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Little Beats

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Thanks also to our project
partners :

Magic Acorns,
Lowestoft Rising,
Suffolk Libraries,
Britten Pears Arts,
National Literacy Trust,
Norfolk and Suffolk Music Hub
Morabe Rural Music &
The Seagull.



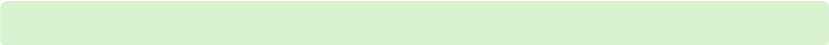
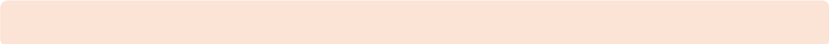
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Little Beats Impact Report 2023-2026

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Little Beats Catalyser aims -

To improve child wellbeing and development through musical engagement amongst pre-school children in Lowestoft.

Little Beats Catalyser invested three years of early years music workforce development by

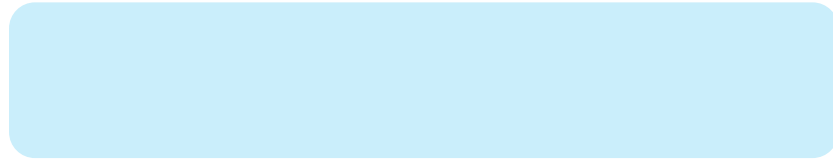
Creating a **'place-based'** Early Years Music Network of musicians, education and childcare providers and facilitators in the coastal town of **Lowestoft**, Suffolk, UK.

Creating and early years musical workforce by working with locally established and emerging musicians in Lowestoft.

Developing and delivering musical activities *with* the community : 0-5's and their families, musicians, local organisations, educational and childcare settings.

Developing the skills of local musicians, early years facilitators and building relationships with key organisations such as Lowestoft Library, National Literacy Trust, Norfolk and Suffolk Music Hub, YMCA Nurseries, Morabe Rural Music and First Light Festival.

Our work with Lowestoft's schools



Very engaging and allowed children to explore new and different genres of music. Children extremely excited to play instruments. Lovely and active throughout, children allowed to be expressive when moving around the classroom. **Teacher, Red Oak Primary**



It was so interactive, the children loved getting involved. It was so engaging and allowed the children to experience music and sounds they might not have normally. **Teacher, Red Oak Primary**



Our work with schools, Red Oak Primary School Yr 1

Justine, Musician Reflections Yr 2

Musicians were given the opportunity to shadow other sessions to gain skills in areas of practice or settings that were new to them.

It was wonderful to see the growth in the children's confidence even after the first session I shadowed. As we walk in the room the smiles and waves from the children give evidence that the children feel comfortable in our company. An excitable response of jumping and clapping when we start emptying our instruments and props, they are in anticipation of what the session is about to bring.

The children loved the actions and recognized the songs so they felt they could sing along. It was satisfying to see a child dancing in the middle of our circle, totally immersed in song with a bell wrapped around her ankle, dancing and singing. What joy to see her boldly taking center stage, unaware of anyone around. To see children play freely is a pleasure to watch.

The foundational keys to a child's development in so many areas are to support them and their families. My passion is to equip not only children but their families, and I find Little Beats a sanctuary for those needs. This session encouraged everyone to let go, and the smiles on the children's and parents/carer faces were a beautiful testimony to the power of coming together as a community.

The children had confidence in us, which was fantastic to experience, especially after just one meeting with us. I was aware of the mother's and one child had SEN needs. He had wonderful skills of getting around the room and looked very secure in his surroundings. All the children included themselves in the free play. This week in the free play I observed. I made myself aware of not feeling the urge to do, but to feel safe in the power of watching the child play, interact with mom, and engage with the children when they let me play along with their experimental play.

‘ We need to build confidence in our staff to let children explore and learn through self discovery.

The smaller, quieter interactions work really well with our nurture group. In nurture we have children with attachment issues, selective mute, confidence issues, ESOL, SEND and severe SEND’

**Feedback from Mrs Bullion,
Teacher, Red Oak Primary**



Our work with schools

Date :
Child pseudonym :
Setting : Pakefield Primary
Music Specialist :

What question do I have at the
end of the session? What to try
next time?

Codes for Leavers scale (L)

1. Extremely Low
2. Low
3. Moderate
4. High
5. Extremely High

Codes for social interaction (SI)

1. Own agenda
 - 1a freeplay
 - 1b group
2. Watching with interest
3. Comfortable with attention
4. Group participation
5. Practitioner interaction
6. Peer to peer interaction
7. Child-initiated

Codes for expression (Exp)

1. Laughter
2. Vocalisations
3. Symbolic noises
4. Natural gestures
5. Single signs/words
6. Sign / word combinations
7. Singing
8. Rhythmic activity
9. Action to song

