

Our vision

Our vision is 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 and talents, including professionally.**

This means all children and young people:

- experience a broad musical culture in schools and education settings, **accessing high-quality curricular and co-curricular music**, and progressing into appropriate qualifications
- access the **expertise, instruments, technology and facilities they need to learn, create and share their music**
- engage with a range of **enrichment opportunities to play and sing, to perform, create and experience live music**, and have their music heard
- have opportunities to **progress their musical interests and talents, and routes into a variety of music careers**
- are supported by a **skilled and dynamic workforce**

We also expect music education to be fully inclusive, so that all music educators:

- commit to achieving greater access and more opportunity in music education, identifying and removing barriers, including for children in low-income families and children with special educational needs and disabilities (SEND)
- take action to support increasing access, opportunity, participation, and progression of groups that are currently under-represented in music
- support understanding of inclusive music education and skills development among teachers, tutors, practitioners and leaders, informed by high-quality research and evidence

The three goals of the NPME are as follows.

All children and young people receive a high-quality music education in the early years and in schools

- Early years providers offer a strong grounding in music up to age five.
- Schools and trusts promote a broad musical culture, with opportunities to play and sing together, perform, create and experience live music.
- All primary and secondary schools deliver a quality music curriculum reflecting the breadth and ambition of the national curriculum, such as the [Model Music Curriculum](#).
- All special schools and alternative provision settings have equally high expectations.
- Music is represented in every school's leadership structure, with a designated lead or head of department at school or academy trust level, for primary and secondary.
- Staff are supported with appropriate skills development and resources.

Chapter 1: High-quality music education for all

Introduction

Our first goal is to see **all children and young people receive a high-quality music education in the early years and in schools**. Early years settings and schools should start from the premise that all children are musicians – embracing music in their provision, sparking children's musical curiosity and developing their ability and interest. The main focus of this chapter is how early years settings and schools, including their leadership teams and academy trusts that drive them, can achieve this for all children and young people. As children get older, those with talent and interest in continuing with music should be supported to do so through qualifications, further study and beyond (see chapter 3 for more detail).

We know music education is already excellent in many early years settings and mainstream and specialist schools throughout the country. But it is not yet the case everywhere. This chapter therefore sets out our clear non-statutory expectations and the support available, with case studies of effective delivery in practice.

Ensuring that classroom music provision is high quality is essential. This starts in the early years, and once children start school, through high-quality classroom teaching, embedding the high standards set by the national curriculum, as exemplified by the Model Music Curriculum.

But for pupils to develop, it must be more than that. Early years providers and schools should build a musical culture, identify potential and talent and enrich children's experience with music beyond the classroom. Music can help build community, including with parents and carers.

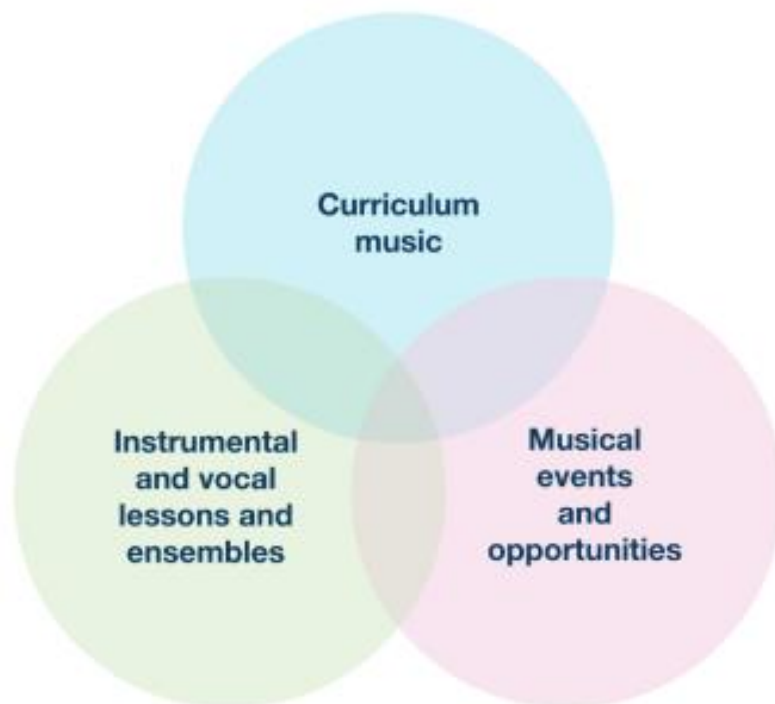
Music education must be more than a set of activities. It should provide young people with knowledge and understanding of the music they will encounter throughout their lives. As Ofsted's recent research review states: "A central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical".⁴

Effective leaders at school and trust level who are committed to music and supportive of their music leads and teachers are vital. Early years providers, schools and trusts should be ambitious about what they expect for music, in and beyond the classroom.

Music in schools

Schools should aim high with their music provision, to embed and exceed the national curriculum and to support their pupils to realise their musical potential. A high-quality school music education consists of three distinct, but interlinked areas of provision.

- Curriculum music, compulsory from key stages 1-3, then optional for examination classes (e.g. GCSE, vocational and technical qualifications and A level).
- Instrumental and vocal lessons, and ensemble membership.
- Musical events and opportunities, such as singing in assembly, concerts and shows, and trips to professional concerts.



**Model of music education originally created by Hampshire County Council's Music Service, 2013.
All rights reserved.**

These three areas, which should be accessible to all pupils, build on each other, starting from a foundation set in curriculum music time, supporting progression through co-curricular learning, playing and creating, and enriching this with musical experiences.

In practice, we have learned from schools doing this well that there are some key common features of excellent provision. We would like to see these offered in every school, and made available to every pupil.

Key features of high-quality school music provision

- Timetabled curriculum music 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.