



Music in Mind Evaluation Tool for Music Champions

Questions and activities to help you
reflect and evaluate



How to use this Evaluation Tool

1.

This guide is designed by **Manchester Camerata Music Therapists** and Lead Musicians to accompany you in your reflective practice as you hold your Music in Mind sessions. It consists of four themed sections with a list of questions each, and one or more exercises in each section. The four sections are: *1. Person living with Dementia, 2. Team Work, 3. Connection and Techniques and 4. Space and Timing*

2.

It is here to help you develop as a team of **Music Champions** working together, staying close to the ethos of Music in Mind, which will make your Music Café sessions unique and different to other music sessions and sing-alongs.

3.

Don't worry! You are not meant to cover every question after every session, but you could **choose one question and exercise from every section**, when you do your regular evaluations. All questions and exercises are meant to be starters for discussions.

4.

Most exercises involve drawing a pie chart and will need paper and pen. The pie chart exercises provide you with a quick visual tool when looking at one session as a whole. They require you to allocate a percentage of the session under a certain aspect.

Top Tip: to draw a pie chart you need to draw a dot in the middle and a circle around it. There are exercises which you do individually (in yellow) and share as a group, and exercises which you do as a group (in green). You can download this evaluation document from your login at www.musicinmind.org



Section 1: Person Living with Dementia

Suggested Reflections

- What was the **engagement level** for each person living with dementia today?
- Did we allow **enough time** for the person to select an instrument?
- At what level did we draw them out and how did we **facilitate musical conversation**?
- Did we feel any **negativity from a participant**? How did we respond?
- Have we found ways around **physical limitations**?
- Were there **distractions** that took anyone in the circle out of the music making?
- How were the **needs of each participant** acknowledged and looked after?
- What have we **learnt** about each person with dementia/participant today?
For example, likes and dislikes, introvert or extrovert?
- How are we **enhancing and developing the skills** of a person living with dementia week by week?
- Have there been any dangerous interactions or unhelpful behaviour?

Exercise 1: Observation

Team Exercise

Decide on one participant before the session and use the emotion capture form, which aims to determine involvement, participation, mood and interactions during a Music in Mind session.

Session Timeline Hello Song Goodbye Song

Grinning Smiling Deadpan Crying Yawning Anxious Uninterested Frowning Scowling

Leaving Session Not Obviously Listening Obviously Listening Tapping Swaying Playing Instrument Sparsely

Playing Instrument With Basic Beat Quietly Singing Playing Instrument With Rhythm Passionately Singing Dancing

Interactions ○○○○○○ Interacted With:

Engagement ○○○○○○

Participation ○○○○○○

Other Notes

Emotion Capturing Form - Version 2.0

Image Software

Circle all images which apply to the person you are observing, they may express a range of emotions & movements during the session. The images are a prompt to give you ideas of what to look for.

Estimated number of interactions: _ _ _ _ _

Engagement: low - sporadic - in response to invitation - constant - enthusiastic

Participation: no activity - little activity - fluctuating activity - consistent activity - enthusiastic



Section 2: Teamwork

Suggested Reflections

- Are there any outstanding **logistical issues**?
- Together, give your team **marks out of 10** for: pre-brief, welcoming, presence in the session, silent team communication, recognising and supporting other MCs initiatives, debrief.
- Were you **confident** in this week's role? What are you **avoiding** doing?
- Are we **getting to know the participants**, and what musical styles and beats they introduce and respond well to within the session?
- How were we **listening**?
- Did we **embrace the silences**?
- How did we use the **strengths** of the group e.g. *who's best at leading the Hello song*. Is there a **back-up** in case of absence?
- In the pre-brief did we call to mind **techniques** we could use, and what to look out for via the **Emotion Capture Form**?
- How is the group as a whole **evolving**?
- What do each of the carers need from us to **enhance the experience** of the person living with dementia?
- How comfortable do you as a Music Champion feel **sharing your emotional response** to this work? Do you need additional support?

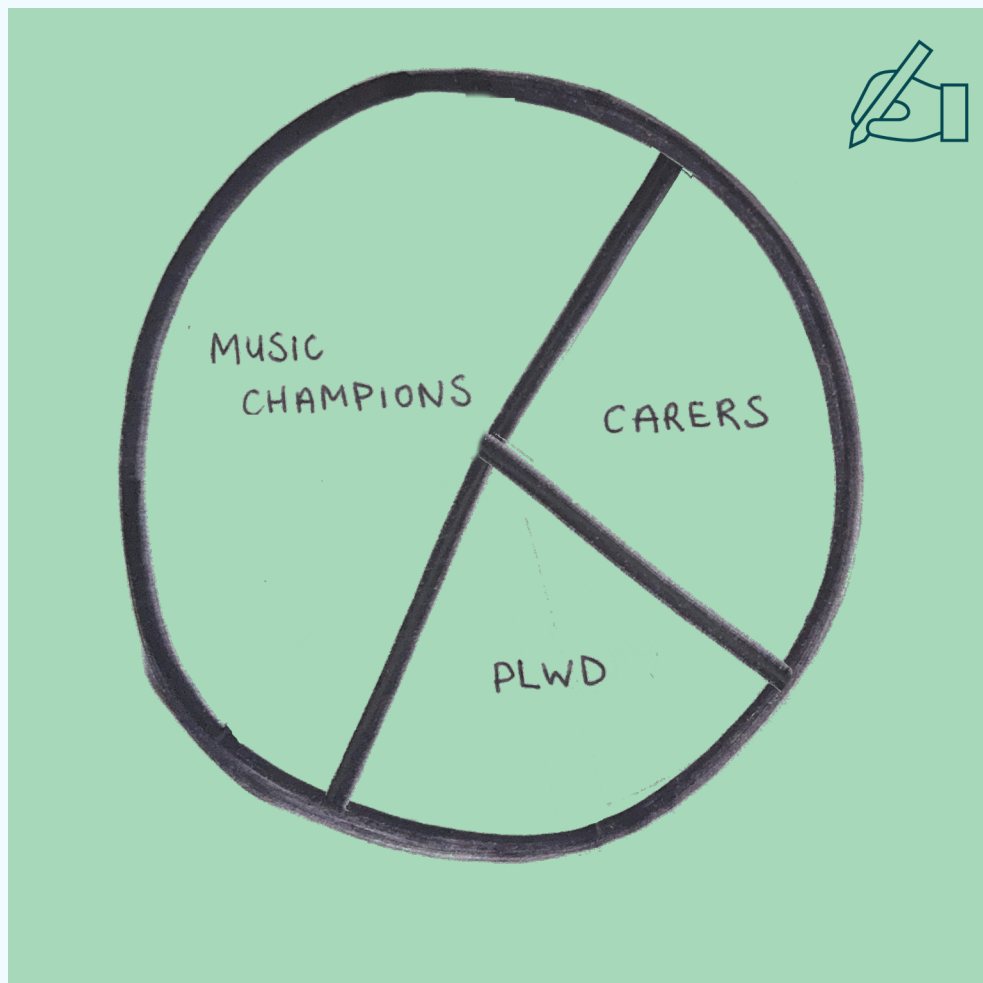
Exercise 2: Who led in this session and how much?