L Start of session

L High Point

Exp

L End of session

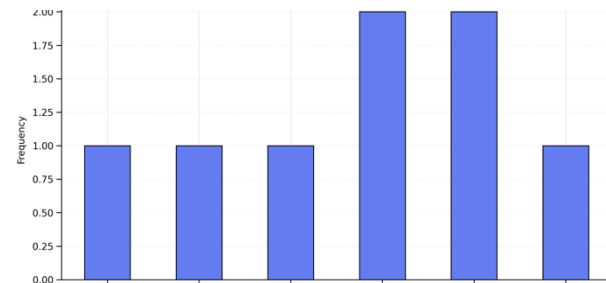
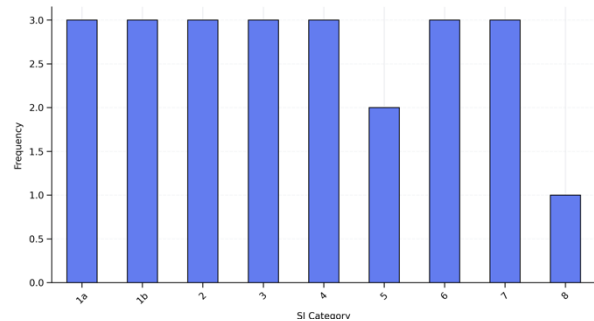
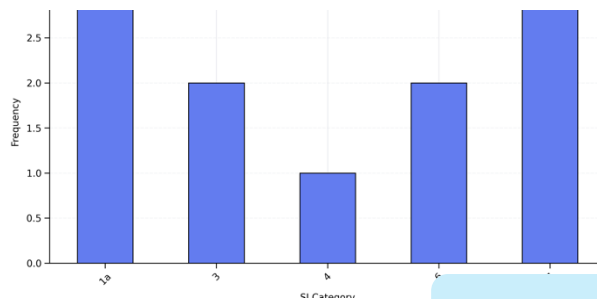
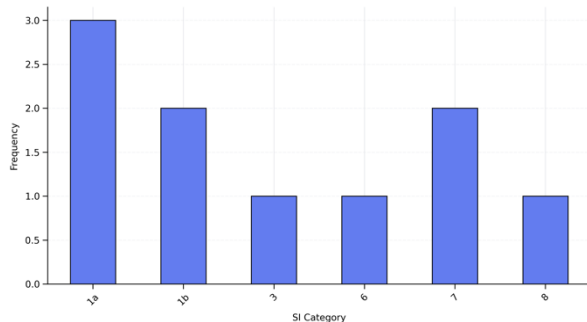
SI

Commentary :

Example of the Leuven Scale that we used to record in session observations of wellbeing, engagement and communication

Leuven Scale Data for Wellbeing (L) Pakefield Primary School Nursery children

These findings show the diversity of children in the room at any one time, each individual behaves differently and responds uniquely in the space with no apparent trajectory over time individually or collectively. Each session was different and did not rely on repeated and expected behaviours as would generally happen in a regular day to day classroom. Each child had their own individual needs each day and therefore benefited from tailored sessions geared towards support in the moment to connect with each other and the musicians in the room. The big wins for us in this setting with this particular group were the sustained moments of attention that happened fleetingly as a whole group and more regularly between musician and individual child through child-led musical play and mirroring through movements, vocalisations and percussion. The following data shows that expressions of communication did in fact increase over time.



Leuven Scale Data

SI = codes for social interaction.

Pakefield Primary School Nursery children

The Leuven Scale is a 5-point observational framework created by Dr. Ferre Laevers. It is used by early years practitioners to measure two vital indicators of effective learning and development: Well-being and Involvement. These results are from our time at Pakefield delivering a developing work with children needing additional and diverse speech, language and communication support.

Findings : Early sessions (February) → lower EXP counts

Mid sessions (March) → noticeable increase

Later sessions (June) → highest EXP levels

→ This suggests that **experience indicators increase as sessions progress**, which aligns with growing engagement, familiarity, or complexity of participation.

Across participants, the number of experience indicators (EXP) increased over time, suggesting growing engagement and diversification of expressions of wellbeing and involvement across sessions. For children struggling with speech and language this is a recognisable achievement and exactly what we were aiming for - increasing modes of communicative expression over time through the use of musical engagement.

RI	(L) Start	(L) High Point	(EXP)	(L) End of session	(SI)
Ri	2.2.26	2	4	8.9	3 2, 6
Ri	23.2.26	2	4	8.9	3 1a, 2a, 3.7. 5
Ri	16.3.26	3	5 1.2.4.9.		3 2.3.5.
RO	(L) Start of session	(L) High Point	(EXP)	(L) End of session	(SI)
RO (S+L)	2.2.26	5	5	3, 2	5 1a, 8
RO (S+L)	23.2.26	3	5 1.4.3		5 1a, 1b, 3, 6, 7
RO (S+L)	13.6.26	4	5 2.3.4.9.		3 1a, 1b, 7
H	(L) Start of session	(L) High Point	(EXP)	(L) End of session	(SI)
H (EAL)	2.2.26	5	5 1.4.8.		5 1a, 4, 6, 7,
H (EAL)	23.2.26	3	5 1.4.		5 1a.3.7
H (EAL)	13.6.26	5	5 1.2.3.5.8.9.		5 1a, 3, 6, 7
Ki	(L) Start of session	(L) High Point	(EXP)	(L) End of session	(SI)
Ki	2.2.26	5	5 1.2.3.4.8.9.		1a, 1b, 2, 3, 4, 6, 7, 8,
Ki	23.2.26	3	5 1.2.3.4.5.7.8		1a, 1b, 2.3.4.5.6.7.
Ki	16.3.26	4	1.2.3.4.5.6.7 5 .8.9		1a, 1b, 2.3.4.5, 6, 7

Leaven Scale : findings continued

Impact on child development

Both sets of data SI (observations of social interaction) Exp (observations of expression) and L (scale for wellbeing) show that combined, tailored musical engagement and child-led play lead to an increase in, and more diverse communicative expressions and expressions of social interaction over time. It therefore also shows the importance and benefits of regular sessions over a period of time. This became very apparent in the sessions as the children gained our trust and relaxed into the sessions.

