



Music Education Council Member News 2018 Issue Four

Remember that MEC relies on the contact point within each member organisation to share MEC news with their own members - please share these news e-mails with your members. If you need another person to be an additional contact for your organisation just drop Angela (admin@mec.org.uk) an e-mail.

Don't forget that if you have news you want to share with the whole music education sector, send your 150 word (plus hyperlinks) mentions to admin@mec.org.uk Make sure the title of your e-mail is MEC News Update Item so that it isn't missed.

And don't hesitate to contact Richard J Hallam MBE, Chair to make sure matters that concern or interest you are on his agenda when he meets with key people about music education. (halla@globalnet.co.uk; 07850 634239).

MEC News

1. **Message from the Chair.** I would like to formally thank everyone for the many positive comments about MEC's new structures and the ways in which we are endeavouring to be representative of the whole of our broad and diverse sector. Particular thanks go to the people who are now leading on the newly established Special Interest Groups (see item xx). The new structures are bedding down and your frank and honest feedback can only help MEC to make things as good and effective as possible. Contact me on halla@globalnet.co.uk or phone 07850634239 to let me have your views directly or email Angela on admin@mec.org.uk

These news updates will continue to provide headline information with links to further details to the whole of our sector, via MEC members and other networks. In addition, those of you who have completed our 'nations' survey will get information directly via email for more urgent matters about what is happening in each nation. This survey remains open and can be accessed [here](#). See below for headlines from our MEC Forum Strategy Groups for England, Scotland and Wales.

The interim report on MEC's National Plan for Music Education survey can be found under item 7. This [survey](#) will remain open until May 25th after which a more detailed analysis of your answers and comments will be produced. Do take this opportunity to have your say. Fiona Pendreigh and I will be taking the findings to colleagues at the DfE and ACE on June 12th. As ever, let me know if you have any issues you wish me to raise on your behalf.

Finally, whilst MEC will always seek to involve you all as fully as possible, when reacting rapidly to events beyond our control we will continue to be proactive as well as representative.

2. Special Interest Groups are where MEC members (up to 3 members from a MEC member organisation) come together to discuss issues of mutual interest across our sector. (See MEC Website for further details). The agendas for SIGs and who chairs them are decided by the members of the group – preferably *not* a MEC Forum member. Updates on their discussions feed into these news updates each month. If actions are proposed that require a Task and Finish Group (TFG) to be established, this will be opened up to the full MEC membership to ensure cross-sector input is possible. TFGs are chaired by MEC Forum members to ensure coherence at the strategic level.

SIGs and their current leads are:

| | |
|-------------------|------------------|
| AN/SEND | under discussion |
| CPD | Chris Dalladay |
| Curriculum | Judith Robinson |
| Early Years | Susan Young |
| HE/ITE/ITT | Jay Deeble |
| Industry | under discussion |
| Lifelong Learning | under discussion |
| Music Technology | David James |
| Quality | Richard Jones |
| Research | Sue Hallam |
| Singing | Michelle James |

3. MEC Forum National Strategy Groups

England: a successful meeting of this group took place on May 14th. Colleagues from our lead organisations who are in direct contact with DfE and ACE officials were able to share and discuss their various priorities and perspectives. The MEC NPME survey remains open until May 25th. Through these processes, the work of the SIGs and the seasonal seminars, we will be able to articulate more clearly where we have agreement and where there are differences of emphasis or interpretation that will help us in the next phase of our planning and discussions.

Scotland: a successful first meeting of this group took place in Edinburgh on May 4th. Conversations are on-going and notes of the meeting will be shared more widely once they have been signed off by members of the group. The existence of the Music Education Partnership Group (MEPG) in Scotland means that MEC's contribution in Scotland is unique to the Scottish context. MEC and MEPG are working closely to ensure two way communication between MEC members who are not members of MEPG and the MEPG itself.

Wales: there is an urgency around music education matters in Wales with considerable correspondence and activity involving key individuals, organisations and members of the Welsh Assembly. Some of this is inevitably not in the public domain. Emails giving regular updates are being sent to those who have indicated a particular interest in Wales via the MEC Nation Survey. Essentially we are working to ensure that those three pillars of music education: schools, music services, and other individuals and organisations that provide input into the education system, can all contribute in a coherent way with appropriate funding for them to carry out their complementary roles. MEC Chair Richard Hallam wrote to the Welsh Government and has received a response (shared with the Wales Strategy Group) which spelt out the shared concern and steps being taken to address the current situation.

