

# **Harrow Council Harrow Music Service Local Authority Music Plan (LAMP)**

**Harrow Music Service intend to provide a service that is:**

- **Inclusive**
- **Diverse**
- **High quality**

This plan is informed by the following national and local key priorities:

## **National**

- The Music Manifesto 5 key aims
  - 1) To provide every young person with first access to a range of music experiences
  - 2) To provide more opportunities for young people to deepen and broaden their musical
  - 3) interests and skills
  - 4) To identify and nurture our most talented young musicians
  - 5) To develop a world-class workforce in music education
  - 6) To improve the support structures for young people's making music
- Every Child Matters 5 outcomes
  - 1) Be Healthy
  - 2) Stay Safe
  - 3) Enjoy and Achieve
  - 4) Make a Positive Contribution
  - 5) Achieve Economic Well-Being

- The DCSF guidance on 'Music Education and the Music Grant – Aspirations, Support and Delivery'.
- Ofsted provision of Music Services Report 2007

## Local

- Harrow Council Corporate Priorities – in particular,
  - **Improve support for vulnerable people** by 'providing activities for young people' and contributing to Ofsted's overall 'Good' rating for Children's Services by providing outstanding opportunities for children and young people in Harrow to make a positive contribution
  - **Build Stronger Communities** via links with Cultural Services and Arts Centre provision as well as school and extended school communities.
- Harrow Children and Young People's Plan
- Harrow Local Area Agreement

## Introduction and Context

Harrow is an outer London borough lying about ten miles northwest of central London. It covers an area of approximately 50 square kilometers, a little less than 20 square miles. It is part of the West London sub-region, along with the local authorities of Brent, Ealing, Hammersmith & Fulham, Hillingdon and Hounslow.

Harrow is well served by excellent transport links to London and the rest of the UK. There are national rail, London underground and extensive bus networks connecting to London. Harrow is also linked to the rest of the UK by road via the M1 and M25. The main shopping and office location in the town centre is ranked among the top 10 retail centres in London.

Harrow is one of the most attractive suburban areas and is primarily a dormitory residential suburban area. Compared with outer London boroughs Harrow has a relatively small area of land and the number of buildings devoted to employment and industrial activity. More than a quarter of the Borough (over 1,300 hectares) is open space and much of this is designated 'green belt'. Harrow is one of the most diverse authorities in the country.

Figures for Harrow show the ethnic minority population growing from 41.8 per cent in mid-2001 to 45.1 per cent in 2007. (This definition of 'ethnic minority' includes all people in the borough who are not White.) The small decrease in the proportion of Harrow's population who were White between 2001 and 2007 (from 58.2 per cent to 54.9 per cent) is also consistent with the

trends for London and Outer London. In London the population of the White groups has declined significantly from 79.1 per cent to 69 per cent over the six-year period and in Outer London from 74.4 per cent to 70.7 per cent. The figures for Harrow show the total ethnic minority population growing from 50.3 per cent in mid-2001 to 53.4 per cent in 2007, the fifth highest proportion in England. Authorities ranked higher are: Brent (68.4%); Newham (67.7%); Tower Hamlets (55.5%) and Ealing (54.3%). In mid-2001 Harrow was ranked in eighth place nationally.

## **Schools**

Harrow is served by 16 First schools (reception – year 3); 16 Middle Schools (year 4 – year 7); 21 First & Middle Schools and 10 High Schools (year 8 – year 11) and four special schools. Harrow has three 6th form colleges, two of which work in partnership with high schools as a collegiate to provide AS and A level courses. The service currently works in 93% of these institutions.

Currently Key Stages 2 and 3 are split between First, Middle and High school. This system will change from September 2010 so that year 7 will move to high school and year 3 to Middle school. However, High schools tend to use private tutors to provide instrumental tuition as well as Music Service. This is seen as something which may affect future buy back by Middle schools and it is a priority for the Service to manage this change.

## **Building Schools for the Future**

BSF is an ambitious and far-reaching long-term change programme. It offers local authorities in England a once in a generation opportunity to transform educational provision and significantly improve educational outcomes and the life chances of children, young people and families.

As well as raising the aspirations and attainment of young people, BSF is also about providing inspiring environments in which teachers and children feel valued, which are appropriately resourced for a 21st century curriculum, and which are sufficiently flexible to enable variety in learning and teaching styles, and a broad innovative curriculum.

The following are examples of things which could be considered when designing buildings with music in mind:

- Flexible spaces where young people can learn different kinds of music and work with high quality specialist equipment, which can be stored easily and securely.

- These spaces need to be accessed by the community when not timetabled by the school.
- Some spaces will need to be of a professional standard as they will be hired out by a partner commercial music organisation to provide revenue for the school.
- Large and small performance and sharing areas should be integrated into the design, including the outside space, with care taken to ensure that the acoustics and sound proofing are structured to minimise any disruption to other teachers and learners.

