

*'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 3, 4 & 5

### The Sessions

- My workshops are based on my real-life experience of the music industry, and are designed to inspire children towards the different roles that can be explored throughout a career in music.

#### Key Stage 3

- The sessions are closely intertwined with the national curriculum. They expose the children to a wide range of styles, genres, techniques and traditions, and encourage them to use this learning to develop their own ideas.
- Examples of sessions include collective/group songwriting, writing music to a brief, writing music for the moving image, writing and using graphic scores, sound design, synthesis and sampling, writing music using found sounds, and using Logic Pro X.

#### Key Stage 4 & 5

- These sessions enable the children to approach their composition-based assignments with more confidence and skill.
- A very popular session is 'Getting The Ball Rolling' which exposes pupils to a wide variety of methods for starting a song.
- Sessions at Key Stage 4 and 5 can also be extended to include a 'feedback session' on any pieces or songs the students are currently working on.





# 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? (Kratus, 2016)

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

2. It serves the needs of a large population of students 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 adolescents.

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