In schools / our learning

Flexibility, unpredictability, responsiveness to ever changing environment, pressured for time, commitment to delivering against the curriculum, not enough time in teachers schedule to reflect together spaces can be very distracting, cover up clutter to create a neutral space for shared attention.

Xenia, musician reflections Y3, Pakefield Primary

Having the harp gave opportunities to create some holding music but I was also aware that those sounds might be overwhelming. With the Hello Song - using everyone's name - including the staff member who we hadn't met before I noticed that there was a definite realisation and lightening up of each face in turn as we all sang. It was interesting to see the different responses ranging from a small smile - eyes opening wider - to a big grin.

The spontaneity and humour of this interaction provided further connection between the children and also between children and adults. There was no hierarchy in this situation - I enjoyed the fact that C had found a way of involving everyone in her game rather than being on the edge of other children's activities which quite often seems to happen.

There was a beautiful moment when J had taken her blanket across to play peek-a-boo with R, whose spontaneous laughter rang across the hall, utterly open and joyful.

It is clear that repeating activities regularly week after week together with a sense of openness in the time that we have to spend with these activities is offering the children a space where they feel increasingly confident to explore and experiment with sound making. R in particular, was deeply involved with the instrument this week.

**Saffron Paffron, musician reflections,
Pakefield Primary**

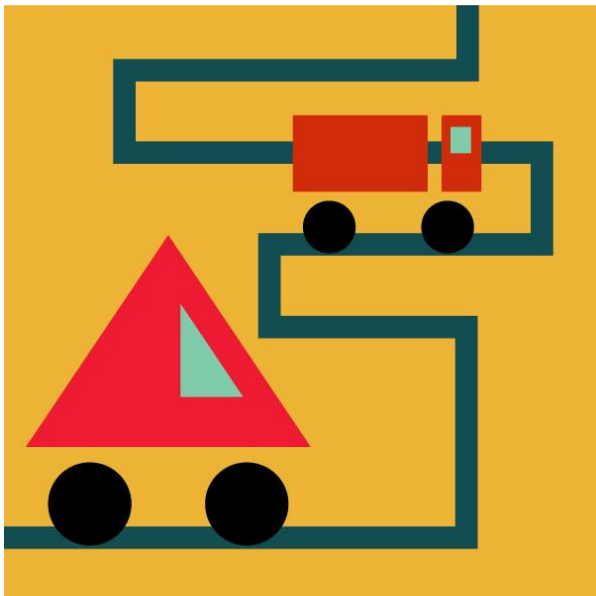
The Relaxation time and the harp felt very special, and amazing that all the children at some point did lie down - I felt honoured that we earned their trust to do that so quickly, even the ones running around. I had a lovely moment with boy "K", on our tummies, drawing circles and spirals with a teeny tiny pile of sand which had fallen out of someone's shoe onto the mat



Listen

**Relaxing Song,
Xenia Horne**

This song was played by Xenia Horne at the end of our sessions at Pakefield Primary School for the nursery. This song is improvised along with the children's play, following their gestures and energy levels, encouraging time and space within the busy school day to take a little time to rest, reset and relax along with teachers and TAs. Snuggly blankets and cushions were placed on the floor, we even made a cosy den with table and draped sheets. This musical improvised play time encourages children's sensory exploration of the world around whilst providing an opportunity to relax, exploring the body in a gentle state, whilst being present in the immediate environment.



Walking Song

by Musician Jess Morgan

Made in 2026 as a response to our work to provide for SEN musical provision at Pakefield Primary School.

Link to song on Suffolk Artlink's Little Beats Webpage so teachers and parents can access from school and home.

<https://youtu.be/33lgCgzjnIQ>



We sung Jess's song with children at Pakefield Primary School. The song encourages children's sensory exploration of the world around whilst providing an opportunity to move to music by exploring the body and the immediate environment. The song provided a gentle and relaxing way to explore music and movement with friends and teachers wrapped in the sonic blanket of live guitar and vocals. Pakefield will continue to use this recording in class with the children.



What Sounds Can You Hear?

by Musician Saffron Paffron

Made in 2026 as a response to our work to provide for SEN musical provision at Pakefield Primary School.

Link to song on Suffolk Artlink's Little Beats Webpage so teachers and parents can access from school and home. <https://youtu.be/33lgCgzjnIQ>



This song was created by musician Saffron Paffron for the nursery children at Pakefield Primary School. The song encourages children's sensory exploration of the world around whilst providing an opportunity to slow down, listen and relax with friends and teachers.