Northern Ireland: this group is currently being established; see future MEC Updates for more information.

4. Have you considered standing for **election to the MEC Forum**? As you are aware the MEC Forum is made up of 12 Standing List Organisations and 6 elected members (of which the longest serving members stand down each year).

The process for determining the new **Directly Elected Members** to replace the two members standing down is now open. The first stage of this process is for **any MEC member** interested in being part of the Forum to submit a nomination (supported by two other MEC members) - returning [this form](#) by no later **than 5pm on Friday 25th May**.

Directly elected members sit on the Forum in their own right and bring their personal knowledge and expertise to the table – they are not assumed to be affiliated to any particular organisation. A person in a senior position in a Standing List organisation cannot submit a nomination as an individual as a Standing List organisation can only have one senior person around the table.

If more nominations are received than there are places available MEC will proceed to a membership vote to fill the places.

5. You can also make sure your voice heard by attending our **seasonal seminars**. Booking is [now open](#) for our **summer seminar on July 6th in Birmingham**. This is one of our suite of seminars; the theme is '**Connectivity**'. We are exemplifying this by working in a connected way to address a priority; informing the development of the National Plan for Music Education. As part of the journey to create a united voice from the music education sector, this event will be informed by information already gathered prior to 6th July by The Music Commission at our Spring Seminar, the Music Mark Summits and members meetings. *This seminar will also include a short MEC AGM – agenda nearer the time.*

6. Make sure you also note the dates for our seminars in autumn (**September 13th, London**), which is focussing on the workforce; and winter (**Dec 12th, Bristol**) which is focussing on inclusion.

7. An incredibly healthy number of responses have already been made to complete [the survey](#) on the set of statements relating to the **NPME in England**. The survey remains open until 25th May but an interim report can be found [here](#) with a summary [here](#).

8. You may already be aware that later this month new data protection regulations come into force, giving you greater control over how organisations like ours can process your personal data. At MEC we respect your right to privacy and want to be as transparent as possible about what data we collect and how we use it. Our updated [Privacy Policy](#) provides extra detail on where and why we collect your personal data, how it will be processed and the safeguards we have in place to protect it. As a recipient of our email updates you can ask to be removed from the mailing list at any time by e-mailing admin@mec.org.uk and stating that you no longer wish to receive the news updates.

We will also be e-mailing members and news update recipients to update their consent to receiving communications from MEC – please take the time to respond to these e-mails so that you can continue to hear from us.

International Society for Music Education (ISME) News

1. MEC is seeking agreement from ISME to build on the legacy project that was funded by ISME following the 2016 World Conference in Glasgow. If agreement is reached there will be further news on this project in future news updates.

MEC Member News

MEC does not endorse any particular products or services, but is happy to provide details to members of other members' activity and products. Anything featured below has not, therefore, been evaluated by and is not endorsed by MEC.

1. Congratulations to **Drake Music Scotland** on the success of their 20th anniversary celebrations. MEC Chair, Dick Hallam, Chair Elect Fiona Pendreigh and Forum members Emma Lines and Helen Mason benefitted from a great symposium and discussion including next steps. The symposium was followed by a meeting of the AN/SEND group which will continue to develop the Award winning Short Guide to Accessible Music Education as a Task and Finish Group.
2. **Drake Music** has launched [a new guide](#) that features a host of practical resources, ideas and links to promote diversity in the music education sector workforce. The guide *We All Make Music* aims to help the music education sector to diversify its workforce today and to support young disabled people to become music leaders in the future.
3. Charanga is delighted to welcome several music hubs to the Charanga platform this month. Barking and Dagenham, Blackburn, Brighton and Hove, Hounslow, Kingston upon Thames and Soundstorm (Bournemouth and Poole) all now have their own local Charanga platform to help support schools, teachers, and children and young people in their area. Find out more about how Charanga supports music hubs [here](#).
4. ISME highlighted that last year more than 800 cities in 120 countries around the world took part in [Make Music Day](#), an invitation to make music. Whether you are a rapper, a classical violinist, mariachi trumpeter or a church chorister, Make Music Day welcomes everyone. The objective is to make music and encourage others to make music with you. June 21 is the date for the diary. UK participation in Make Music Day is detailed [here](#).
5. Congratulations to the new **Royal Birmingham Conservatoire** whose new building, opened in September 2017, has been awarded the prestigious title of 'West Midlands' Project of the Year' by the Royal Institution of Chartered Surveyors (RICS). At an awards ceremony held on the 2nd May at the Grand Station in Wolverhampton, Royal Birmingham Conservatoire was also honoured with the 'Design through Innovation' award for its pioneering approach to lecture and teaching space.
6. The **Royal Opera House's** [Learning and Participation programmes](#) place creative learning at the centre of every child's education, attainment and experience. Our online resources, written by experienced teachers, are high quality, inspirational materials that can be adapted to all classrooms and student abilities. Explore the programmes and develop your skills at our CPD Days at the Royal Opera House in July!
 - imaginative classroom creative activities based on dance and singing
 - digital resources to use in ways that suit the needs of your students
 - a 10, 5 or 2 week scheme of work aligned to the National Curriculum
7. In partnership with Tees Valley Music Service, (TVMS), and the **British Kodály Academy**, (BKA), **First Thing Music** has been lucky enough to secure joint funding of £150,000 from the Education Endowment Foundation and the [Royal Society of Arts](#).

