



National Plan for Music Education [\[NPME\]](#):

Summary for Schools

The Power of Music to Change Lives: A National Plan for Music Education ([NPME](#)) builds on the original 2011 plan 'responding to the change of the past 11 years and recognising that more needs to be done to support teachers, leaders, schools, trusts and Hubs to deliver the best for children and young people'.

There is an updated vision: **'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, including professionally'**, with children and young people including a focus on early years settings, and a strong narrative about progression through school into a life-long appreciation and/or professional career in music.

The Plan sets out 3 goals for music education, highlighting the importance of providing fully inclusive access to 'a broad musical culture' through 'expertise, instruments, technology and facilities they need to learn, create and share their music.':

1. All children and young people receive a high-quality music education in the early years and in schools (chapter 1 which focuses on the role of schools, with some mention of early years provision)
2. All music educators to work in partnership with children and young people's needs and interests at their heart (which focuses on the role of Hub Partnerships)
3. All children and young people with musical interests and talents to have the opportunity to progress their interests and potential, including professionally (which focusses on progression routes including the Music and Dance Scheme, National Youth Music Organisations, further and higher education and the role of the industry – Chapter 3 Pgs53-65)

There is clear recognition of the importance of schools in providing music opportunities in and out of the classroom and identifies these key common features of high-quality music provision in schools. The DfE would like to see offered in every school:

- Timetabled **curriculum of at least one hour each week** of the school year for key stages 1-3
- **Access to lessons** across a range of instruments, and voice
- **A school choir** and/or vocal ensemble
- **A school ensemble**/band/group
- **Space** for rehearsals and individual practice
- **A termly school performance**
- Opportunity to enjoy **live performance** at least once a year

Highlighting that schools should deliver a **high-quality curriculum for at least one hour a week, supported by co-curricular learning** and musical experiences, there are regular references the DfE's (non-statutory) Model Music Curriculum (Pg20).

Some additional points within The Plan for schools are as follows:

- Music should be represented in every school's leadership structure, with a **designated music lead or Head of Department at school or academy trust level**, for primary and secondary phases (Pg20)
- Schools should write 'a **Music Development Plan** that captures the curricular and co-curricular offer and set out how it will be funded.' Multi-Academy Trusts will be expected to develop trust-wise Music Development Plan. (Pg17 & pg44)
- **A small number of Lead Schools** with high-quality music provision will be identified by their Hub, to work broadly across a local area on design and delivery of CPD & Peer to peer support. (Pg14 & Pg45)
- There will be a pilot of 'a **Music Progression Fund to support disadvantaged pupils with significant musical potential, enthusiasm and commitment**, delivered through schools and Music Hubs from September 2023, with match-funded Government investment over 4 years (Pg18, Pg50)
- **Training, networking and music learning opportunities** for teachers in their area should be provided by the Hub (pg47)

For Music Hub Lead Organisations, which receive and are accountable for government funding, there will be responsibility for five strategic functions, to be delivered through partnership:

1. **Partnership** – taking a leading role in building a sustainable, local infrastructure for high quality music education and music-making capturing this offer in a **Local Plan for Music Education** (pg43).
2. **Schools** – supporting all state-funded schools in their area, including curriculum support, specialist tuition, instruments and ensembles (Pg44)
3. **Progression and musical development** – supporting children and young people to develop and progress with music-making and accessing the wider world of music including live performances. (Pg49)
4. **Inclusion** – drive broad access to music education so every child has the opportunity to participate irrespective of circumstances, background, where they live or their SEND.
5. **Sustainability** – ensure the strategic, financial and operational sustainability of the music hub by:
 - a. Supporting a dynamic and well-trained workforce
 - b. Leveraging DfE funding to develop wider investment from a range of sources
 - c. Being accountable and transparent, publishing plans, needs analysis and impact data
 - d. Considering and acting on the Hub's environmental responsibilities (pg50)

Four national Music Hub centres of excellence will be selected through open competition and will be expected to foster partnerships with organisations in their areas of work, to support the Hub network as a whole. This will be in the following areas:

- **Inclusion**; modelling best practice in inclusive music-making, appointing national Lead Special Schools and Alternative Provision settings, acting as a point of support and facilitating access to appropriate adaptive resources
- **CPD**; developing and disseminating CPD resources for schools, non school-based music educators, providing support to Lead Schools and/or Trusts and partnering with subject associations to support national CPD

- **Music Technology**; building expertise on best use of music technology, developing resources and guidance, acting as a point of support and facilitating connections to industry
- **Pathways to Industry**; acting as a central point of contact for industry leaders, facilitating connections, developing and disseminating resources, feeding into relevant national skills initiatives

These National Centres of Excellence will be appointed by September 2024.

A summary of the requirements within The Plan for hubs to consider will be published soon from Music Mark.

There is also a summary document soon to be published by government for parents and carers, another for children and young people and a poster for schools, arts centres, libraries etc to display to highlight The Plan.

Timeline notes for schools:

From September 2023: All schools to consider the guidance for implementation over the next academic year (from Sept 2022 onwards) and aim to have a **Music Development Plan** in place for academic year 2023/2024. This informs areas for development and celebrates success. The Music Teachers' Association and Music Mark have developed a self-reflection tool to support this process:

www.musicteachers.org/npme

Spring 2024 – Hubs to have identified **Lead Schools**

By September 2024 – **National Music Hub Centres of Excellence** to have been appointed

2024 – Hubs to have appointed an inclusion lead

Further Reading:

- The Plan [[HERE](#)]
- Additional Case Studies – [download PDF](#)
- Resources for teachers - www.musicteachers.org/npme
- Summary for Hubs – coming soon
- Summary for parents/carers – coming soon
- Summary for children and young people – coming soon
- Poster - [Music Education poster - secondary](#)
- Poster - [Music Education poster - primary](#)

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Music Teachers Association

www.musicteachers.org