Had a lovely session today, very calm environment. Well run session and all the children were very engaged. Look forward to the next. Georgia Blane (Pakefield Primary).

Very good session. Children engaging. Children loved the music. Rozita Usefe (Pakefield primary school).

Thankyou for an amazing music session. The children love exploring the large range of instruments. The children were focused and listening well. Good engagement and pupil participation. Good use of fab resources - fabrics, instruments, objects, bubbles - for children's sensory needs. Thankyou
Helen Wilson, class teacher.

Pakefield Primary School Staff Feedback

We used the Most Significant Story of Change framework as part of our Little Beats evaluation process to interview individuals such as caregivers, musicians, teaching staff and venue staff who have engaged with the Little Beats project.

This evaluation method was used to build a picture of the project as a whole in order to share the impact of Little Beats. The aim of the evaluation is to find out a change that individuals have noticed as a result of engaging with Little Beats. This evaluation method was originally developed by Rick Davies and Jess Dart, it contains eight questions below and a selection of stories will feature throughout this presentation. Some individuals answered via Zoom interviews, some by audio interview and some by written response.

Q 1: In 2 or 3 sentences, please tell us how you spend most of your time each day?

Q 2: Describe around 5 changes you've noticed since your involvement with Little Beats ;

Q 3: In your view, of the 5 changes listed above, which is the most significant?

Q 4: What was it like before the change?

Q 5: What happened, do you think, to create this change? And who was involved?

Q 6: What's struck you the most about this activity / project? Is that different from what you thought before?

Q 7: Why did you choose this particular story?

Q 8: What name or title would you give your story?

Mrs Wilson's Most Significant Change Story

'Pakefield Primary's Magical Music with Little Beats'

1. In my Nursery Class, we spend most of the time engaged in meaningful play indoors and outdoors. Adults hold back and forth conversations with the children and guide their learning. Whole class session always involve stories, songs and rhymes.
2. Since our involvement with Little Beats there have been changes in the way we deliver music in nursery. All staff have learnt new songs that we use daily for transitions – for starting the day, making a circle, tidying away and goodbye songs. We have used the free exploratory play sessions for children to explore resources. We have used a range of sound makers that can include instruments and other household objects and other resources. We have continued to use sound makers and linked it to mark-making on large paper rolls for whole class scribing and drawing. Staff have used other resources, including fabrics, ribbons, scarves etc

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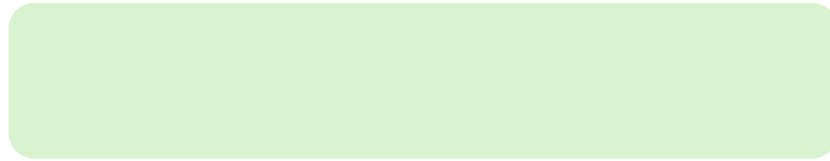
Mrs Wilson's story continued ...

3. The most significant change is the way that our music sessions are organised, with all the staff engaging with the children and following their lead.
4. Following the work with musicians and artists through the Little Beats programme has enabled staff to gain the confidence to deliver music sessions within the nursery setting. Musicians worked with the whole class and modelled how to engage the children through song, movement and the use of instruments and various sound makers. Visits this year focussed on music with SEN and EAL children and children with speech and language difficulties. Musicians led the sessions and staff benefitted from the hands-on approach to delivering music sessions.
5. The way the sessions were delivered is different to how we have worked before our involvement with Little Beats. Some staff would previously have used the interactive whiteboard and you tube clips. The way of delivering music that was presented to staff has enabled the adults to see a new way of teaching music to 3 and 4 year-olds, through exploration, mimicking children's voice and sounds, songs and the use of instruments.
7. We have been able to include *all* children from our setting in *all* of the music sessions that have been delivered.
8. Our story is Pakefield Primary's Magical Music with Little Beats.

Helen Wilson 4/5/26 Nursery Teacher

Our work with Musicians

Artist Development





Our work with musician Sara, Afro-Portuguese sessions at The Ark Family Hub Yr 2.



Watch

Evidence of impact
Musical engagement contributes to child development through building confidence and increasing communication and language skills.

Sara's Afro-Portuguese sessions at The Ark Family Hub

This is a short clip of Sara (musician) delivering her Afro-Portuguese sessions at The Ark Family Hub in Lowestoft. Child A (at front) has been attending Little Beats sessions since she was 4 months old. As you can see in the clip, she has full confidence and ability to engage completely. Sara is singing in Portuguese, this is the fifth session, just at the end of the clip (0.58), you can hear child A anticipating this song that has become familiar and she contributes her newly learned Portuguese word to the song -in time and in rhythm. Several of the smaller babies also started to share Portuguese words after having attended several of Sara's sessions.

In collaboration with Magic Acorns, Little Beats was able to support Sara to develop her work and bring it to our community in Lowestoft which has both Portuguese speaking and non-Portuguese speaking residents. The intension of these sessions was to share language and culture through music.