The drive behind the project is two-fold :

- to investigate the impact of daily Kodály-based musical activities on young children's academic and wider outcomes over the course of one full academic year

- to develop ways of giving non-specialist primary school teachers the confidence to adopt this kind of approach with music in their own classrooms.

The project will be measuring both a primary and a secondary outcome through the trial; firstly looking at improvement in literacy; secondly we will be looking at self-regulation and disposition for learning. The project seeks a [Specialist Music Practitioner](#) – closing date for applications is 28/05/18.

8. **Sound and Music** highlighted this opportunity:

Apply now: Masters in Teaching and Learning/Masters in Educational Leadership

Applications are now open for the Listen Imagine Compose CPD Masters-level course, accredited by Birmingham City University. Designed for secondary music teachers, this course explores creative and pedagogic strategies for teaching composing in secondary schools and enables learners to explore theoretical and practical issues around the teaching and learning of composing that are relevant to their own teaching contexts and to their personal professional development needs. The programme is offered part-time over two years, gaining a Diploma in Teaching and Learning OR Educational Leadership at the end of year 1 and a Masters in Teaching and Learning OR Educational Leadership at the end of year 2. The programme is currently delivered on Sundays in Birmingham but could be offered elsewhere in the UK subject to a viable group being available. For more information on the course visit

<https://listenimaginecompose.com/cpd-courses/>

9. **Sound Connections** highlighted this opportunity for London Early Years Music Network Apprentices:

We're delighted to announce that applications for our [2018 LEYMN Apprentice scheme](#) are now open. Now into our fifth year, this specialist development opportunity is a year-long programme of mentoring, workshops, networking and observation visits to develop apprentices' skills and career pathway. We're pleased to announce that this year we will be offering more places than we have offered in previous years - 8 places in total.

How the programme works

Each apprentice will be assigned an expert mentor from the Early Years world, and we try to pair you with a mentor who shares your interests and whose specialisms can help you develop your practice. Over the course of the year, through a range of partners, we offer shadowing and training opportunities. We host intimate specialised salons with leaders from across Early Years, and group catch-ups that foster a sense of community with your fellow apprentices for sharing and learning. You will also have a small grant to attend courses or to use for relevant resources.

To apply:

Please submit a CV and cover letter (no more than 2 sides) to info@sound-connections.org.uk by 5pm on Friday 22 June.

10. In the Guardian recently [a letter from over 100 British artists](#) highlighted the effects the EBacc is having on arts and creativity in schools.

Policy News

Don't forget to share with MEC (admin@mec.org.uk) any policy-related news that you pick up. Through its members sharing news with other members MEC is uniquely placed to make sure that everyone across the music education sector is as well informed as possible.

1. Dan Jarvis Labour, Barnsley Central :To ask the Secretary of State for Education, what plans his Department has to improve the level and availability of music education in primary schools.

Nick Gibb Minister of State (Education): The [National Plan for Music Education](#) sets out a vision for schools and education organisations to drive excellence in music education. The Department for Education is providing £150 million in funding over the next two years for music education hubs to augment and support music teaching in schools so that more children can be offered the experience of a combination of classroom teaching, instrumental and vocal tuition. Music education hubs draw in the expertise of a range of education and arts organisations, such as local orchestras, ensembles, charities and other music groups.

2. In a tribute to Tessa Jowell, Mary Creagh Chair, Environmental Audit Committee said “We have heard a lot today about what Tessa did—her outstanding legacy of bringing the Olympics and Paralympics to London, and her amazing work—but I want to talk a little bit about how she did it. I remember a fantastic speech that she gave at the Labour party conference in 2005, when I was a newly elected MP. She spoke about her plans to roll out music education to every child, and mentioned a conversation that she had had with a lady in a tower block in Lambeth. She talked about that lady’s daughter, saying, “I want this music education programme to reach everyone. The test will be: will Rosa learn to play the violin?” I am pretty certain that Rosa, in that tower block in Lambeth, did get to play her violin.”

