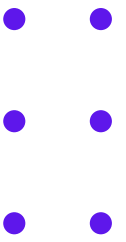
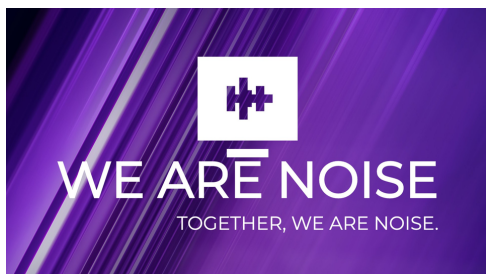


We Are Noise
Broadfield



TERM REPORT

2025



Introduction

The progress and results at We Are Noise's Music Centre over the academic term are described in this report. Focused on the social, emotional, and cognitive advantages of music education, with an emphasis on student growth and neuronal enjoyment. Relevant literature and observational data confirm the findings.

Our goal at We Are Noise is to provide a vibrant, imaginative atmosphere where students may experiment, grow, and hone their musical skills in a way that best fits their unique learning preferences.

Our Activities of Term Intent

Encourage Creative Expression: Provide students with an environment where they may develop their sound, try out musical ideas, and gain confidence in their skills.

Strengthen Technical Skills: Provide organised yet adaptable learning opportunities to advance composition, music production, voice performance, and instrumental skills.

Encourage Collaboration: To foster cooperation, communication, and stage presence, lead band practices, group projects, and ensemble performances.

Encourage Independent Learning: Assist students in establishing their musical objectives and acquiring the abilities necessary to work on their own both within and outside of the classroom.

The musical domain has been at the forefront of this new generation on the positive impacts of engagement in the Arts



At We Are Noise, we recognise that music education offers far more than just the development of traditional musical skills. While technical ability and performance remain key aspects of learning, we also place significant value on the broader benefits of music instruction—particularly its impact on students' health, well-being, and personal development.

Our approach at We Are Noise is rooted in a non-traditional music environment, which has proven to be highly beneficial for students in multiple ways. This term, our work with the students of Broadfield has highlighted these advantages, demonstrating how music education can positively influence various psychological and social aspects of students' lives.

By engaging in music, students enhance their capacities and talents, leading to greater self-confidence, social connections, and emotional well-being. Music education in our setting is not solely about learning an instrument or refining performance skills—it is also about fostering creativity, self-expression, and resilience. The integration of communal music-making and elements of music therapy throughout the school term has provided students with meaningful, life-changing experiences that will continue to benefit them in the years to come.

There is a growing movement within music education to expand its scope, embracing a wider range of musical experiences that cater to different needs and abilities. At We Are Noise, we fully support this shift, recognising that music has the power to transform lives. Through our innovative and inclusive approach, we aim to ensure that every student not only grows as a musician but also experiences the profound personal and social benefits that music can bring.

The Students

It has been a pleasure to work with the students from Broadfield, and witnessing their development over the term has been truly inspiring. Looking back, we take great pride in knowing that we have played a role not only in their musical journey but also in their personal and emotional growth.

We would like to highlight the remarkable progress made by the students, which cannot go unmentioned. At the start of the term in January, we were introduced to a diverse group of young people with varying levels of engagement—some eager to jump in and others more hesitant. Among them, one student whose journey stands out is Kiel.

Initially reserved, Kiel took time to let down his barriers, but as the weeks progressed, he embraced the learning process with an open mind. Already proficient in bass guitar, he was keen to expand his skills on guitar. However, his time at We Are Noise has been about more than just developing technical ability; it has also significantly impacted his confidence, communication, and overall well-being.



The Students



Through his lessons, Kiel not only refined his musical skills but also developed his ability to communicate his ideas and express himself more openly. At first, his work in our live room was one-to-one, focusing solely on his individual progress. However, as his confidence grew, so did his willingness to collaborate with others. What started as individual sessions soon evolved into full band rehearsals as more students with an interest in instruments joined in.

