

## Music Education Council Member News 2017 Issue Eight

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

Don't forget that if you have news you want to share with the whole music education sector, send your 150 word contributions by the end of the third week in each month (plus hyperlinks) to [admin@mec.org.uk](mailto:admin@mec.org.uk)

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](mailto:halla@globalnet.co.uk); 07850 634239).

### MEC News

#### 1 A Fresh Approach to 'joined up' Music Education for All in the UK.

Wondering how MEC works following the constitution review and the various elections? The following gives an outline of the ways of working, which will be reviewed by MEC Trustees periodically. Do let us have your feedback!

**MEC** is a Council of all of its members. Its strength is in bringing our diverse sector together; promoting better collaboration and achieving greater impact throughout the UK for all aspects of music education across the lifespan.

**All MEC Council members** can engage with the Council's work through Special Interest Groups; Task and Finish Groups; Seminars; Consultations; regular News Updates; and can stand for election as trustees or to join the MEC Forum.

Through **MEC** you can keep abreast of and contribute to developments in music education; ensure your voice is heard; and actively participate in policy and decision-making and elections for trustees and Forum membership.

How well the Council works for you will be determined by how much you choose to engage with the Council.

**MEC** consists of **5 voluntary trustees** (Chair Elect; Chair; Past Chair; Hon Treasurer; Hon Secretary) and a **part-time General Manager**.

The **MEC Forum** consists of 12 Standing Organisations (elected by the full Council membership); and 6 individual members (elected by the full Council membership).

Click [here](#) for more information about the structure, activity and priorities

#### 2. Don't miss the chance to attend the **MEC seminar to be held on 27<sup>th</sup> November** at NCVO, REGENTS WHARF, 8 All Saints St, London N1 9RL. Visit [Eventbrite](#) to secure your ticket.

The morning session will include revisiting music education in relation to Social Justice, Well-being and Identity with Gary Spruce; Sue Hallam and Ray MacDonald as part of the joint ISME/MEC development project, with a longer plenary session as requested by members. You don't need to

have attended the first seminar in the series in order to contribute to this project. In order to ensure the discussions continue to move on, a set of briefing papers will be sent to all delegates in advance.

The seminar also offers the final opportunity this year to contribute to the discussions around **the Future of Music Education for All: 2018 to 2020 and beyond** and to catch up with the progress made by MEC's Special Interest Groups and Task and Finish Groups with plenty of opportunities for small group discussions.

*And don't forget* – if you are a membership organisation then your members are entitled to purchase tickets at the MEC member rate – please share this posting with your members.

3. The Musicians' Union has published its 2017 review of the current provision of music education in England, which can be seen [here](#). The report highlights the continued need to strengthen representation of and cooperation within the sector and recommends that: *Music education organisations must be prepared to collaborate more meaningfully, putting aside self-interest where necessary. The Music Education Council could yet facilitate this, which the MU would support. The sector would benefit from greater pooling of successful projects and research in order to help avoid duplication and build consensus around positive, informed courses of action.* The MEC Trustees wholeheartedly embrace this recommendation and will continue to work hard with the new Forum and wider Council to being about a cohesive sector, speaking with one voice and working in partnership to achieve our aims.

## **International Society for Music Education (ISME) News**

1. Only 2.5 weeks until the deadline for the ISME 2018 World Conference submissions for presentations and performances. Visit the conference website – [www.isme2018.org](http://www.isme2018.org) to submit your proposal. Showcase your work to the world of music educators during this inspiring conference, being held in a fascinating country you would probably never otherwise visit. Registration for the conference and hotel booking is also open through the website.

2. The [ISME September newsletter](#) has been published. It contains lots of interesting information including the announcement of further that Kathryn Deane will be one of the keynote speakers at the conference in Baku next July. ***please don't hit any unsubscribe links in the document as this will unsubscribe MEC from the newsletter.***

## **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. Registration for the Music for Youth Regional Festival Series 2018 is now OPEN!**

Sign up to your local Music for Youth Regional Festival **now** to give your young musicians the spotlight they deserve! Share your music, perform, get feedback from professional Music Mentors, and build your musical network in your local area. [Register now](#) to start your young people's journey through the Music for Youth season of events in 2018  
**Check out our [map of Regional Festivals](#) to find your nearest one**

2. The **ISM Trust**, supported by the Schools Music Association (SMA), has published a free online resource for primary school music teachers. The Primary Music Toolkit, created by music education expert Dr Alison Daubney, is a concise six-part guide which aims to help specialist and

non-specialist primary music teachers further their knowledge and self-assurance in the classroom. The toolkit is packed with practical help and strategies to give teachers the confidence to lead inspiring musical experiences and bring the primary music curriculum to life.

