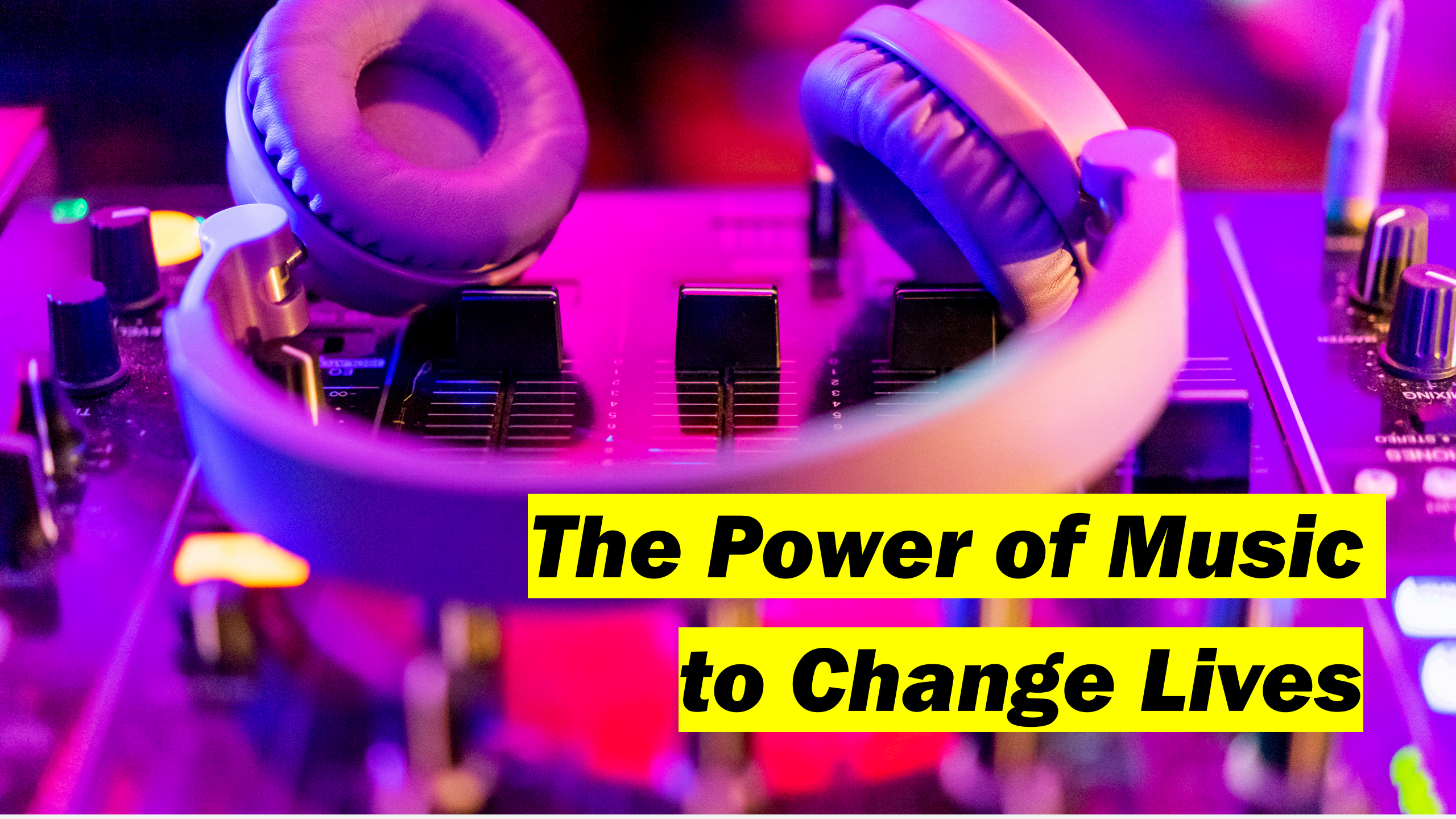





HARRISON PARROTT
FOUNDATION

THE POWER OF MUSIC TO CHANGE LIVES

Lissy Kelleher-Clarke
HarrisonParrott

A close-up photograph of a DJ mixer with a pair of white headphones resting on it. The scene is lit with vibrant purple and blue lights, creating a moody atmosphere. The mixer's controls, including knobs and faders, are visible in the background. The headphones are positioned in the foreground, with one earcup resting on the mixer's surface.

***The Power of Music
to Change Lives***

- 
- ♪ Key Stages 1-3 should have at least one hour per week of 'high quality' curriculum music
 - ♪ Tens of thousands of pupils will be given the chance to learn a musical instrument, with new funding worth £25 million for schools to purchase musical instruments and equipment available.
 - ♪ £79 million made available every year until 2025 for the Music Hubs programme
 - ♪ Every school will be expected to have a designated music lead or head of department
 - ♪ Every school should write and publish a 'Music Development Plan', including information on how music is staffed and funded
 - ♪ Music Industry should be considered a collaborative partner for hubs and schools to contribute to the delivery of Quality Music Education.


Overview of the NPME



Major Strengths




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 tri-borough
music hub

- ♪ Considers three-dimensional music experience i.e. music education, extra-curricular musical activities, and access to musical events.
- ♪ Considers a child's music education all the way from early years, through primary and secondary school, to Higher Education and beyond.
- ♪ Considers receptive enjoyment as well as participatory activities.
- ♪ Focusses on music's role in overall wellbeing.
- ♪ Increased importance placed on Music Industry involvement.





Many compelling arguments for **why** there should be greater collaboration between protagonists: Schools, hubs & industry, but fewer suggestions as to **how** to deliver quality partnerships.

Limitations

- Most glaring limitation is that the NPME is non-statutory
- Funding provided for hubs will likely fall short of what is truly required.
- Not enough focus on Training, particularly for primary school teachers, despite some focus on CPD.
- The plan does not address the EBacc and Progress 8 measures, which diminish the importance of music in the curriculum into near-obscure.



1 Partnership: Take a leading role in building a sustainable, local infrastructure for high-quality music education and music-making, in partnership with schools, early years and other education providers, community music organisations, and other regional and national youth music organisations and industry. Capture this offer in a Local Plan for Music Education.

2 Schools: Support all state-funded schools in their area through ongoing relationships to help them deliver high-quality music education, including a quality curriculum support offer, specialist tuition, instruments and ensembles; and a broad range of progression routes and musical experiences for all pupils.

5 Sustainability: Ensure the strategic, financial, and operational sustainability of the Music Hub by: (i) supporting a dynamic and well-trained workforce, (ii) leveraging DfE funding to develop wider investment into young people's music from a range of sources and revenue streams; (iii) being accountable and transparent by publishing plans, needs analysis and impact data; and (iv) considering and acting on the Hub's environmental responsibilities.



3 Progression and musical development: Support children and young people to develop and progress with music, including into national or specialist opportunities, higher education and employment, so that the chance to be involved in high-quality music-making is shared more widely in our society. Support children and young people to access the wider world of music, including live performance and community music.

4 Inclusion: Drive broad access to music education, so every child has the opportunity to participate irrespective of their circumstances, background, where they live or their SEND.

5 Functions: How it should work

