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Erasmus+ Programme
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EU SMART COMPOSER

COMPANION
KOOPERATIV UTVECKLING

 **WAZO COOP**
COOPERATIVA DE INICIATIVA SOCIAL SIN ÁNIMO DE LUCRO

mh
materahub

Abbaye aux Dames
la cine musicale, l'histoire


**LA
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The logo for EU SMART COMPOSER features a stylized yellow and teal graphic on the left, resembling a musical note or a stylized 'S'. To its right, the text 'EU SMART' is in yellow and 'COMPOSER' is in teal, both in a bold, sans-serif font.

EU SMART COMPOSER



[https://twitter.com/
megancomposer/st
atus/15756523395
28380417?s=20&t
=pp7veDmD5Wo4
p-3yTgTcZA](https://twitter.com/megancomposer/status/1575652339528380417?s=20&t=pp7veDmD5Wo4p-3yTgTcZA)



[https://twitter.
com/arooj_aft
ab/status/156
69455849714
97473](https://twitter.com/arooj_aftab/status/1566945584971497473)

“Next time we listen to Mozart, we should remember that this apparently happy person was actually a precocious boy, ripped of his childhood, whose short life was an endless chain of complaints, fatigue, misery, concern and malady.”

National Library of Medicine, USA



The SMART Composer Method



- 1. Introduction and approach**
- 2. Empowerment and leadership**
- 3. Collaborative entrepreneurship**
- 4. Branding and marketing**

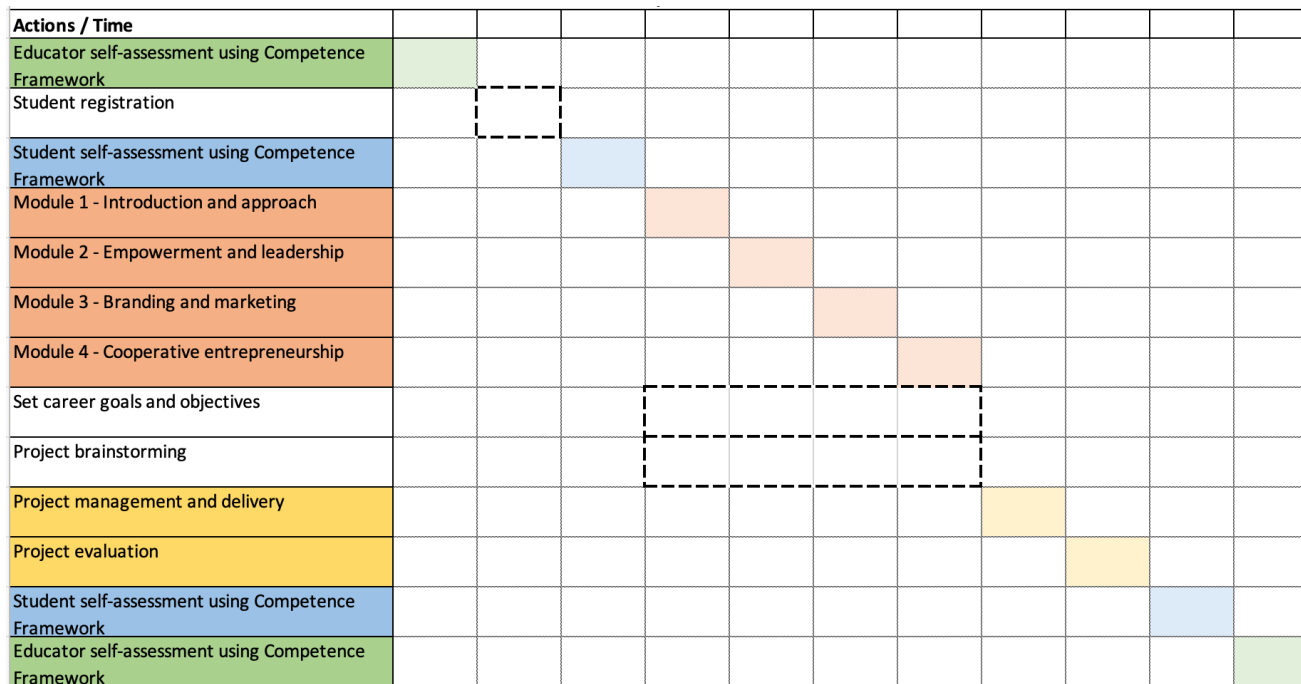
Experiential Education

Defining Experiential Education: Challenge and experience followed by reflection, leading to learning and growth.