## Summary of the Music Service

The service provides a range of opportunities for schools on a 'buy back' basis and can be summarised as follows:

- Group Instrumental/Vocal Tuition (up to 4 per group) at £35.42 per hour,
- Large Group Tuition (up to 15 per group) at £40.42 per hour,
- Ensemble Conducting/Choir Coaching/Music Therapy £40.42 per hour
- Class Music Teaching/Year Group Singing/Leading Singing Assemblies £44.04 per hour
- Whole Class Instrumental/Vocal Tuition £44.04 per hour per teacher (in addition to free standards fund supported projects).
- Advisory Music Curriculum Support - a range of charges for different circumstances.
- Festivals (see below)

Schools have the option to 'buy back' these services on an annual basis through a Service Level Agreement which lasts for the academic year. Schools are guaranteed 36 lessons per year. Most schools pass on the costs of tuition to parents. There is no charging policy so the amount charged by schools to parents varies from school to school.

The service receives £257600 income from standards fund and has a budget of £361760 from the council. A further £1121343 is generated from selling services to schools and other income sources.

The service is a part of Community and Environment Directorate, Cultural Services and has office space at the Harrow Arts Centre. The service is managed by a small leadership team consisting the service manager, a deputy, a business manager, a performances office and a festival officer. A team of 46 teaching staff (30 FTE) deliver the work of the service. A service level agreement is held with Harrow Young Musicians (HYM) who deliver a range of ensemble opportunities for the children and young people of Harrow ranging from beginner groups to youth orchestras. The service supplements this

provision with a growing range of activity targeted to meet the needs of the diverse community (e.g. Gospel Choir, Summer Samba)

A major strength are the festivals that the service organise throughout the year. These are typically 4 days of workshops culminating in a sharing/concert and include band, strings, guitars, world music and vocal programmes. The festivals are well supported and valued by schools, parents and the LA as evidenced by the high level of participation.

With regard to the profile of learners within the service the data can be summarised as follows: 2355 KS2 students are currently receiving tuition under the KS2 Instrumental and Vocal Teaching programme with 323 continuing from the previous year. 4575 students at KS2 have experienced the programme to date in 90% of schools. 33% of students engaged with HMS currently take part in an ensemble activity either during the school day or as an evening rehearsal with Harrow Young Musicians.

The Music Service employs a number of teachers who have qualified teacher status and a large number of tutors who are paid as unqualified teachers.

## Harrow Music Service Three Year Plan

### OBJECTIVE 1

**To provide every young person with ‘first access’ to broaden their musical interests and skills**

<b>How the Music Manifesto meets its objectives</b>	<b>The contribution of Harrow Music Service</b>	<b>Timescale</b>
We believe that, over time, every primary school child should have opportunities for sustained and progressive instrumental tuition, offered free of charge or at a reduced rate. The OFSTED report, 'Tuning In', on the Wider Opportunities pilots (published 3 <sup>rd</sup> March), provides first class models of delivery	<ul style="list-style-type: none"> <li>• 100% of KS2 cohorts to be engaged with WCIVT programmes</li> <li>• Schools working in partnership with HMS to provide follow on lessons for continuers</li> <li>• Review of charging for lessons undertaken</li> <li>• Gifted and talented provision supported through group instrumental lessons and ensembles and SLA with Harrow Young Musicians</li> </ul>	<b>2009 - 2010</b>

As part of their statutory entitlement in schools, we believe that every child, including those with special needs, should have access to a wide range of high quality live music experiences and a sound foundation in general musicianship	<ul style="list-style-type: none"> <li>• WCIVT programmes tailored to needs of Special School pupils in every Special School with a KS2 cohort</li> <li>• Provide Staff concerts to special schools</li> <li>• Develop links with Community Musicians/ local community music groups with a view to enhancing our offer to schools</li> </ul>	<b>September 2009</b>
We are committed to broadening the range and skills of teachers, support staff, artists and other adults so that they are able to work more effectively as music leaders in schools and in community and youth settings	<ul style="list-style-type: none"> <li>• CPD programmes provided for instrumental staff through HMS training days and through Harrow Professional Development Framework for schools (<a href="http://ais.atomwide.com/">http://ais.atomwide.com/</a> )</li> <li>• Sing Up funded North London Cluster development days provided for class and vocal teachers</li> <li>• Training via Open University and Trinity Guildhall to provide KS2 Music CPD for staff</li> </ul>	<b>September 2009</b>  <b>2009 – 2010</b>  <b>2009 – 2010</b>
We believe that a rich mix of teaching methods, genres and musical activities must be provided, both in and out of school hours	<ul style="list-style-type: none"> <li>• Continue to expand the Youth music groups provided outside school hours by HMS (Gospel Choir, Brass Group and Samba)</li> <li>• Continue to provide Family Learning projects to the community through the Wider Family Learning Programme</li> </ul>	<b>September 2009</b>
We will support the development of new partnerships between schools, LEAs and LEA Music Services, the community music sector and the music industry to ensure that this rich diversity of provision is available to all	<ul style="list-style-type: none"> <li>• Continue to work in partnership with community musicians for delivery of Irish music and Ghanaian music programmes</li> <li>• Continued partnership with Pavilion Opera Education Trust</li> <li>• Collaboration with BBC Singers in KS2 Song Festival</li> </ul>	<b>Ongoing</b>