3. Sharon Hodgson Shadow Minister (Public Health): As chair of the all-party group on art, craft and design in education, I welcome the Government’s recent announcement of extra funding for the arts. However, will the Minister explain what benefit that would bring to the majority of children who are missing out on arts education because of funding cuts, as evidenced by the recent BBC survey on this issue, especially as the new money went to the gifted and talented?

Nick Gibb Minister of State (Education): Yes, the money we announced was for those schemes, but we are spending £500 million between 2016 and 2020 on music and arts in our schools. We value music and the arts in our schools—they are hugely important—and those schools with the best academic results also tend to have very strong arts, music and sports facilities and offer as well.

4. Culture Secretary Matt Hancock spoke out for the arts and creativity in education in [this interview](#).

5. Prime Minister announces £3 million to support [creative projects in the Northern Powerhouse](#) - will mean arts projects and enterprises which support their local communities, in areas including Cumbria, Manchester, Lancashire, Leeds, Liverpool, Sheffield and Yorkshire, can apply for £150,000 of government funding. No detail of how this funding can be accessed.

6. 27 healthcare providers in the North West have committed to developing a [cultural prescription plan](#) for new and expectant mothers to give children the “best start” in life. This includes singing workshops on prescription.

Other News of interest

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1. **'Crippling the Muse': A 2-day summit event exploring the interfaces between music & disability studies** will take place on the 4th & 5th of July 2018 at the School of Music, University of Leeds. **Day one (4th July):** will consist of a research-skills training day aimed at equipping those with an interest in research in music and disability with the tools to devise inclusive research practices.

This day will also be of interest to organisations looking to develop inclusive practices in consultation and evaluation.

Day two (5th July): will consist of a conference-style event (although we like to think of it as more of a festival of ideas). This event will push the research agenda of the field in new directions by bringing together amateur and professional disabled musicians, the organisations which support them, and those with research interests in disability studies, sociology, psychology, musicology, music education, music technology, music psychology, community music and music therapy.

For further information about the event and to book your place to attend, please visit [here](#)

Further information can also be found on the website: www.cripplingthemuse.com

2. **Musical activities for children with dyslexia**

A range of recent research has suggested that musical training can improve language and literacy skills for children with dyslexia. This series of four interactive workshops offers materials and training to enable teachers to use the Musical Activities Programme (MAP), which has been specially designed for dyslexic children. Each workshop will provide opportunities to learn and practice the musical activities, as well as time to share feedback on experiences of using the activities in schools. The workshops are aimed at Music Specialists, Classroom Teachers and Support for Learning Teachers. Prior music training is helpful, but not required. We ask that participants use the activities with small groups of children between each workshop.

The workshops will take place at **Feversham Primary Academy, Bradford** from 10am-1pm on 24th May, 19th June, 24th September and 12th November 2018. Registration for the workshops is free but places are limited. For more information or to express your interest in attending please contact Emma Moore: Emma.V.Moore@ed.ac.uk

3. At the Education Conference held on 16th May the question was raised whether there is a crisis in music education and, if so, what is the nature of the crisis. Information can be found [here](#), and a future news update may include an update on the event.

4. For Mental Health Awareness Week (14 – 20 May) the Cultural Learning Alliance has launched a new evidence briefing on [The Arts, Health and Well-being](#) . The headline is that:

Participating in the arts makes children happier and healthier

By the time they leave primary school, one in five children will have experienced mental health problems at least once in their lives. Untreated, poor mental health in childhood can lead to a lifetime of difficulties.

Taking part in arts activities builds children's self-confidence, sense of identity, communication skills and resilience, all key elements of good mental health. The arts can give children a vital creative outlet to express and make sense of their emotions.

5. **Resilience; movie and dialogue - focus on music/arts with young people**

13th June, 6pm, Scottish Storytelling Centre

Please see the link here to [Eventbrite](#) to book for the evening event about Resilience and Adverse Childhood Experiences (ACEs). There will also be a facilitated dialogue following the movie.

6. In its new report Age UK asks “How important is creative and cultural participation to our wellbeing?” Through our [wellbeing research](#), Age UK has attempted to find out what makes later life worth living. Our new report explores the striking impact of creative and cultural activities.