This shift had a profound impact on Kiel's social and emotional well-being. Once a quiet and reserved student, he became more engaged with his peers, openly sharing his skills and supporting others in their musical journeys. His confidence in both his abilities and his interactions with others flourished, allowing him to build meaningful connections with classmates and staff.

Kiel's journey is a testament to the power of music education in fostering not just technical growth but also personal transformation. Music has provided him with a space to express himself, connect with others, and develop a sense of achievement that extends beyond the classroom. His progress is just one example of the many success stories we have witnessed this term, and we look forward to seeing how he and his peers continue to develop in the future.

The Students

Our Broadfield sessions were truly unique, bringing together a diverse group of young people, each with their strengths and challenges. It was incredible to see their growth—not just in their musical abilities, but also in their confidence and personal development. One student who stood out on this journey was Catherine, whose dedication and creativity made a lasting impression.

When Catherine first joined We Are Noise, they were reserved and non-verbal with staff, initially hesitant to engage in conversation. However, despite their quiet nature, it was clear that they had a strong drive to explore the opportunities available. While many young people are drawn to performance-based aspects of music, Catherine took a different path, developing a deep interest in music composition and theory.

From the beginning, Catherine demonstrated a strong understanding of musical concepts, and as they worked closely with the We Are Noise staff, their ability to apply this knowledge in creative ways became increasingly evident. They took full advantage of the resources available, integrating their learning into their compositions and developing a unique musical voice.



The Students



Over the course of the program, Catherine demonstrated significant growth in both musical proficiency and social confidence. Initially reserved in their communication, they gradually became more expressive, actively engaging with both staff and peers. As their confidence increased, Catherine contributed more openly to discussions, shared creative ideas, and participated in collaborative activities. They approached each session with enthusiasm, embracing new techniques and demonstrating a willingness to experiment. Their creativity was particularly evident in the development of their project, which not only expanded their musical knowledge but also enhanced their skills in computer editing, research, and teamwork.

During their time at We Are Noise, Catherine successfully obtained multiple AQA certifications in Music Production, Canva Design, MIDI Keyboards, and Music Theory. This achievement reflects their dedication and commitment to personal and academic development. Their initial reserved demeanour evolved into an engaged and confident presence, marked by curiosity, creativity, and a proactive approach to learning.

Catherine's progress underscores the broader impact of music education beyond technical skill acquisition. The program facilitated improvements in confidence, communication, and personal growth, illustrating the value of creative learning environments. Their transformation over the term has been notable, and their continued development in both musical and personal capacities is anticipated with great interest.

The Social Impact

The sessions at We Are Noise have played a vital role in supporting student's social and emotional well-being, offering a space where they can not only develop their musical abilities but also build confidence, form connections, and express themselves in meaningful ways.

Many students, like Catherine and Kiel, arrived at We Are Noise feeling unsure, reserved, or hesitant to engage. Through music, they found a way to express themselves beyond words, allowing their creativity to shine. As they gained new skills, their confidence in both their musical abilities and personal interactions flourished.

Music is inherently social, and these sessions provided a supportive environment for students to work together, whether through band practice, group discussions, or collaborative projects.

Students who initially struggled with communication, like Catherine, became more engaged and expressive, while those who were more independent, like Kiel, learned to collaborate and share their knowledge with others. Music offers an outlet for emotions that may be difficult to express through conversation alone. For students navigating personal challenges or social anxieties, these sessions provided a safe and accepting space where they could process emotions, develop resilience, and feel heard and valued.

Through their engagement with music, students develop essential skills that will benefit them far beyond the classroom. From problem-solving and critical thinking in music production to teamwork and leadership in band settings, these experiences helped shape their personal and academic growth. For many students, We Are Noise became more than just a music centre—it became a place where they felt accepted and understood. The shift from being quiet or hesitant to actively contributing to group discussions, sessions, and performances highlights the importance of feeling part of a community. This sense of belonging is crucial for emotional well-being and personal development.