## **OBJECTIVE 2**

**To provide more opportunities for young people to deepen and broaden their musical interests and skills**

<b>How the Music Manifesto meets its objectives</b>	<b>The contribution of Harrow Music Service</b>	<b>Timescale</b>
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<p>We will promote effective curriculum delivery for music throughout secondary schools, building on what is being developed in Key Stages 1 and 2 and including the flexible use of time, space and teaching methods</p>	<ul style="list-style-type: none"> <li>• Offer support through advisory work and Harrow Professional Development Framework to secondary schools</li> <li>• Provide opportunities for secondary school students and teachers e.g. GCSE ensembles day and workshops to support syllabus</li> </ul>	<p><b>Ongoing</b></p>
<p>We will capitalise on the potential of Further and Higher Education Institutions, and of the more than 200 Specialist Schools in Performing Arts and Music, to act as future centres of excellence in music education</p>	<ul style="list-style-type: none"> <li>• Use Advanced Skills Music Teachers to share good practise between Performing Arts and Music Specialist Schools and other secondary schools</li> <li>• Encourage all Performing Arts and Music Specialist Schools to offer borough wide provision of training opportunities and access to out of school music activities</li> </ul>	<p><b>September 2009</b></p> <p><b>January 2010</b></p>
<p>We will identify new opportunities for young people to create, record and promote their own music, complemented by effective copyright education and support for live performance</p>	<ul style="list-style-type: none"> <li>• To work in partnership with community music organisations and creative industries in Harrow to provide support and access for young people</li> </ul>	<p><b>September 2010</b></p>
<p>We will exploit the power of new technology and broadcast media to bring music and music-making into even more schools, community settings and homes</p>	<ul style="list-style-type: none"> <li>• Continued CPD in appropriate technology as part of the Harrow Professional Development Framework</li> <li>• Continued training for instrumental teaching staff and provision of software and hardware to support workforce development</li> </ul>	<p><b>Jan 2009</b></p> <p><b>Jan 2009</b></p>
<p>We will identify peer and adult role models for young musicians and continue to build stronger connections between young people's own music-making and that experienced in schools</p>	<ul style="list-style-type: none"> <li>• Continue to work in partnership with a range of high quality musicians with diverse musical and cultural backgrounds</li> <li>• Recognise that young people make contributions to their own learning through sharing their experiences of formal and informal music making and promote this in staff development</li> </ul>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p>
<p>We will think creatively about ways young people can access the space, time, guidance and equipment they need to fulfil their potential - including making the best use of local authority spaces, recording spaces, extended schools, community</p>	<ul style="list-style-type: none"> <li>• Work in partnership with other Council departments e.g. Youth Services to encourage them to make spaces available e.g. Youth Centres for music making</li> <li>• Work with 'partnerships for schools' to plan and promote suitable spaces for music in schools as part of the Building Schools for the Future programme</li> </ul>	<p><b>Ongoing</b></p> <p><b>January 2010</b></p>

centres and commercial performance venues	<ul style="list-style-type: none"> <li>Develop Harrow Arts Centre in partnership with Harrow Arts and Events Team to provide spaces and opportunities for young people's music making</li> </ul>	<b>Ongoing</b>
We will signpost young people who want to develop their involvement in music towards the opportunities available through school, youth arts organisations, the music industry and others; and advise them about potential career paths in music	<ul style="list-style-type: none"> <li>Promote community music opportunities and events to schools</li> <li>Continue to promote Harrow Young Musicians in their delivery of higher level music ensemble provision</li> </ul>	<b>January 2010</b> <b>Ongoing</b>
We will ensure that all young people have access to a range of appropriate accreditation and recognition schemes in music and the arts, from grade exams through to the new national arts award.	<ul style="list-style-type: none"> <li>Continue to offer all pupils the opportunity to take Trinity Guildhall exams administered by Harrow Music Service</li> <li>Continue to offer all pupils the opportunity to take Rock School exams administered by HMS</li> <li>Construct an Indian music curriculum which contains a workable syllabus for Indian music students to gain recognition of their achievements</li> </ul>	<b>Ongoing</b> <b>Ongoing</b> <b>September 2009</b>