Our work with Musicians

Like Sara's sessions on previous slides, Roly Poly has also been supported through partnership working between Magic Acorns and Suffolk Artlink to develop n accessible performance for under 2's. Suffolk Artlink then supported Roly Poly to reach families through our network in Lowestoft.

The support has enabled Roly Poly to develop work and deliver accessible, child-led musical performance to our communities. Building upon this support, Roly Poly has gone on to deliver in other parts of Suffolk including Ipswich, Newmarket and Haverhill as well as other parts of the UK including Brighton, Addenbrookes Children's Hospital.





Roly Poly performance Yr 3 / Photo credit Matt Jolly

Our work with Musicians / Roly Poly



Listen

Parent's feedback on attending Roly Poly shares evidence that musical engagement builds confidence in young children.

Beth's Most Significant Change Story

Fun, Exploring, Imaginative

Parent at Roly Poly, Kirkley Family Hub



Ben's Most Significant Change Story

Interactive Fun

Parent at Roly Poly session, Kirkley Family Hub



Justine Musician, 0-5's group
Most Significant Story of Change

‘ Belonging ’

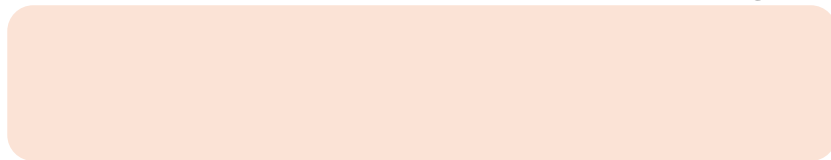
Q : What the most significant change for you?
Justine is reflecting on the impact that Little Beats has had on the children and families she has worked with as well as her professional development.

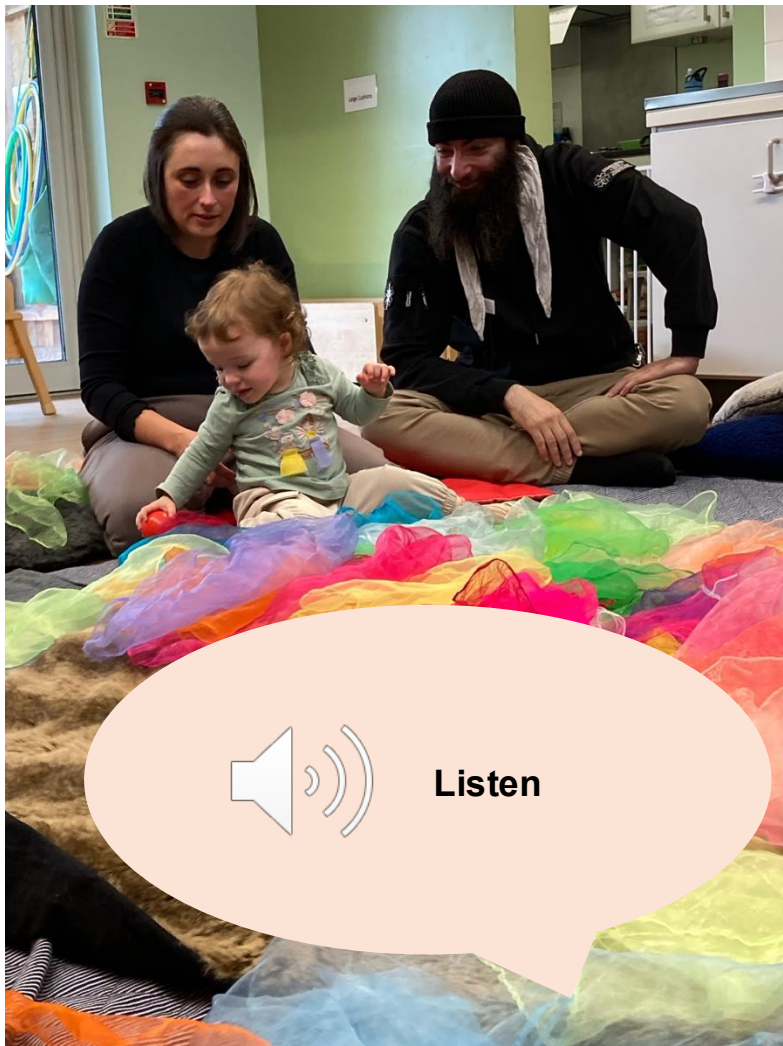
Justine has gone on to do an MA in Music Therapy as a result of the Little Beats network.



Our work with Musicians – Musician's Gathering in Yr 3 with Dr Charlotte Arculus, Magic Acorns

Our work with Lowestoft's Family Hubs





Listen

Collaboration with Family Hubs

We worked in collaboration with Kirkley, Riverside and The Ark Family Hubs in Lowestoft.

**Rachael Kirkley Family Hub Co-Ordinator
Most Significant Story of Change**

‘ Collaborative Working ‘

Q : What the most significant change for you?

‘ Being able to offer groups that we wouldn’t be able to offer.....such as ‘music groups by trained musicians, this is not something that you can access all the time.’