The Social Impact

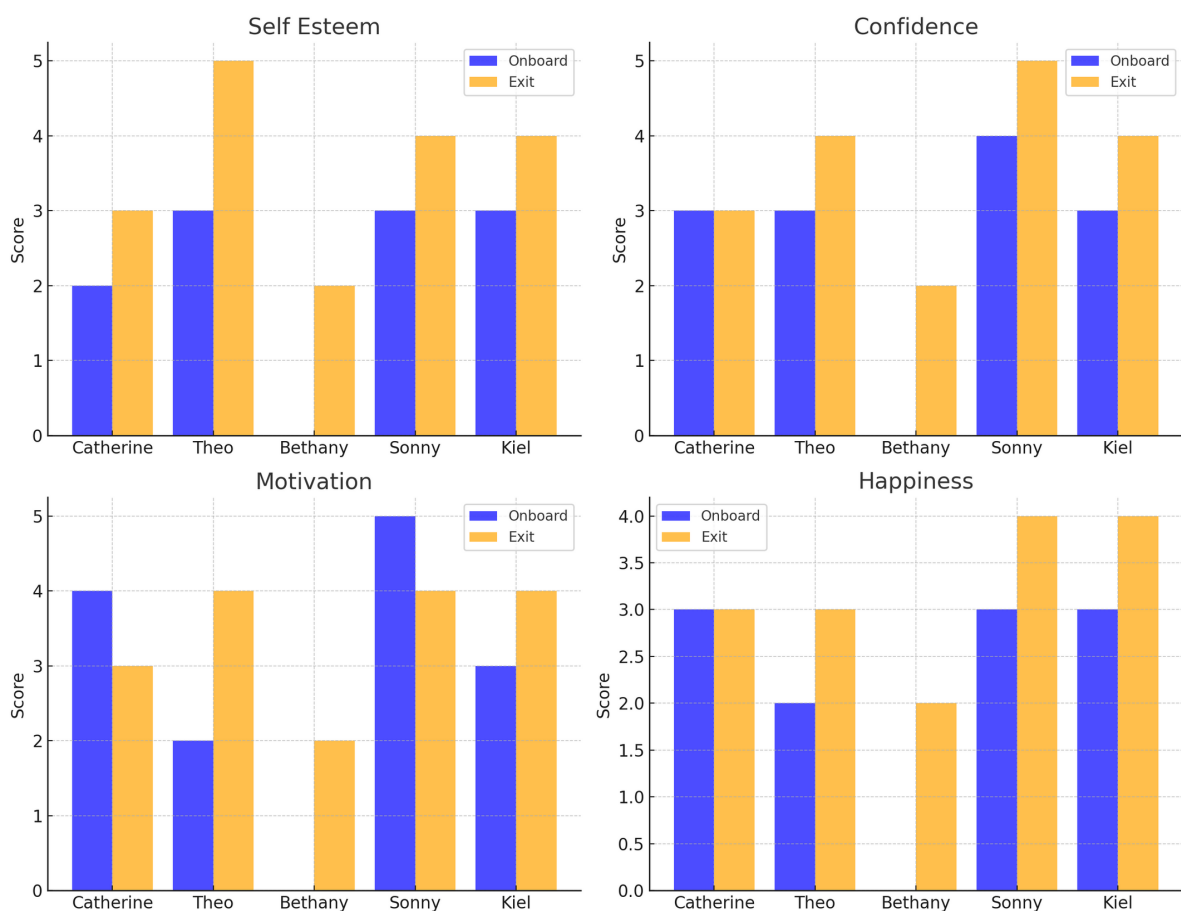
Overall, these sessions have demonstrated that music education is not just about learning an instrument or mastering theory—it is about giving young people the space to grow, connect, and discover their potential in a way that positively impacts their lives. The transformation seen in students like Catherine and Kiel is proof of the power of music to inspire change, build confidence, and create lasting personal growth.

The arts serve as a powerful medium for self-expression, allowing individuals to communicate their identity, values, and experiences in a meaningful way. For young people, access to artistic tools and opportunities is particularly crucial, as it provides them with a platform to explore their creativity, develop confidence, and engage with the world around them. Music, in particular, has demonstrated its ability to strengthen relationships, foster mutual understanding, and encourage the appreciation of differences among individuals. Through collaborative music-making, young people not only learn from one another but also enhance their personal and social development.

