

The National Plan for Music Education 2022

Points of interest

(Compiled by Stuart Penman Sept '22)

Robin Walker MP (Minister for School Standards and Lord Parkinson of Whitley Bay (Minister for the Arts) say...

Excellent music education opens opportunities... It gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives.

...emphasis on opportunities for all, from early years through to further and higher education and career, with clear progression paths. ***We have the same high ambitions for children with special educational needs and disabilities as for every child, and the plan is clear that everyone must be able to participate.***

Vision:

The vision of the NPME is to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.

- This means all children and young people should engage with a range of enrichment opportunities to play and sing, to perform, create and experience live music, and have their music heard.

There is an expectation that music education should be fully inclusive, so that all music educators

- Commit to achieving greater access and more opportunity in music education, identifying and removing barriers, including for children in low-income families and children with special education needs and disabilities (SEND)
- Support understanding of inclusive music education and skills development among teachers, tutors, practitioners and leaders, informed by high-quality research and evidence.

The three goals of the NPME are...

All children and young people receive a high-quality music education in the years and in schools.

- All special schools and alternative provision settings have equally high expectations.

- Music is represented in every school's leadership structure.
- Staff are supported with appropriate skills development and resources.

All music educators work in partnership, with children and young people's needs and interests at their hearts.

- All music educators have a stronger understanding of the role of technology in teaching music, including as a creative tool, and in enhancing teaching and in making music more accessible and inclusive.

All children and young people with musical interests and talents have the opportunity to progress, including professionally.

- All music educators, including in further and higher education, help young people to understand routes into careers in the music and wider creative industries.

To achieve these goals, there must be a broad and ambitious curriculum, a longer and richer school day and improved support for children with SEND.

This refreshed plan for Music Education, has been shaped by consultation through the call for evidence, which received over 5000 responses from parents, teachers and students and 275 responses from young people.

Key findings

- The responses emphasised the need to make sure that music opportunities are inclusive and accessible to all children, in particular pupils from disadvantaged backgrounds and pupils with SEND.
- Music technology and how this has transformed the way music is made, composed and orchestrated was cited as a valuable tool by many.

Chapter 1: High-quality music education for all

- Music education must be more than a set of activities. It should provide young people with knowledge and understanding of the music they will encounter throughout their lives. As Ofsted's recent research review states: "A central purpose of good music education is for pupils to make more of music, think more musically and consequently become more musical".
- Effective leaders at school and trust level who are committed to music and supportive of their music leads and teachers are vital. Early years providers, schools and trusts should be ambitious about what they expect for music, in and beyond the classroom.

Key features of high-quality school music provision

- Timetabled curriculum music of at least one hour each week of the school year for key stages 1-3
- A school choir/or vocal ensemble
- A school ensemble/band/group

- A termly school performance
- Opportunity to enjoy live performance at least once a year

(All schools should reach out to connect their pupils with wider opportunities to learn and progress.)

School Music Development Plans

- Every school should be able to articulate their plan for delivering high-quality music education and supporting pupils to progress, just as they would in any other curriculum subject.
- Schools should draw out their subject-specific approach in a Music Development Plan that links back to their broader school development approach and priorities.
- All schools should produce a Music Development Plan in a form that works for them, and while producing one is not a statutory requirement, we would encourage schools to develop them over the course of the next academic year.

The school music curriculum

- Music is a statutory subject in the national curriculum for all children in primary school and for the first years of secondary (from key stage 1 to 3). This applies to mainstream and special school. Music should be planned, sequenced and taught robustly as any other foundation subject.
- To support schools, in 2021 the non-statutory Model Music Curriculum (MMC) was published, with an emphasis on sequencing learning in areas which, when taken together, contribute steadily towards pupils becoming more musical.
- The MMC outlines a sequence of learning across singing, composing and performing/instrumental performance.