Our work with Family Hubs

Justine's Reflections

Musician, Kirkley Family Hub 0-5s

Developing relationships with other children, using their imagination skills, improvisation skills with instruments, and confidence to explore the middle of the circle and to find their independence of self. All these wonderful skills of development equip the children, and this confirms what we are doing has immense value. Especially in a world where children have been recorded to have growing concerns in school about being non-verbal and having additional needs. Researching concerns in this area justifies why these sessions are absolute. The foundational keys to a child's development in so many areas are to support them and their families. My passion is to equip not only children but their families, and I find Little Beats a sanctuary for those needs.

‘ Today there was an expectancy; the power of familiarity has a quiet confidence to it. We have been working together for a few weeks, and there is a positive element to this, especially in this kind of practice.’

Justine, Musician



Our work with Family Hubs, 0-5's group Riverside Family Hub Yr 1

Music for Mama+

Responsiveness to people and place.

Little Beats was committed to being responsive to the community's needs. Our first network meetings were designed to map gaps in early years music provision in Lowestoft.

Mama+ was developed in response to mapping gaps in provision of early years music in Lowestoft. As a result, we found there was no musical provision for 0-1s, so we developed Music for Mama+ for 0-1s and their new parents.



Listen

Keir Musician, Music for Mama+ Most Significant Story of Change (clip)

'A toddler's adventures in sound'

Q : What the most significant change for you?
Keir is reflecting on impact for new parents and babies 0-1 years at Mama+, Kirkley Family Hub



Our work with Family Hubs, Music for Mama+, Kirkley Family Hub, Yr2 & 3

Mama+ 1st Observed session :
Nine families/ five new families
Music Facilitators : Hayley, Keir ,Bella

This singing group fosters, positive relationships between mother and baby allowing them to flexibly weave in and out of songs whilst attending to their little ones, allowing people to move freely in the space and celebrating together. The musical invitation was an open space, large enough for families to sit in a circle with soft material coverings over the floor. Children were given time and space to develop in confidence to move into the inner circle to either explore the space by rolling, crawling or tummy time for instance or to explore the resources that had been selected and laid out as attractive provocations.

Reflections, Haley Glennie-Smith, Music lead Mama+

It's been interesting watching social connections between the participants grow - one week two mums with similar aged babies (maybe 3 months old) sat next to each other and it was lovely to hear them chatting during the "social" part of the session about meeting up outside of the group. There was a Spanish woman who attended the first few sessions who I think would have liked to make more connections but was travelling back to Spain and wasn't able to continue coming... sometimes these connections do take time.

The mamas weren't the only ones connecting though! It's been so lovely to watch the babies experience the playful sensory space in the centre of the circle, watch how they respond to their mothers singing and how they feel welcome to use their own voices in the space. There have been some lovely moments where they've been singing along in their own way, or joining in with percussion, or waggly legs and arms moving to the music. We are very encouraging of the babies' contributions - with lots of eye contact, smiles, mirroring of the music making. They all seem very at ease in the space and happy to be there.



Listen





Listen

Singing at Mama+ at Kirkley Family Hub

Our work with Lowestoft's Nurseries



We have worked with **Rainbow Day Nursery** and **St Benedicts Nursery** to deliver Musical Storytelling workshops in collaboration with the National Literacy Trust.

In addition and as a result of our time at YMCA Nursery Ipswich in our pilot Little Beats project in 2022, we have assisted the manager for **YMCA Waterlane Nursery** and **YMCA St Margrets Road Nursery** to independently employ musicians from our network to deliver regular music sessions in their settings.

Musicians visits are now embedded as a regular occurrence in these settings. On speaking with the manager Kim Streater, the nurseries are now attracting more families in sending their children to ***'the nursery that has the musicians going in.'***

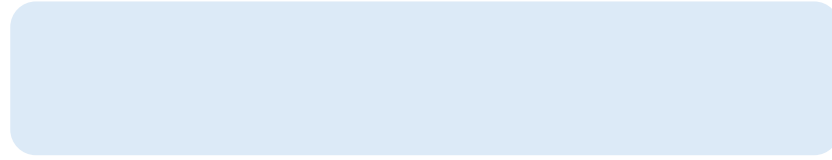


Musician Charlie Law and Rhianon Marno from the National Literacy Trust with children at Rainbow Day Nursery.



Children at St Benedicts Nursery with musician Caroline Clarke and Rhiannon Marno from the National Literacy Trust.

