Supporting information:
Music Education Hubs supporting the Cultural Education Challenge, including through Artsmark and Arts Award

Cultural Education Challenge
The Cultural Education Challenge was launched in October 2015 by the Minister of State for School Improvement, Nick Gibb and the Minister of State for Culture and the Digital Economy, Ed Vaizey. The aim of the strategy is to support every child and young person (CYP) to experience a variety of rich art and cultural experiences.

The Challenge asks arts and cultural organisations, including Music Education Hubs (MEHs), educational institutions and local authorities, to come together, to share resources and create locally targeted, coherent, and visible local cultural education partnerships (LCEPs). LCEPs are supported by the ten Bridge organisations who are currently supporting approximately 100 LCEPs nationally.

The outputs and outcomes for CYP from the Challenge are as follows: more CYP participating; more quality activity; opportunities and pathways for progression are clear; the work is targeted to children most at risk of disadvantage.

These outcomes align to DfE’s priorities for social mobility and progression for all CYP, no matter their background. MEHs are already part of 53 LCEPs and, in some places, are leading the partnerships.

Case study
Brighton Dome, the lead partner in the Music Education Hub, SoundCity: Brighton & Hove, is also a lead partner of Our Future City, the LCEP in the area.

In partnership with the LCEP, SoundCity delivers an annual Continuing Professional Development (CPD) event to school staff, the Music and Arts Joint Practice Development day, including a range of practical workshops, opportunities to network and the space to share ideas and practice with colleagues from Brighton & Hove, across music and arts subjects.

Our Future City focuses on the social outcomes of participation in arts and music. Its five goals are to:

- **grow creativity** – supporting children and young people to develop high-order creativity, thinking and behavioural skills
• **improve well-being** – realising the potential of culture to help them build resilience and improve their wellbeing
• **develop digital skilfulness** – encouraging competencies, behaviours and practices to enhance their lives
• **enable routes into employment** – growing a world-class creative learning environment with clear learning and employment pathways
• **sustain collective action and impact** – establishing a new civic alliance across professional fields and sectors

This emphasis acts as an advocacy tool to encourage schools to take up music provision the Music Education Hub has to offer.

**Artsmark**

Artsmark is the Arts Council’s creative quality standard that supports schools to embed creativity at the heart of their school to ensure impactful enrichment and learning experiences for pupils. Artsmark is flexible to meet the needs of individual school context and requires schools to align arts and cultural development to whole school improvement by embedding Artsmark objectives within school improvement plans. The school head teacher and Chair of governors sign their commitment to this and a whole school approach. Currently 3100 schools are registered for Artsmark.

To achieve a Gold or Platinum award schools are expected to be engaging with their MEH. In 2016 seven MEHs received funding from Artsmark to consider how the Artsmark self-evaluation tool could be used to support their work with schools via their School Music Education Plans, whilst at the same time enabling schools to demonstrate its work with the MEH to gain an Artsmark. Examples of ways MEHs can support schools to deliver against the Artsmark criteria are available [here](#). You may also wish to consider becoming part of the Artsmark Partnership Programme like Norfolk, South Gloucestershire and St Helen’s.

**Case study**

Shiremoor Primary School, in Newcastle worked with Music Partnership North to support staff CPD and develop confidence:

“We have used our local music hub for staff CPD and their confidence, when working with instruments, is (according to recent evaluations) much improved. Now music is part of class and school presentations as well as being used to accompany dance and drama lessons.”
This year we are using video reporting as a way of celebrating achievement in the creative subjects. This enables parents who may not have been able to attend learning assemblies and productions, have the chance to share their child’s successes and progress.

**Arts Award**

*Arts Award* is managed by Trinity College London in association with Arts Council England and 10 regional Bridge organisations drive participation. Since its launch in 2005, the award has grown quickly and is now flourishing in arts centres, colleges and schools, community projects, libraries, galleries, local authorities, theatres, youth clubs and youth justice settings. Through Arts Award’s five levels, children and young people aged up to 25 can explore any art form including performing arts, visual arts, literature, media and multimedia. The award builds confidence, helps young people to enjoy cultural activities, and prepares them for further education or employment. 30 MEHs are actively delivering Arts Award, such as Lincolnshire, Oldham and Blackburn with Darwen. You may also wish to become an Arts Award supporter. Arts Award has a resource library, including a guide entitled “Arts Award and Music”, which might be helpful.

**Case Study**

Portsmouth Music Hub is an Arts Award supporter. This [case study](#) highlights how:

“For those young people learning an instrument or learning to sing as part of their Arts Award, they are able to perform in regular Hub performances. There are also opportunities for young people to visit schools along with Hub staff to demonstrate their instrumental and vocal skills and talk about their music-making as part of demonstration recitals and performances.”

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