

The Power of Music To Change Lives: A National Plan for Music Education, 2022: Early Years Summary & Key Highlights

Created by Nicola Burke on behalf of the Tri-borough Music Hub.

The table below highlights the **7 goals and desires** stated in the NPME 2022 that specifically refer to Early Years (EY). The information below offers suggestions and possibilities regarding the implications of the goals/desires and suggestions as to how these can be realised.

- The risk of not implementing any of the below possibilities is that children begin Reception without previously accessing quality musical experiences and being treated as empty musical vessels.
- The value of implementing the medium and high possibilities, is that children have high-quality musical experiences and begin school with a solid musical foundation.

Goals and desires stated in NPME 2022	Where	What could this mean?	How could this happen?	Possibilities	Potential impact on goal / desire
1) We want to see music valued and celebrated in every early years setting and school	Executive summary, page 5	<ul style="list-style-type: none"> • Every EY setting has a music statement/vision • Music is integrated into planning documents in settings 	<ul style="list-style-type: none"> • Awareness raising to EY settings about importance of music. • Awareness raising to EY settings about the Hub and its vision • Settings access support with planning, (Musical Development Matters, TMT self-evaluation tool) 	<ul style="list-style-type: none"> • Information sent to settings from Hub 	MEDIUM

Goals and desires stated in NPME 2022	Where	What could this mean?	How could this happen?	Possibilities	Potential impact on goal / desire
<p>2) We want every Music Hub to build a sustainable local 'eco-system' for music education</p>	<p>Executive summary, page 5</p>	<ul style="list-style-type: none"> EY being part of this eco-system through CPD opportunities for EY educators, awareness of music performances/activity for young children and families. EY settings have an awareness of the Hub, a connection with the Hub and with the wider eco-system 	<ul style="list-style-type: none"> Regular CPD opportunities Hub provides information about EY music activity for families (e.g. performances, digital resources) to settings to share with families Hub invites settings to Hub events 	<ul style="list-style-type: none"> Charged for CPD, free to attend network meetings Updated information on Hub website about available activity (e.g., Hub partner activities) Hub newsletter to go to settings not just schools Settings invited to Hub events and performances 	<p>MEDIUM</p>

Goals and desires stated in NPME 2022	Where	What could this mean?	How could this happen?	Possibilities	Potential impact on goal / desire
<p>3) All children and young people receive a high-quality music education in the early years and in schools &</p> <p>4) Early years providers offer a strong grounding in music up to age five.</p>	<p>Vision, Goal 1 page 8</p> <p>Vision, Goal 1 Page 8</p>	<ul style="list-style-type: none"> High-quality music education in the early years can only be delivered by knowledgeable and skilled educators, i.e. CPD is needed for the workforce. Possibility of the TMT self-evaluation tool (Silver, gold, platinum) with the possibility of settings being assessed. 	<ul style="list-style-type: none"> Range of quality CPD is offered, and practice is assessed & further supported Settings engage with a Hub EY specialist/consultant to support them 	<ul style="list-style-type: none"> Charge settings for CPD & consultancy support LA invest budget Hub seeks further funding (e.g., Youth Music) Settings apply for funding with support from Hub 	HIGH

Goals and desires stated in NPME 2022	Where	What could this mean?	How could this happen?	Possibilities	Potential impact on goal / desire
<p>5) We do not expect early years providers, schools and trusts to do this alone. They should draw on the offer from their local Music Hub, and (when established) its Lead Schools for Music to help develop and embed high-quality curricular and co-curricular music, captured in the school's Music Development Plan.</p>	<p>Chapter 1, page 16</p>	<ul style="list-style-type: none"> • The Hub have an EY 'offer' This offer could be: <ul style="list-style-type: none"> ○ Signposting to EY music providers, i.e. Hub partners ○ CPD ○ Consultancy ○ Support with bid writing for settings ○ Network meetings • Lead EY setting(s) for music established to: <ul style="list-style-type: none"> ○ Engage in a train the trainer type model, i.e. lead member of staff becomes an EY music lead educator ○ Be an example of quality EY music practice ○ *Offer peer-to-peer support and development for other settings in their area with support from the Hub • Lead Primary school established must include quality EY provision, R teacher/Music Coordinator <p><i>* This could include lesson observations, workshops, mentoring on curriculum planning or delivering music inclusively. Through this, each region can secure a local network of music teaching peers.</i></p> <p><i>If this exceeds normal peer support and networking, Hubs should consider funding these schools or academy trusts for the work. Such arrangements should be determined locally.</i></p>	<ul style="list-style-type: none"> • Awareness raising to EY settings about the Hub and its vision/offer • Settings identified to become 'Lead settings.' 	<ul style="list-style-type: none"> • Information sent to settings • Hub has a clear package to offer that is value for money • Hub creates a programme for settings to become lead settings, part funded by Hub, LA & setting. LA EY advisers involved in the programme. 	<p>HIGH</p>

Goals and desires stated in NPME 2022	Where	What could this mean?	How could this happen?	Possibilities	Potential impact on goal/desire
<p>6) Early years practitioners should consider seeking support and training from their Hub, who may also be able to provide specialist music teaching and link early years providers with music in local schools.</p>	<p>Chapter 1, page 17</p>	<ul style="list-style-type: none"> • Hub has an EY offer as described above. • The Lead schools connect with settings as well as schools. 	<ul style="list-style-type: none"> • Range of quality CPD is offered • Having quality EY music provision in Lead schools creates opportunities for settings to reach out to schools for peer-peer support, this can be supported by the Hub. 	<ul style="list-style-type: none"> • Charged for CPD, free network meetings • Hub acts as a conduit between schools-settings 	<p>MEDIUM</p>

Goals and desires stated in NPME 2022	Where	What could this mean?	How could this happen?	Possibilities	Potential impact on goal/desire
<p>7) Initially, pupils should experience the mechanics of how instruments create sound, exploring simple class instruments, such as simple hand or tuned percussion and recorders, in early years/key stage 1.</p>	<p>Chapter 1, page 29</p>	<ul style="list-style-type: none"> EY settings have a range of instruments within their provision. 	<ul style="list-style-type: none"> Instrument loan scheme from the hub. Hub offers advice on types of instruments (e.g. sets of instruments) for EY settings to invest in and where these can be purchased from. Hub offers guidance on home-made/junk instruments. 	<ul style="list-style-type: none"> Hub makes a deal(s) with instruments suppliers and creates income streams, i.e. Hub establishes relationship with instrument suppliers and is paid e.g. 5-10% on orders made by settings via Hub. 	<p>LOW</p>