Experiential education is a teaching philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.

Association for Experiential Education, USA

| KNOWLEDGE & EXPERIMENTATION | PRACTICAL EXPERIENCE | STUDENT ASSESSMENT | EDUCATOR ASSESSMENT |
|---|---|--|--|
| | | | Competence framework Educator assess competence levels at the start of the project |
| Module 1 Introduction and approach | Decide career goals and objectives Break down your decision into objectives, estimate what you can do in 15, 10, 5, 2 and 1 years | Competence framework Students assess competence levels at the start of the project | |
| Module 2 Empowerment and leadership | Optional: Break down further into what you can do in 1 semester/month/week | | |
| Module 3 Branding and marketing | Brainstorming Consider and decide on a project that engages an audience in line with your career goals and objectives | | |
| Module 4 Cooperative entrepreneurship | | | |
| | Project Management Planning and design of your project Organisation of your project Delivery of your project | | |
| | Evaluation Evaluate your project according to your SMART objectives Evaluate your project according to your career goals Plan the next step | Competence framework Students assess competence levels at the end of the project | |
| | | Course evaluation | Competence framework Educator assess competence levels at the end of the project |



| Assisted student competence in project management | Autonomous student competence in project management | Collaborative student competence in project management |
|---|--|--|
| <ul style="list-style-type: none"> • Institutions set a limited project brief • The project delivery is specified for a certain date • Institutions allocate and grant students a limited budget • Institutions provide many services in kind • Students are tasked to only work with other students • All technical support is given by professionals • Students work on their own PR and branding • Institutions advertise a final delivery event (ie. a showcase concert or an album launch) | <ul style="list-style-type: none"> • Institutions set a project brief that can be open to limited interpretation • The project delivery must be within a certain window of time • Students manage a small project grant, or raise a small amount of funds themselves • Institutions provide some services in kind • Students work with other students but are given professional technical help • Students work on their own PR and branding in relation to any institutional marketing • Institutions do minimal or general marketing to promote a final delivery event (ie. a festival) | <ul style="list-style-type: none"> • Institutions set an open project brief • The project delivery can be any time before a certain date • Students raise the money completely by themselves • Students seek services in kind and/or partnerships autonomously • Students must commission work from other students and/or professionals, including technicians • Students work autonomously on their own PR and branding • Students advertise their final delivery themselves |

The entrepreneurial mindset/competency

Entrepreneurial competency is the ability to “make something happen”, or specifically, the ability to create social and economic benefits for oneself and others in a responsive and dynamic relation to society.

Equipping students with VET could help them to overcome obstacles such as lack of sustainable income and lack of funding, but also issues of systemic prejudice, rural remoteness or the impediments of Covid-19. It can also help to counter negative, inhibiting attitudes such as the ‘myth of genius’, the ‘evil of commercialism’ and the belief in institutional legitimization as the only means for success.

Above all, developing VET competence in composers empowers them to take positive and rewarding action in society, and increases society’s benefit from the contribution of their competencies.

EU SMART Composer European Report



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Module 1 – introduction and approach

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The context of composers of new music

How do composers generate income from composition?

- Commissions
- Grants/Awards/Competitions
- Residencies and Creative/Academic Research projects
- Performance fees
- Performance/Publishing royalties
- Mechanical royalties
- Recording/Publishing advances
- Sheet music hiring and sales
- Participatory and co-creative projects





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Module 2 – empowerment and leadership

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Empowerment

Why do we need empowerment?

Empowerment = Personal entrepreneurship

Empowerment is a part of finding your unique value and the best way for you to move forward.

Strengthen the self by finding and developing your:

- driving force
- passion
- motivation

**Wordcloud! What are
your driving forces & passions?**



<https://www.menti.com/al36dyxdw9x>

Code: 1831 2655

Results:

<https://www.mentimeter.com/app/presentation/7f586096eaf3d8205dc8252780c893f4/2c59b0aa8434>

Empowerment in practice



Map your social impact!

We will achieve
[outcome]

What are the INTENDED
OUTCOMES of your project?

By addressing
[social issue]

What SOCIAL ISSUE are you
addressing?

Through doing
[activity]

What ACTIVITIES are condu-
cted as part of your project?

