

'It was a pleasure to ask Henry to work with some of our students on an exciting project to write a song to be performed at the Holmfirth Festival of Folk. It gave our students the opportunity to collaborate and make new friends, building on their confidence and performance skills whilst exploring their creative side. The finished song embodied the whole spirit of the project and was a very enjoyable experience for all involved.'

Ginette Eady (Musica Kirklees)

Songwriting & Recording Workshops



Key Stages 1 & 2

Collective Songwriting for Key Stage 2

These sessions are my most popular workshop and can be very flexible.

- Usually, we begin with lyric-writing, often around a topic everyone can share in. Past examples include: lockdown, Christmas, or the local vicinity. We explore other examples of lyrics, analysing and borrowing ideas such as rhyme or repetition. The lyric-writing element of the workshop is designed to intersect with the relevant curriculum for literacy.
- We then begin to build melodies, harmony, and a structure, discussing these aspects of our song in relation to 'reference' tracks we used earlier in the day.
- The children have the opportunity to try out new instruments. I bring with me a range of acoustic and electronic instruments, with the children suggesting parts for them as we create an arrangement together. Everyone is encouraged to sing too!
- I bring a recording studio with me which we set up in the classroom. With industry standard microphones and other equipment, this becomes a very exciting part of the day. The school is then presented with the finished recording. Alternatively, the workshop can result in a live performance instead of a recording.

The Sessions

My sessions are for Year 2 children upwards. I use songwriting, composition and music technology to create inclusive workshops, inspiring children towards a love of music. The sessions fulfil the national curriculum at every turn; designed to develop listening skills as well as a flair for both composition and performance. Often, they intersect with other areas of the curriculum too, such as literacy, science, art and history.

Year Two

There are two particular workshops that I do with Year 2 children. These can be adapted for Key Stage 2 as well:

- Creating Graphic Scores. This ties in with the curriculum for art, thinking about the relationship between sound and visual form. We explore other examples of graphic scores before creating our own and performing them.
- Historic soundscapes. We create a soundscape redolent of something explored in history. Previous examples include: the great fire of London, or a Victorian workhouse. There is scope to connect this session with the science curriculum too, considering how everyday materials can be used to create appropriate timbres.

About Me

"Henry's lessons are fantastic because they cover a wide variety of styles and techniques..my son...is learning chords, strumming patterns, improvisation skills, and the the art of songwriting (both music and lyrics). This gave him the confidence to enter a songwriting competition. The great breadth of skills offered and taught by Henry means sessions are always fresh and interesting and are eagerly anticipated each week. He is a brilliant teacher, both patient and encouraging, and my son loves doing music with him."

Parent

I am a passionate musician, educator and workshop facilitator, particularly interested in how songwriting can be used to promote inclusive music-making.

I hold both a BA (Hons) and an MA in music, and have performed both in bands and as a solo artist around the UK and Europe. I am a versatile guitarist, receiving an award from Trinity Guildhall when I took my Grade 8 at the age of 18.

I have released five solo albums to increasing critical acclaim. One of these album lead to Spill Magazine describing me as 'perhaps the greatest undiscovered talent today', though I'm not entirely convinced that's true.

I am a lecturer in Popular Music Performance at BIMM University, Manchester and run workshops in songwriting and music production in collaboration with schools, arts/community centres, and music services whilst continuing to be an an active songwriter and producer working with a variety of artists and musicians.



Henry Bateman BA (Hons) MA



Why do songwriting? (Kratu, 2016)

1. It connects directly with pupils' own cultures and personal understandings. They all listen to songs!

2. It serves the needs of a large population of pupils who are interested in playing a fretted, keyboard, or electronic instrument but who find few opportunities to perform in standard large ensembles.

3. Songwriting can address a number of social and psychological needs for children.

4. It introduces a musical skill that can be enjoyed both in groups and independently, and for a lifetime.

