MMM musicians at secondary school share Congolese lullaby 'Faire Dodo'.

Creating

Arrangement, improvisation and composition are key elements for our creative process. In this way the young musicians are able to respond to, develop, embed, or re-invent the music they have explored in sessions, creating small and large ensemble songs and pieces – new sounds of the West Midlands.

e.g. Secondary school MMM ensemble develop and arrange instrumental accompaniment for 'Faire Dodo'.



Principles of Practice

Legacy

The young musicians have progression routes throughout MMM, engaging in bespoke arts events and projects beyond weekly music making. Additional programmes of work have also been created in connection with their families and schools. We now look to broaden opportunities to deliver training and develop connections with academia as we communicate and research our Principles of Practice, with a funded PhD attached to the programme via Creative Director Natalie Mason. With a successful organisation-artist partnership model developed for MMM, Friction Arts also plan further artist development opportunities for 2020 and beyond.

e.g. Project blog site documenting and celebrating participant contributions and group activities, initiating and supporting conversation between families, groups, schools and young people involved in the programme. Creating a new archive that sustains a connection between repertoire and group membership since the launch of MMM in 2015.

After learning the Haitian song *Dodo*, Glory and Kennel (say 'Kenow') were inspired to share this song with us. *Faire Dodo* is a lullaby Glory and Kennel learned from their mum, sung in French from the Democratic Republic of Congo in Africa. They now sing it to their younger siblings.



Glory and Kennel singing *Faire Dodo*

Faire Dodo

_____, ne pleure pas,
Si tu pleures, moi aussi,
Ne pleure ne pas,
Faire dodo,
Ne pleure ne pas,
Faire dodo.

Go To Sleep

_____, don't you cry,
If you cry, I will too,
Do not cry,
Go to sleep,
Do not cry,
Go to sleep.

8 THOUGHTS ON "LULLABIES AND BEARS"



MMM

26th February 2019 at 4:35 pm Edit

From St. Pats

Wonderful singing. Very in tune. Soft lullaby was sending me to sleep! – Mrs Phillips

I liked this different 'Dodo!' – Glen

I liked that it was very relaxing and soothing – Marzuqah

It was calming – Kayla

[Reply](#)

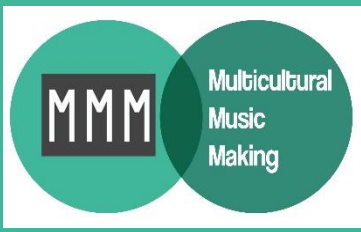


MMM

26th February 2019 at 7:32 pm Edit

I love the tune and sound of their singing _Marzuqah (St patrick's)

[Reply](#)



Inclusion and Diversity

‘When you’re from another country, you can learn more about your country. Because I actually did’ (Y5 MMM musician)

‘45% of the chosen pupils were from the Roma community. This group are becoming a significant part of the local community. Initially, families were very isolated and struggled to access school life effectively. As the community has grown, the MMM project has had a high level of impact on the engagement of both children and their families. For the first time, parents have attended school events, engaged in the wider cultural sharing of music and food and beamed with pride as their children performed to over a hundred members of the audience in the final concert. The most rewarding moment of the whole project was to see two children perform a Romanian folk song, accompanied by the project leader. This represented an enormous increase in confidence for both girls and impressed their peers and the other adults involved giving them the opportunity to share their undoubted talent’ (Headteacher)

‘Although the young person initially felt comfortable to talk about her geographical connections, over the weeks she gained in confidence to also share the Chechewa language she and her mother speak’ (Lead artist)

‘Really enjoyed the idea of children playing tuned instruments in a non-conventional way – everyone can join in’ (SENCO/Assistant Head)



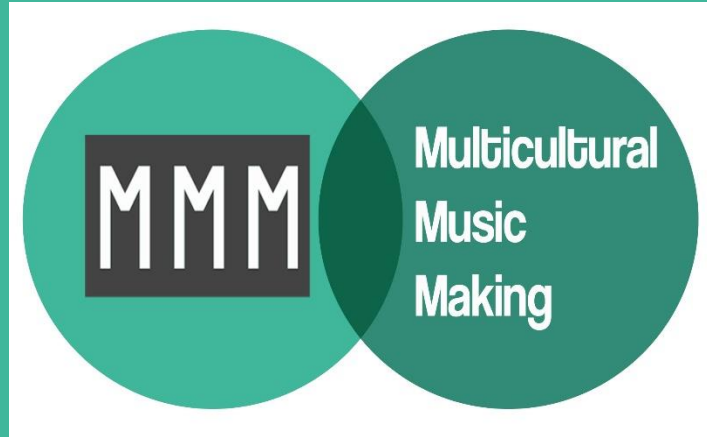
Inclusion and Diversity

‘The weekly sharing of practical music making from their own and other cultures has created a close knit group which has spilled over into other school activities. New friendships have developed across cultural groups and increased engagement in lessons has been recognised by class teachers. In terms of progress, the pupils in this group made an average of 4.1 points progress in reading, 1.1 above the expected level’ (Headteacher)

‘You get to know each other and learn about different cultures in the world. And at the end we get to have an amazing concert and it is a magical night!’ (Y5 MMM musician)

‘P is obviously very proud of his cultural heritage and this project has given him an outlet to show this. As demonstrated in the recent MMM concert, he sees this group as a way to celebrate his family’s culture and his music’ (Headteacher)

‘It was worth the whole project to see him performing with such confidence and pride. Seeing him so happy, he was almost like another child. He really grew during his time on this project and was able to shine at something, a really precious thing’ (Headteacher)



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