Simon Sinek

The Golden Circle

WHAT

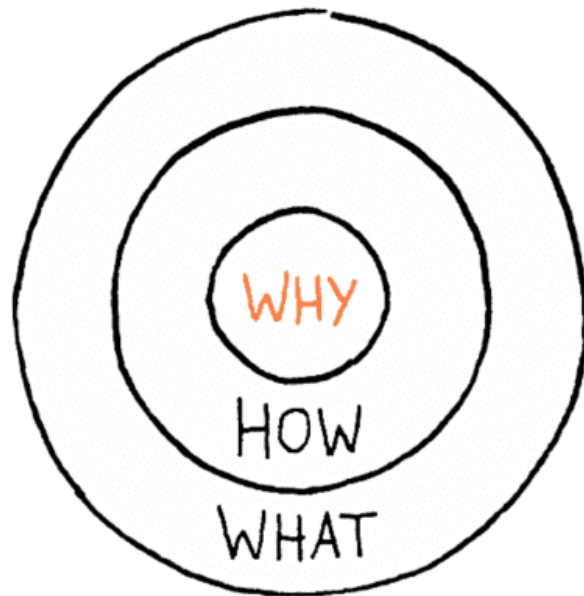
Every organization on the planet knows WHAT they do. These are products they sell or the services

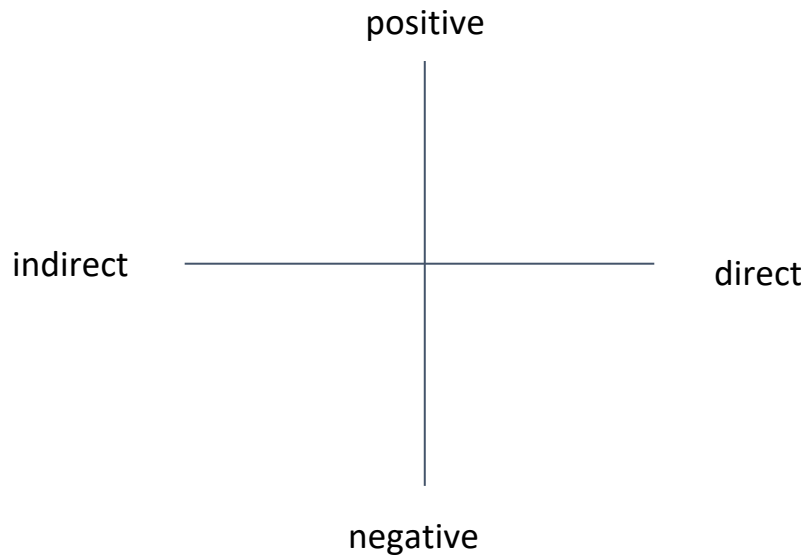
HOW

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

WHY

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.





Take the pledge!



THE MOVEMENT

WHAT CAN I DO?

ABOUT US

OUR ROSTER

EVENTS

NOMINATE

APPLY TO KEYCHANGE!

Are you an exceptional artist or music business professional? Are you ready for the next level? Apply to the Keychange programme for international opportunities, training, mentoring, networking and promotion globally throughout 2023!



KVAST

The Swedish Association
of Women Composers



Module 3 - Cooperative entrepreneurship



Cooperatives are based on the idea that those who **use an enterprise** — the members — should also **own and govern** it.



1. Cooperatives are Business Organizations: Cooperatives are organized by likeminded people to satisfy a particular group of economic needs

2. Cooperatives are Social Organizations: Like the economic function, social function is also the bedrock of cooperatives. It is a combination or mixture of both economic service and social benefit.



People before profit

Social economy enterprises and organisations prioritise people and communities over profit, driven by their mission to serve the common good and general interest



Democracy at work

Social economy enterprises and organisations have inclusive and democratic governance



Reinvesting profits

Social economy enterprises and organisations reinvest most of their profits or surpluses to pursue sustainable development objectives

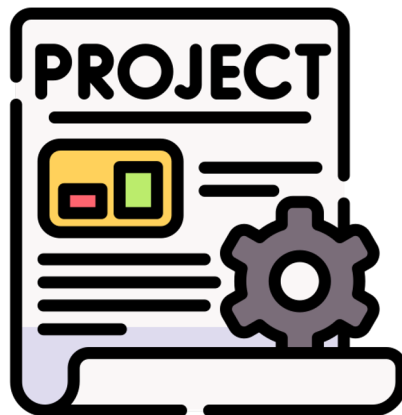
Why Social Economy?

