

Music Education Hub Core and Extension Role Guidance

The following descriptions outline what good practice looks like for each Core and Extension Role as set out in the National Plan for Music Education. This document should act as a benchmark for hubs to consider how to deliver their roles.

Core Roles

Ensure that every child aged five to 18 has the opportunity to learn a musical instrument (other than voice) through whole-class ensemble teaching programmes for ideally a year (but for a minimum of a term) of weekly tuition on the same instrument.

Music Education Hubs (MEHs) should:

- work with schools to design relevant WCET programmes including access to teaching and learning resources
- where schools cannot provide all pupils with WCET teaching programmes, MEHs should:
 - ensure that schools are offered WCET programmes that are accessible to all pupils including those with special educational needs and disabilities, at reasonable cost delivered by appropriately trained teachers
 - provide an appropriate range of instruments on loan
 - manage the routine maintenance of musical instruments, eg replacing strings, oiling valves etc

Provide opportunities to play in ensembles and to perform from an early stage.

MEHs should:

- work with schools, parents/carers, children and young people to produce a programme of ensembles/groups/bands that meets the musical interests and educational needs of children and young people
- allow for progression across a wide range of musical genres and styles and be available at times and places (both in and out of school) where children and young people can attend
- subsidise out-of-school membership of ensembles/groups/bands so that it is affordable or free to those on low incomes
- ensure that every ensemble/group/band member has regular opportunities to perform, including opportunities to perform in public
- collect data on membership of ensembles/groups/bands

Ensure that clear progression routes are available and affordable to all young people.

MEHs should:

- ensure that high quality teaching is available, either individually or in groups, in and/or out of school, that meets the needs of all children and young people, including those with special educational needs and disabilities
- subsidise the cost of lessons and instrument hire so that it is affordable or free to those on low incomes
- collect data on children and young people learning to play a musical instrument and the progress that they are making
- evidence the quality of teaching and learning taking place in lessons

Develop a singing strategy to ensure that every pupil is singing regularly and that choirs and other vocal ensembles are available in the area.

MEHs should:

- provide CPD for school staff so that they can:
 - be aware and take account of vocal health, vocal range and changing voices
 - use creative approaches to teach pupils to sing in classroom lessons
 - lead singing in school choirs and assemblies
- advise schools on high quality singing resources
- provide opportunities for children and young people to sing in a wide range of styles
- subsidise access to out-of-school singing activities so that they are affordable or free to those on low incomes
- ensure that children and young people who are part of choirs and other vocal groups have regular opportunities to perform to others
- collect data on the number/type of singing activities and number of children and young people taking part

Extension Roles

Offer Continuous Professional Development (CPD) to school staff, particularly in supporting schools to deliver music in the curriculum.

MEHs should:

- have a School Music Education Plan showing how it will engage with all schools in the local area in:
 - designing relevant CPD programmes that meet the needs of schools and pupils
 - delivering or commissioning CPD for school staff so that they can teach high quality classroom music lessons and access high quality teaching and learning resources and use them effectively
- work with their local Bridge organisation, cultural education partnership and other strategic partners to develop a wide range of partnerships that support schools to deliver a broad and high quality music offer
- provide relevant CPD for instrumental and singing teachers working in the MEH area that includes, where possible, relevant accreditation, eg Certificate for Music Educators
- collect and analyse data on take-up and impact of CPD on schools

Provide an instrument loan service, with discounts or free provision for those on low incomes.

MEHs should:

- ensure that a wide variety of instruments (including instruments accessible to children with disabilities) are available for children and young people to use as part of WCET, ensembles/bands/groups and instrumental lessons
- work with music instrument retailers to provide parents/carers with opportunities to buy musical instruments at discounted rates
- ensure that they have a remissions policy in place if they are charging parents/carers for instrument hire

Provide access to large scale and/or high quality music experiences for pupils, working with professional musicians and/or venues. This may include undertaking work to publicise the opportunities available to schools, parents/carers and students.

MEHs should:

- work with local, regional and national partners to produce a programme, so that every child and young person has the opportunity to experience and participate in large scale and/or high quality work with professional musicians and organisations