Building Strong and Successful Partnerships

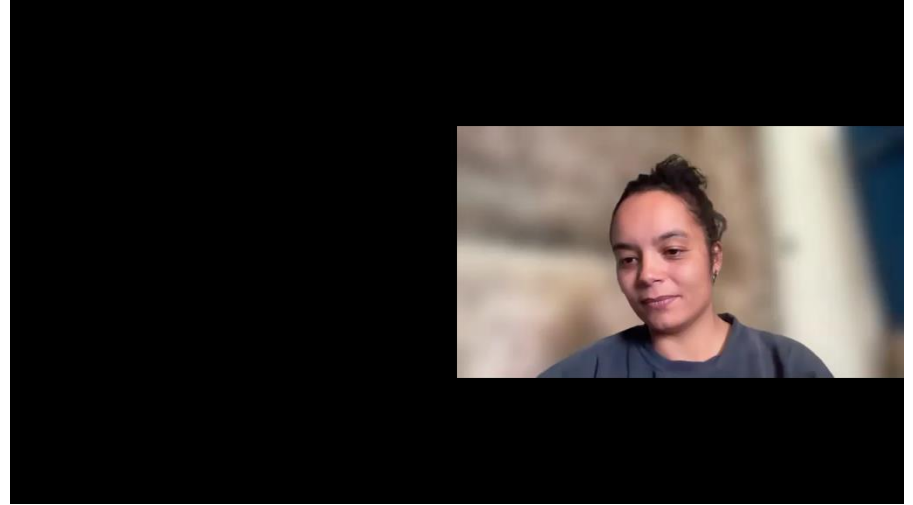


The National Literacy Trust

Our partnership work with the National Literacy Trust has really strengthened over time, we developed Musical Storytelling sessions to reach out to families to encourage reading at home through the

As a development of our work together, the National Literacy Trust continue to provide employment opportunities for musicians in the Little Beats Network to work freelance on their projects in the Lowestoft area.

The success of our partnership with The National Literacy (NLT) resulted in NLT being awarded funding for a year-long musical storytelling project led by Lowestoft based CIC MN Wellchild.



**Rhiannon Marno, The National Literacy Trust
Most Significant Story of Change**

‘ Musical Storytelling for All ’

Building strong partnerships



Musical Storytelling with the National Literacy Trust Trinity Nursery at Harleston House Care Home Yr 2.

Sophie Fox
Magic Acorns
Most Significant Story of Change (clip)

‘ Suffolk Artlink and Magic Acorns making friends and playing together. ’



Can you describe around five changes that you've noticed since your involvement with Little Beats?

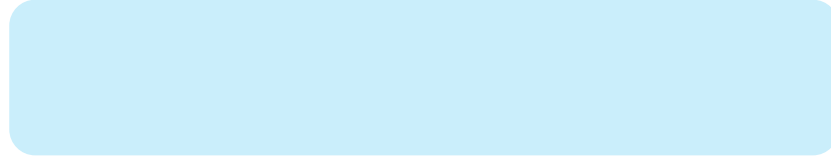
One would be the kind of change, ie the development of the relationship between Magic Acorns and Suffolk Artlink, because it was the first time we officially did that through this project. So that feels like a significant change, and it's sort of continued to evolve. I think another significant change, is the breadth and the variety of the professional development that's been offered in our region for people who work in early years has been a significant change. It wasn't there before, and I guess following on from that, especially in the last two years, I think the change in the kind of solidity of the network forming because it was theoretical, and now it actually feels like a network.

Following on from the network is the pool of freelance artists that are available to us as organizations. And then actually, not to forget, the thing that's actually happening right now is Afro Portuguese music garden, which happened for a number of reasons, but was supported by Little Beats and supported by Magic Acorns and Sara's initiative to get some funding an individual artist, and now it is happening in our space since September, regularly. So we're in the third term, and we're now starting to see regular attendance from the afro Portuguese diaspora, which is really lovely. So that sense of like, you have to be some doing something for quite a long time for it to actually make a difference as well. And that, yeah, that's a change that's happened because of this project.

Building strong partnerships



Building our Little Beats community of music Feedback from questionnaires



Parent and Carer Feedback

I can't believe they were so mesmerized and so calm.
Parent, Roly Poly.

**The calm music is so good, it is even better with your voices.
It is so relaxing, I have never been to anything like this before.**

Parent, Mama+, Kirkley Family Hub

He is so clam, he is never like this at home.

Parent, Roly Poly, Lowestoft Library

**It usually takes him a few sessions to get confident
enough to play, but he got stuck right in straight away
and played right up to the end.**

Parent 0-5s, Family Hub

I loved it so much, it made me laugh which I havn't done in a long time.

Parent, Roly Poly, Lowestoft Library

**A lot of other baby groups feel so overstimulating. They make me feel a but stressed to
be honest.** Parent, Roly Poly

Responses from Musicians who attend our Little Beats Network Meetings : Skills and development questionnaire Year 3

Q : Please write any employment opportunities that have arisen from your involvement in Little Beats....

Running the CPD for Little Beats. We have since been booked for a session by Britten Pears Arts so this is a new avenue for our CIC.

Employed by Suffolk Artlink to deliver CPD training.

Working with two YMCA nurseries in Lowestoft with the possibility of playing the Ipswich one too.'

I have been involved in Roly Poly / and AFPMG early years groups as part of Little Beats.

Performing with Charly Jolly and learning toddler groups, this led to working with Morabe Music as well. Working at St Andrew's tots group performing with Charly Jolly.

Creative projects with Fitzwilliam Museum, Musical Storytelling Literacy Trust, playing on YMCA Nurseries

My relationship with Magic Acorns, with whom I work in multiple freelance capacities, was strengthened by the CPD I received through Little Beats.

Once Upon a Tune, National Literacy Trust

Little Beats mother and baby sessions at Kirkley.