A driver of economic and social progress for all
providing innovative solutions to today's economic,
societal and environmental challenges

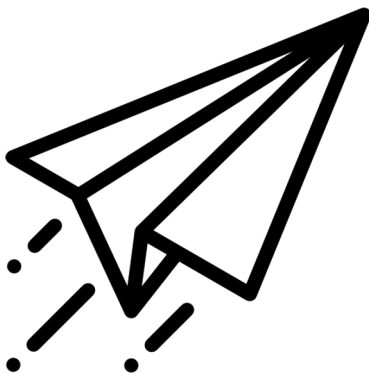
- Quality jobs for all
- Deepening democracies
- Social innovation
- Fighting climate change
- Quality services
- Championing equality



First of all, what is a **project**?



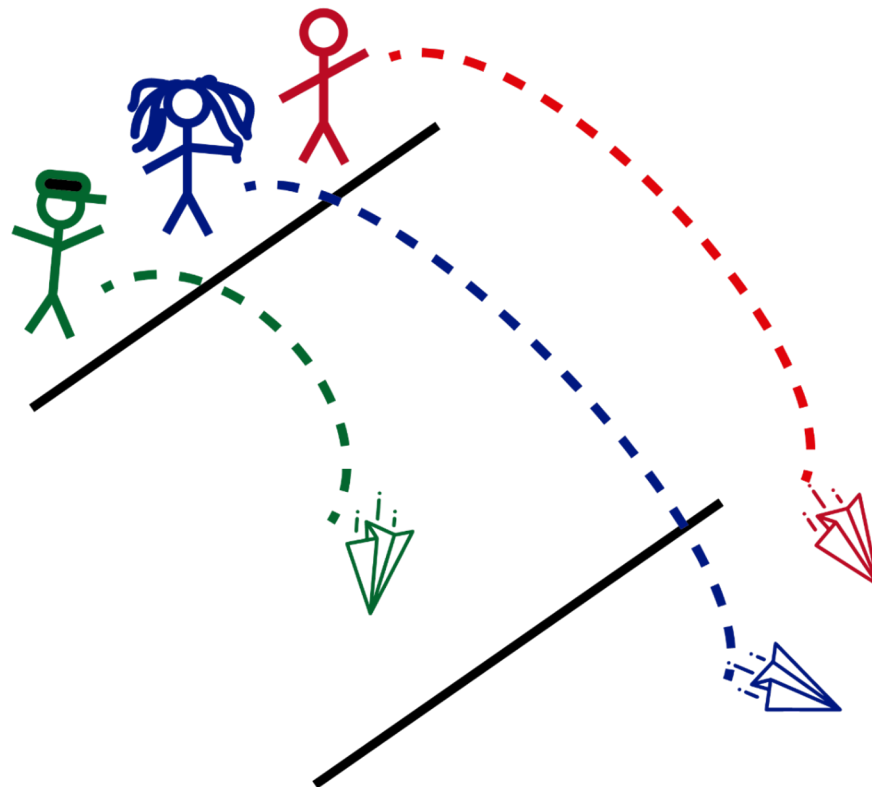
ACTIVITY 1. BUSINESS PLANE



- Take a piece of paper (recycled if possible).
- Write on it the name of your project
- Write on it your purpose or your inner trigger.
(Is it a **short or long term project**?
Do you want to make your plane **alone** or do you
want to **collaborate** with someone?)

What do we need?

- We need paper
- Your ability to make a paper airplane
- An open space (if possible)





***Most of the time, the paper airplane
does not follow the established route.***

ACTIVITY 2. THE 5 W'S (and an H)



Analyse the context of your projects by defining your 5w based on the 5w questions as a guide:

Please take paper and pen.

Short term project:

To create a 2-person creative team that sustains a time-limited creative process of mini-opera creation for and by multiple local members of the community who could later invest in the project, thereby continuing to sustain it.

1- The Why

- Why are you doing this project?
- Why do you think your project is necessary?



2- The What

- What does the project consist of?
- What will be the outcome and impact of the project?



3- The How

- How is the project carried out or implemented?
- How will you manage to make it happen?



4- The Who

- Who is involved in the project?
- Who is the project for?