<http://ismtrust.org/resources/primary-toolkit>

3. The Centre for Music project is very pleased to announce the design team selected to develop concept designs for the new Centre. This team will be led by internationally acclaimed design studio Diller Scofidio + Renfro, whose New York and London-based team will work in collaboration with UK-based architecture firm Sheppard Robson. The appointment of this outstanding design team is a major step forward in achieving the ambition to create a new Centre that inspires current and future generations through the power and excitement of live music, offering access and engagement for all. This landmark new building is planned to be a visible signal of commitment to the future of music that enhances London's position as a world leading centre for the cultural and creative industries. The design team will now work together with the project partners to deliver a concept design for the Centre for Music which will be submitted to the City of London Corporation by December 2018 as part of a detailed business case for the Centre.

4. The Music Mark October issue highlighted two interesting articles - **Social mobility: 'We must end this obsession with working class gentrification'** in which Professor Sonia Blandford, founder and CEO of Achievement for All, discusses why education often doesn't matter to the working class and the importance of closing the attainment gap. Read the full TES article [here](#). And **How to improve the school results: not extra maths but music, loads of it** a report on a Bradford primary school that wants the world to know its newfound Sats success is down to giving all children up to six hours of music a week. Read the full article [here](#).

## Policy News

Don't forget to share with MEC ([admin@mec.org.uk](mailto:admin@mec.org.uk)) any policy-related news that you pick up across the four nations. 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. The hub data returns report for 2015/2016 has been released. See the report [here](#).

2. See [here](#) for Nick Gibb's answer to Barry Sheerman regarding ensuring that the EBacc does not discourage schools from promoting the uptake of creative subjects.

3. And see [here](#) for Nick Gibbs' answer to Chris Ruane regarding how many children have been taught music in schools in each constituency in each of the last three years.

4. The Cultural Learning Alliance this month launched the first in a series of Briefings. The [STEAM Briefing](#) outlines the benefits to children and young people of having a mix of STEAM skills and the importance of a broad education that gives parity to science, technology, engineering, arts and maths subjects.

## Other News of interest

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

1. **Noise Solution introduces a well evidenced, music making based project, with hard evidence of well-being impacts, enabling it to operate sustainably as a social enterprise, free of grant dependence.**

The [attached video](#) describes a model developed over the last eight years by Noise Solution. It is a model underpinned by academic and practical research (Deci and Ryan SDT theory, 2013) and rigorous qualitative and quantitative evidence. Using a validated NHS well-being scale the approach has been found to be statistically significant in impacting on well-being, both within a 2 year MEd conducted by the director at Cambridge University and an independent Cabinet office study. The specific aim is to strengthen the three psychological underpinnings of Well-being. Those being competence, autonomy and relatedness. Autonomy is established through co-negotiated project goals; competency through quick success at something societally perceived as complicated (creating music); and relatedness through the creation of a 360-degree digital platform enabling communication and recognition of success.

The organisation has been sustainably partnering with the NHS and local authority for the last 8 years, delivering upward of 100 one to one sessions a month, without reliance upon grant funding for delivery. The attached video provides a short synopsis of Noise Solution's work. Since this video was created there has been considerable investment in a scalable digital platform enabling Noise Solution to start to replicate the process across the UK. For more details see the [website](#) or contact [Simon Glenister](#)

2. **Arts and Minds** [has released data](#) from their arts workshops for people experiencing depression, stress or anxiety over the past seven years. 76% of participants say their wellbeing has increased and 69% feel more socially included.
3. **The Arts Council of Wales** has [struck a three-year deal](#) with the **Welsh NHS Confederation** to promote the benefit of arts and culture to health and wellbeing.
4. The **Arts and Humanities Research Council** has published [a new report](#) highlighting the role the sector can play in helping to address mental health issues.
5. And, on a similar note... the **National Council for Voluntary Organisations** has set out [a new guide](#) to help arts organisations and health commissioners work together.
6. The **Royal Society of Arts** reports on its programme "Learning About Culture" through which children across England will take part in a [£2.5 million trial](#) to test the impact of a series of art interventions on their academic and non-cognitive development. The programme will include a music project "First Thing Music", involving whole classes in daily singing and musical games to develop literacy, social and emotional skills.