Employed by Suffolk Artlink to deliver CPD training

Working with the National Literacy Trust delivering musical story-time in Lowestoft Library on a month-long project.

Musicians Responses : skills and development questionnaire Year 3 ...

Q: Please tell us of any new projects that have developed as a result of participation / collaboration / signposting through Little Beats

Once Upon a Tune - extension and knowledge of schools

My practice has started to move in the direction of creative facilitation. Through the CPDs I was able to identify what excited and intrigued me. I am preparing for a big year of training and personal work this year that I hope I can fund with help from Arts Council England

Roly Poly and building the Morabe Music early years team.

Renewed sense of excitement about working on EY theatre & performance

Musical Bumps project Fitzwilliam Museum.

I'm looking to apply for funding to write my own songs with toddlers in a nursery, so that I can have my own original set list to play.

Inspired me to take my masters in Music Therapy . If it wasn't for little beats connections I would have never know about this opportunity .

Have begun to be very interested in Sensory Stories and hope to make this a part of an Arts Council England bid to develop an existing play for wider audiences



CPD for network, early years music and playful technologies, delivered by Nat Whitney and Emily Godden

Delivery : Impact Summary

Working with 0-1's has been particularly impactful in generating a support and social network for new parents with tiny babies through our Mama+ sessions. Being anew parent is a really special time in a family's life, the music sessions foster the creation of positive and creative, musical memories and moments for both carer and child. Moments of shared attention for very young children and their care givers. Additionally, the sessions provided care givers with a tool kit of musical play to continue to use at home to engage with their children in a positive, creative, musical and caring way.

It was a privilege to work with such young families over three years. Due the length of time we spend in Lowestoft, we were able to engage with growing families at different points in the child's developmental journey. For example, some of the very young children who attended Mama+ early in year 2 were able to join us for the Afro-Portuguese sessions which were aimed at a slightly older age group. Additionally, some of the babies that came to Mama+ joined us for Roly Poly at other venues in the community the following year. As we developed the project and musical delivery we continued to respond to the families that we were working with, joining them on their journey of musical development. Families were also introduced to different venues and facilities within the community through engagement with different facets of the project. For example, some families came to First Light festival and The Seagull Theatre for the first time through our program.



For children that were engaged long term, for example from year 1 to year 3, we could clearly observe an increase in musical confidence and social confidence in those children. For example, Child A's confidence and musical communication on p24 at Sara's Afro-Portuguese sessions, also pictured on p35 early in year 2 at a Mama+ session.

By the end of year three, it became clear that a very strong community of practice community of practice which was invested in by the musicians and the network underpinned the development and delivery of our music session within the Lowestoft community.

Across the course of the project and from feedback across all the sessions that we delivered, we found that there was a gap in provisions and opportunities for children and families to access slower paced music sessions that are mindful of children and families overwhelm. In response to this we continued ensure that we were providing access to musical engagement that was mindful of overwhelm, that provided a thoughtful, responsive and engaged space to meet the families needs.

Embedding Music in the Lowestoft Community

Little Beats has facilitated embedding music in Lowestoft early years settings ...

Pakefield Primary School

Red Oak Primary School

YMCA St Margrets and Waterlane Nurseries

St Andrews Tots Group

Roman Hill after school parent and child music group

Supported the development and production of musicians' early years work that continues in our communities.

Afro-Portuguese sessions

Roly Poly

Through collaboration, Little Beats has influenced the inclusion of music in The National Literacy Trust's community programs

This has also generated paid work for our local musicians. As a result of this work NLT' received funding for a year-long musical storytelling project led by Lowestoft based CIC MN Wellchild

We have created a community of practice for local musicians and Generated significant employment opportunities for musicians through Little Beats network

Suffolk Artlink's Key Learning Summary

We identified some key ingredients to a successful place-based community music intervention for early years music with the intension of embedding place-based musical engagement for very young children and their caregivers across the community.....

1. Providing slower paced, calm, relaxing early years space. According to parent's feedback these are difficult to come by.

2. Leaving space for the unexpected and serendipitous. For example, Roly Poly, Sara's Afro-Portuguese sessions and First Light Festival became significant aspects of the project in terms of reaching out to a broad participant base in the community.

3. Identified a continual and growing need for support for children with communication, speech and language difficulties in schools.

4. Building trust is key and takes time.

5. Commitment to place and people over a longer period of time has lasting impact and possibilities for sustained opportunities

6. Investing in community partnerships creates amazing opportunities.

7. Small musical interactions benefits both child, parent carers and facilitators. Movement, mirroring and side by side play is key to building trust relationships in early years settings.

Reflective practice = professional development
This results in responsive, accessible, meaningful musical engagement

CPD Facilitator Highlights

Nate Holder
Natalya Martin
Penny Osmond / Music at Heart
Takeshi Matsumoto

We have had some incredible facilitators!

Musicians and organisations in our network who have facilitated at our Little Beats network events :

Magic Acorns
Morabe Rural Music
Roly Poly
Lowestoft Rising
Once Upon a Tune
Charlie Law
The National Literacy Trust

This has been a great way to embed learning. The network nourishes itself through sharing skills, learning and connections.

Thank you Youth Music for supporting our project