Music for children with SEND in mainstream and special schools

- A high quality of music education is the right of every pupil, it should be inclusive of all, regardless of additional needs, in both mainstream and specialist education settings.
- Schools should aim high with music – an individual child’s needs may make some aspects of teaching, learning and performance different, but there should be no compromise on quality provision.
- Music education for pupils with SEND must be a long-term provision, sustained, rehearsed and nurtured carefully through effective personal interaction and collaboration, trust and time.
- Schools should not only actively include children with SEND in music teaching, but should also consider where music opportunities could be led by pupils with SEND.
- Adaptive instruments should be celebrated as much as other types of instrument, and teachers should be supportive of music-making, using these instruments, which may be less familiar to them.
- Teachers should also consider how they can make disabled role models visible to pupils.

Music in special schools

- It is expected that all state-funded schools to deliver a broad and ambitious curriculum akin to the national curriculum, including music. This applies to special schools too.
- Special schools will adjust their curriculum to best meet the needs of their pupils, and we would like music to be part of this offer. To that end, the guidance provided for primary and secondary schools, should be considered relevant to special schools too.
- Children in specialist SEND settings should not miss out on an accessible provision of curriculum music.

Music technology for children with SEND

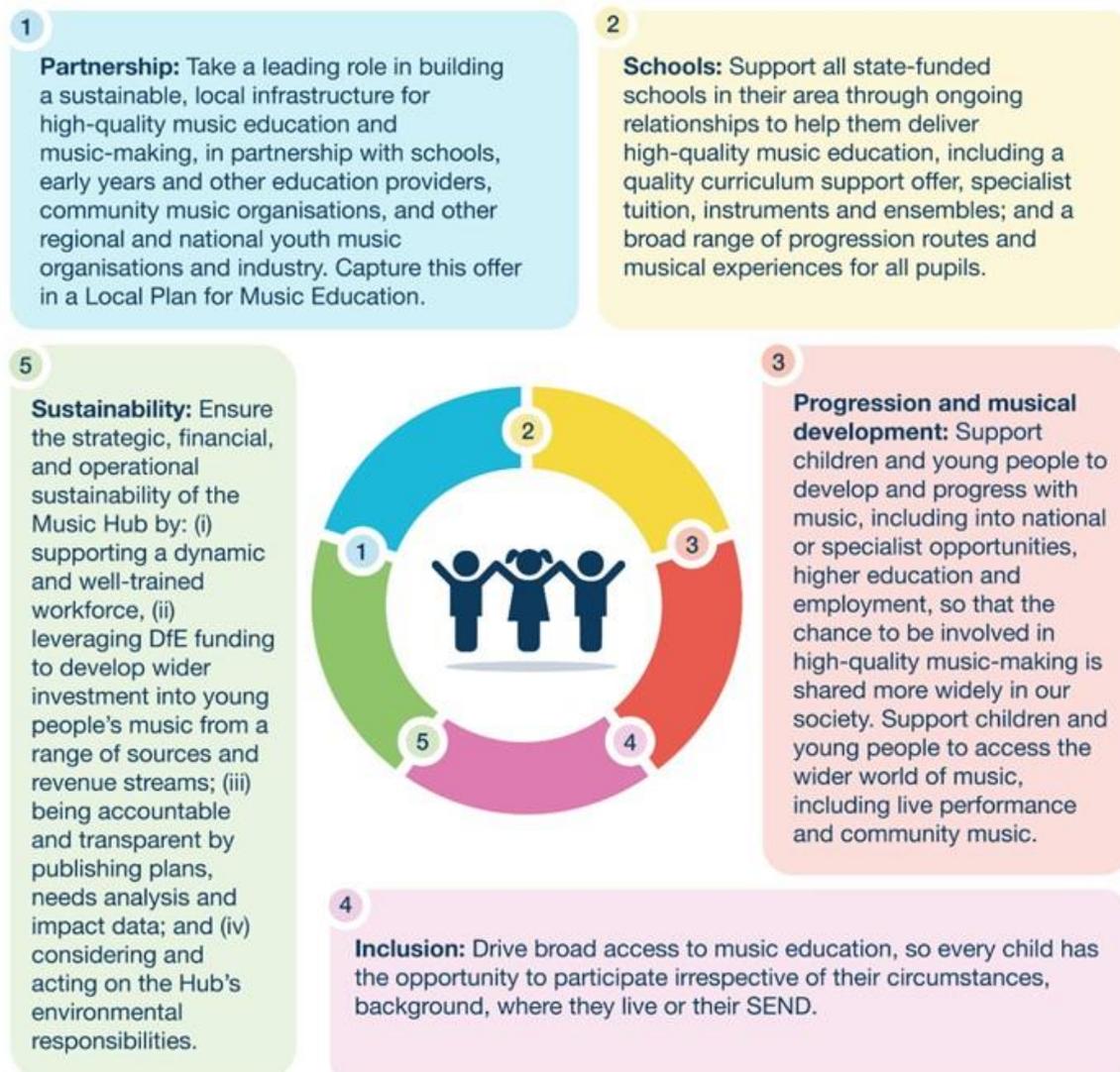
- Music technology can play a helpful role in supporting children with SEND. There are a range of assistive technologies that provide opportunities for children with SEND.
- There are free to use applications available for touch screen devices that allow pupils to express themselves musically and to control sounds.