5- The When

- When it starts and when it finish?
- when is it going to happen?



6- The Where

- Where are you going to reach your public?
- Where are you based?



Short term project:

To improve the quality of life of residents, social cohesion and the cultural life of neighbourhoods in my town, we will search out stories of personal and civic pride, local identity, empowerment and community and transform them into operatic arias that we will sing (1 pianist and the co-composer residents). The project aims to exploit the concept of opera as a “high art” and deliver it to locals in the most engaging and accessible way possible, with the composer going street to street with a mobile keyboard around where he lives to work with local associations and residents.

A SWOT analysis is a compilation of your **strengths, weaknesses, opportunities and threats**. The primary objective of a SWOT analysis is to help developING a full **awareness** of all the factors involved in making a business decision.



The Social Business Model Canvas is inspired by the Business Model Canvas and created by the Social Innovation Lab.

The goal is to support social innovators by designing their Business Models. Social Businesses focus on the impact they create for beneficiaries rather than creating profits.










CREATIVE PROJECT CANVAS

Project name:

Date:

Team members:

Rate: ☐ ☒ ☐ ☐

| | | | | |
|--|---|---|---|--|
| <p>BELONGING TO NETWORKS</p>  <p>- How can current and potential networks support with this project?</p> <p>Learning? Preparing? Travelling? Creating, producing and sharing? Coordinating all the aspects of it? Reviewing and reflecting? Recovering and refreshing before the next project?</p> | <p>ACTIVITIES AND WORK</p>  <p>- What activities are required? - Who does these? - Could others do these? - What would enable them to do these? - What impact would that have on the project; you; family; others?</p> <p>EQUIPMENT, MATERIALS AND TIME</p>  <p>- What equipment and materials are needed? - Who provides these? - Who else has these? - What would enable others to provide these? - How much time is needed? - Recovering and refreshing before the next project?</p> | <p>VALUE</p>  <p>- How would you describe the value of this project to yourself; your family; others?</p> <p>Emotional Intellectual Material/Financial Spiritual Social Other</p> | <p>CHAMPIONS AND CRITICS</p>  <p>- Who is a champion and supporter of your creative projects? - What impact do they have on the project; you; family; others? - Who is a critic and blocker of your creative projects? - What impact do they have on the project; you; family; others? - How can you increase the positive and reduce the negative impact?</p> <p>GETTING FEEDBACK</p>  <p>- Who gives feedback about your project? - How do you use this? - What is important to know about? - How often? - How can others give feedback? - How can others request the opportunity to give feedback? - How can you get more useful feedback?</p> | <p>ACCESS FOR OTHERS</p>  <p>- Who has access to experience your project? Where? When? How often? - How can others gain access? - How can others request access? - How can you improve access?</p> |
| <p>SHORT TERM GAINS AND LOSSES</p>  <p>- What are the short-term gains from doing this project? Money; Contacts; Credibility; Opportunities; Other;</p> <p>- What are the short-term losses from doing this project? Money; Time; Missed opportunities;</p> | | <p>LONG TERM REWARDS</p>  <p>- What are the long-term rewards from undertaking this creative project?</p> <p>- How will you use these rewards to stimulate further opportunities, create sustainability or long-term impact ?</p> | | |

REVIEW, PROBLEM-SOLVE, SCOPE AND PLAN



Useful resources:

<https://cscuk.fcdo.gov.uk/wp-content/uploads/2016/07/BMC-for-Social-Enterprise.pdf>



<https://training.artenprise.eu/en/training-area/module-3-business-planning/3-the-creative-project-canvas>







MODULE 4 : BRANDING AND DIGITAL MARKETING

RECURRING ISSUES

- ✓ **Few role models** and niche group of professionals
- ✓ Many digital natives **don't feel they are lacking** in the field of branding & marketing
- ✓ **Neither time nor money** to focus on something that seems accessory / superfluous
- ✓ Also: **where to start?!**

KEY POINTS:

- ✓ In the very competitive market of music, a **strong branding is a tool who can help you to get jobs**, contacts and opportunities. You are increasing your chances.
- ✓ You are not a content creator, you are an artist. **Branding and marketing will help focus on the composer as a person**, their values, talent and vision, not only their 'content'.
- ✓ It's not about making millions but the luxury to **choose the career path you want for yourself**
- ✓ **There is no single way to go about this** – don't compare yourself to others, let them inspire you
- ✓ **Failure is very relative**, success just as much: it's about finding your bearings – test, iterate and adjust
- ✓ Branding, marketing and social media give you the leverage to **showcase who you are at very little cost and without any constraint of space or time.**
- ✓ The **starting point is who you are and what you do**