Team Exercise

Using a pie chart where the circle represents the session, calculate the percentage of the session you noticed being led by a person living with dementia/ a Music Champion/ a carer

TEAM DISCUSSION 🗣️

For example:



Exercise 3: Music Champion movement throughout the session

Individual Exercise

Draw an empty circle representing the people sitting in a circle in the space you are using.

- *Mark where you personally started in the circle, then map any movements you made throughout the session.*
- *Did every movement have a purpose?*

TEAM DISCUSSION 

Section 3: Connections and Techniques

Suggested Reflections

- Which **techniques** were you aware of using today?
- Which **techniques did you see everyone else in the group using** today?
- How much of the session did you concentrate on **individual musical interactions**, and how much **encouraging musical interactions** across the circle?
- Did someone's **musical input interrupt** what was happening elsewhere?
- What moments created **group cohesion**?
- When did musical moments create **visual/nonverbal contact**?
- Have the **musical connections** you noticed affected behaviour both after a session and into following sessions?
- What could we **improve** on?
- Were any techniques less helpful in this session?

TEAM DISCUSSION 🗣️



Exercise 4: Flow of your Session

Team Exercise

Draw a pie chart, where the circle represents the session. Determine how much of this session was routine, how much was development and how much was unexpected or a surprise to you.

TEAM DISCUSSION 

Exercise 5: Encouraging Physical Movement

Individual Exercise

Draw a pie chart, where the circle represents the session

As physical movement is an aim in Music in Mind sessions, notice how much physical movement you encouraged (legs, hands, arms), how much dancing you encouraged, how many small movements did you amplify?

TEAM DISCUSSION 

Exercise 6: Ratio of Music and Talking

Team Exercise

Draw a pie chart, where the circle represents the session

Assess how much talking/silence/music making/mix of music and talking took place.

TEAM DISCUSSION 

Exercise 7: Use of Tracks and Improvisation

Team Exercise

Draw a pie chart, where the circle represents the session

How many minutes pure improvisation, minutes with Camerata tracks, minutes with external tracks.

TEAM DISCUSSION 



Exercise 8: Personal Involvement

Individual Exercise

Using a pie chart where the circle represents the session

How much did you personally play, how much did you encourage by body language/body percussion and movement, how much did you sit back and listen actively.

TEAM DISCUSSION 

Exercise 9: Musical Variety

Team Exercise

Using a pie chart where the circle represents the session:

Show ratios of musical variety—fast/slow, beat/no beat, loud/soft, calm/energetic, dense texture/sparse texture, predominantly vocal/predominantly instrumental

TEAM DISCUSSION 

Section 4: Space and Timing

Suggested Reflections

- Was the space safe?
- Was there time/space for the participants to improvise and lead?
- Did we allow enough space for people to be **interested and join in** or too much space so they **lost interest**? How do we balance this?
- Are we leaving space for **others to participate**? Giving participants **time to react**?
- Did we **dictate or initiate** use of tracks?
- Did a participant **break the silence** or someone else? Discuss!
- Are we each allowing **silences**? What is their **function and quality**?



Additional Music Champions Training Support

Resources in the Music in Mind log in area

Every Music Champion has a **unique log in** to the resources on the Music in Mind website: www.musicinmind.org

The following resources (and more) can be downloaded from there:-

- **Training Manual** – explains the techniques you covered in your initial training with the Manchester Camerata musicians and music therapists.
- **Flashcards** with great ideas, tips and techniques to help you in your music making sessions.
- **Music tracks** specially recorded by Manchester Camerata musicians and music therapists, for use in your Music Café sessions.
- **Evaluation Tool**

Queries to: musicinmind@manchestercamerata.com



Name of care home/community group: _____

Observer Name: _____ Date: ____/____/____

Participant Full Name: _____

Session Timeline Hello Song Goodbye Song

Smiling Deadpan Crying Yawning Anxious Uninterested Frowning Scowling

Not Obviously Listening Obviously Listening Tapping Swaying Playing Instrument Sparingly

Playing Instrument With Basic Beat Quietly Singing Playing Instrument With Rhythm Passionately Singing Dancing

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