Music hub partnerships and lead organisations

- The core and extension roles, as outlined in the 2011 NPME have been replaced with a refreshed strategy which is designed to deliver an excellent music education for all, with partnership at its core. This is expressed via:
 - A vision
 - Three aims
 - Five strategic functions
- The vision for music hub partnerships, in line with the NPME, is to enable all children and young people to learn to sing, play and instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.
- Underpinning this vision, music hub partnerships will be expected to focus on the following three aims...



- To achieve these aims, Music hub lead organisations, which receive and are accountable for government’s funding, will have the responsibility for five strategic functions, to be delivered through the partnership, set out in the following diagram...



Hubs building strong relationships with local state-funded schools and multi-academy trusts is crucial. While it is the responsibility of all schools to deliver music well, Hubs should support and empower them to excel.

Supporting progression and furthering musical development

The final goal of the NPME is for all children and young people with musical interests and talents to have the opportunity to progress their interest and potential, including professionally.

- Every young person who wants to pursue music beyond the curriculum should be supported to do so.
- It is up to us to help them understand the available pathways and to take their musical learning as far as they would like, whether into a career, singing, playing or composing

for pleasure, or as the audience of the future. This should be the case regardless of the circumstances.

- Irrespective of the pathway that a young person chooses, music educators – whether in a school, college, music hub, employer or other local music organisation – should support young people’s sustained engagement and musical development by:
 - Supporting the young person’s passion for music and the development of skills such as motivation and resilience
 - Engaging in and valuing the music of a young person
 - Ensuring sustained access to role models and mentors
 - Facilitating sustained access to varied experiences, opportunities and genres

Building talent pathways

Supporting talent development and progression is complex, as is the landscape of opportunities and pathways.

There is no single model for progression through music. Identification and support for individual talented young musicians should be tailored to the young person’s need.

For many children and young people, the foundations will be laid through the early years and in school. These foundations will be built through increasingly advanced musical learning (for example, through 1:1 instrumental lessons), performing (such as in ensembles and bands), and creativity (through the provision of facilities and expert support for composing).

As pupils progress further, they should be guided to opportunities for ever more advanced teaching and learning aligned to their areas of interest and specialism.

This could include joining the junior departments of conservatoires and music organisations like the Royal Northern College of Music, Royal College of Music and Trinity Laban Conservatoire of Music and Dance, taking part in national ensembles, such as the National Youth Jazz Collective and National Youth Choir, or engaging with the education programmes of our great professional national orchestras.

As noted in the Levelling Up White Paper, it is a key priority of government to ensure that every young person in England has access to regular activities outside of school as part of a new National Youth Guarantee. The new pledge will mean that by 2025, every young person in England will have access to regular out-of-school activities, adventure away from home and opportunities to volunteer. This includes all 11-18 year olds, and up to 25 year olds for those with special educational needs and disabilities. The government hopes to see these out-of-school activities delivered through a number of forms, such as sports and the art’s, including music.

This document, includes key points that have been identified by myself, Stuart Penman. For further information and to view the full document, please visit:

<https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education>