Topic 1 - Presenting yourself



KEY POINTS:

- ✓ **You are already communicating without knowing it** (you already have an image, even if you didn't build it)
- ✓ **A brand is based on identity**, you must know who you are. What defines you? what do you want to say about yourself?
- ✓ Don't let others **built you identity** ...
- ✓ **You must define clearly** : what defines you ? what is the vision of the word you want to transmit to your audience ? What are your values, your messages?

What would you tell
someone if they ask you who
you are?

Moodboard

Can you put all those values and feeling
into a moodboard?

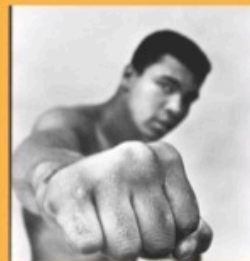
The communication brief

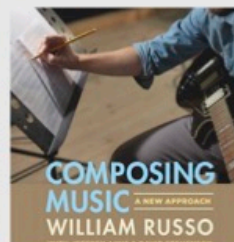
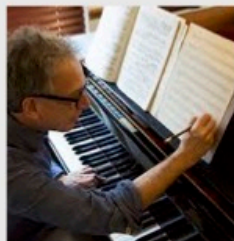
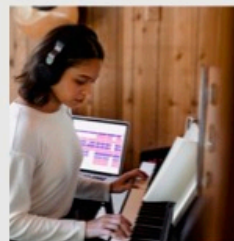
Can you chose 5 sentences to brief
someone on your « visual identity »?

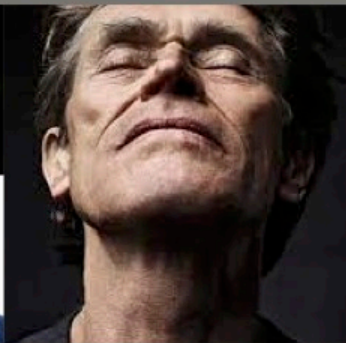
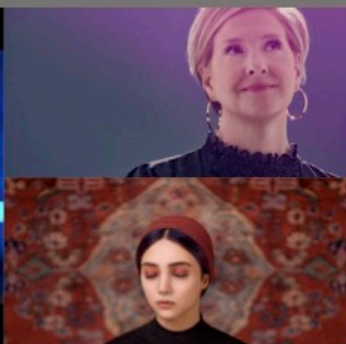


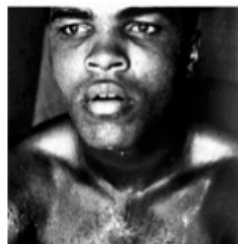
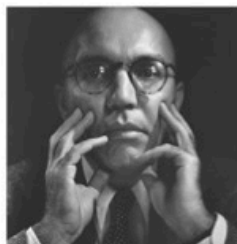
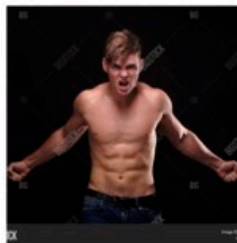
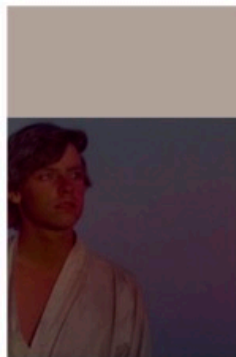
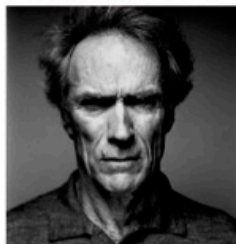
What are you selling?
(final product, composition,
process of creation, mediation,
sensibilisation, teachings ...)

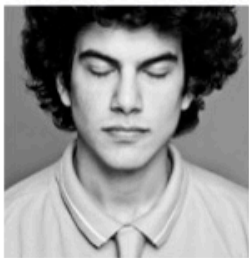
Where are you selling?
(Platform, network, call for
proposal ...)













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NEXT: Phase 3 – Handbook

END OF EU SMART COMPOSER

BEGINNING OF EU SMART COMPOSERS

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