

## **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