The partnership between We Are Noise and the schools we collaborate with plays a fundamental role in ensuring the success of our programmes. Effective cooperation, mutual respect, and a shared commitment to student development are essential in cultivating a collaborative educational environment. By working together, we can maximise the benefits of arts education, enriching students' experiences in the areas of creativity, culture, well-being, and academic achievement.

The communal arts projects undertaken by the students of Broadfield exemplify the transformative power of creative engagement. These projects have provided students with life-changing experiences, fostering personal growth, artistic expression, and a deeper sense of community. The impact of such initiatives extends beyond the immediate learning environment, contributing to the broader cultural and educational landscape. We extend our sincere gratitude to all those who have supported and contributed to this endeavour, reinforcing the importance of the arts in shaping the future of young people.

The Social Impact



The data tracks changes in self-esteem, confidence, motivation, and happiness from onboarding to exit for five individuals. The results show an overall improvement across most categories, indicating a positive impact of the program or experience.

The Social Impact

Key Findings

1. Overall Improvement Across All Areas

On average, participants demonstrated an increase in self-esteem, confidence, motivation, and happiness between the onboarding and exit stages. This overall improvement suggests that the programme contributed positively to participants' mental and emotional well-being.

2. Individual Progression

- Catherine: Their self-esteem increased from 2 to 3, while confidence, motivation, and happiness remained stable.
- Theo: Demonstrated the most significant improvement, with self-esteem increasing from 3 to 5, confidence from 3 to 4, motivation from 2 to 4, and happiness from 2 to 3.
- Bethany: Initially did not complete or refused to complete the onboarding assessment (scoring 0 in all areas). However, by the exit stage, she reported a score of 2 across all categories, indicating improvement.
- Sonny: Entered the programme with relatively high scores. His confidence and happiness increased slightly, while his motivation showed a minor decline.
- Kiel: Demonstrated steady progress, with scores increasing from 3 to 4 across all assessed areas.

3. Category-Wide Analysis

- Self-Esteem: All participants exhibited an increase in self-esteem, with Theo showing the most substantial growth (from 3 to 5).
- Confidence: Most participants reported improved confidence levels, with Sonny achieving the highest recorded score of 5.
- Motivation: Results varied—while Theo showed notable improvement, Sonny experienced a slight decrease.
- Happiness: A modest overall increase was observed, with most participants reporting higher levels of happiness at the exit stage compared to onboarding.

These findings reinforce the positive impact of the programme on participants' personal development, highlighting the importance of structured musical and creative engagement in fostering self-confidence, motivation, and well-being.

Conclusion

The findings presented in this report highlight the essential role of music education in developing both technical abilities and broader social, emotional, and cognitive skills. The case studies of students such as Catherine and Kiel illustrate the profound effect of engaging in music within a supportive and creative setting. Over the course of the term, students demonstrated notable improvements in confidence, communication, and social interaction, reinforcing the wider benefits of music beyond performance and technical skill acquisition.

The structured yet adaptable approach implemented by We Are Noise has effectively addressed the diverse needs of students, enabling them to explore their musical interests while simultaneously cultivating key life skills, including teamwork, problem-solving, and self-expression. The incorporation of collaborative projects, independent learning, and performance-based activities has contributed to the overall personal and artistic growth of students, underscoring the importance of inclusive and flexible music education.

In conclusion, the experiences documented at We Are Noise demonstrate the transformative potential of music education. By providing a stimulating and supportive environment, the programme has enabled students to make meaningful progress in both their musical abilities and personal development. These findings emphasise the importance of continued investment in music education as a means of empowering young people, increasing their self-confidence, and equipping them with transferable skills that extend beyond the classroom. Future initiatives should build upon these successes, further examining how music can continue to act as a catalyst for individual growth and social engagement.



Sophie E Kinghan, M. A.

We Are Noise