### **OBJECTIVE 3**

#### **To identify and nurture our most talented musicians**

<b>How the Music Manifesto meets its objectives</b>	<b>The contribution of Harrow Music Service</b>	
We will work together to ensure that all young musicians who wish to pursue their music-making as a career have access to high level tuition and appropriate regional and national opportunities to develop their talent	<ul style="list-style-type: none"> <li>Promote national and local opportunities for high level ensembles and tuition</li> </ul>	<b>Ongoing</b>
We will explore the potential for developing meaningful apprenticeships	<ul style="list-style-type: none"> <li>Continue to place Harrow students in work experience roles in the Music Service, shadowing instrumental teachers</li> </ul>	<b>Ongoing</b>

with professional music organisations and industry bodies		
We will forge stronger links between Conservatoires, other Higher and Further Education Institutions specialising in music, schools and the music industry to ensure that young musicians are equipped with the skills they need to prosper in the world of work	<ul style="list-style-type: none"> <li>• Develop stronger links with Westminster University (Northwick Park Campus) to provide a gateway for young people to access the Music Technology Degree courses there</li> <li>• Work collaboratively with BBC Concert Orchestra to provide opportunities for young people to perform alongside professional musicians and major London venue</li> </ul>	<b>April 2010</b>  <b>May 2009</b>

## OBJECTIVE 4

### To develop a world class workforce in music education

<b>How the Music Manifesto meets its objectives</b>	<b>The contribution of Harrow Music Service</b>	
Ongoing, high quality continuing professional development is available to classroom teachers, support staff, LEA Music Services and community musicians and delivered locally, regionally or nationally	<ul style="list-style-type: none"> <li>• A diverse programme of training is delivered as part of the Harrow Professional Development Framework for Schools and for instrumental teachers at training days and staff meetings</li> <li>• Staff are encouraged to meet training needs of colleagues and lead on an area of expertise</li> <li>• Participation in the KS2 training programme (Trinity Guildhall and OU) is encouraged and supported by the Music Service</li> <li>• The LA route for KS2 training programme starts in Harrow</li> </ul>	<b>Continuing year on year</b>  <b>From Jan 2009</b>  <b>Continuing year on year</b> <b>September 2009</b>
Young people are supported by a wide range of teachers, music leaders and other adults, and encouraged to consider and seek advice on making a career in music	<ul style="list-style-type: none"> <li>• Set up a Community Music Forum comprising representatives from local music groups to identify the current status of music provision in Harrow across the age range</li> <li>• To identify and develop mechanisms (through Community Music Forum) which encourage community music groups to contribute to schools' music</li> <li>• To identify (through Community Music Forum) potential Music Leaders/practitioners for sustainable delivery in and out of schools</li> </ul>	<b>In place and developing</b>  <b>September 2010</b>  <b>September 2010</b>

Teachers and music leaders work collaboratively together across schools and with other professionals	<ul style="list-style-type: none"> <li>• There is continued collaborative teaching for WCIVT programmes in schools</li> <li>• There is continued collaborative teaching with some school staff through WCIVT programmes</li> <li>•</li> </ul>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p>
Classroom teachers are supported in their use of ICT and music technology in their teaching and learning	<ul style="list-style-type: none"> <li>• CPD through Harrow Learning Development Framework</li> </ul>	<b>Annual</b>
Schools work in collaboration to deliver a wide range of opportunities to young people and to share good practice and expertise - through local cluster arrangements and through national networks such as the Specialist Schools network	<ul style="list-style-type: none"> <li>• First School Song Festival, Pavilion Opera (a project to bring live opera to young people in schools) are all projects collaboratively designed and delivered through school clusters</li> <li>• Provide annual music festivals for all young instrumentalists involving workshop days for cluster schools hosted by one school followed by a massed concert in a local high profile venue</li> </ul>	<p><b>In place and developing</b></p> <p><b>Annual</b></p>
Musicians and composers are aware of, and excited by, the range of opportunities in music education and are encouraged to work as teachers, tutors and amateurs across a range of formal and informal settings	<ul style="list-style-type: none"> <li>• Continued recruitment into the supply teachers pool from college graduates, community musicians and specialist teachers</li> <li>• Develop the existing website to inform and encourage more local musician s to become involved in working with young people either in schools or at the local Arts Centre</li> </ul>	
Different types of musical expertise receive appropriate recognition; for example, through a range of accredited qualifications, through observation and peer assessment	<ul style="list-style-type: none"> <li>• Observations and performance management processes identify and recognise individual strengths</li> <li>• Put in place a management structure that enables HMS to fulfill its' obligations to young people and provide a career path for members of the team.</li> <li>• Consider an alternative to School Teachers Pay and Conditions for HMS teaching staff which reflects their skills, knowledge and experience and is able to reward teachers who currently are unable to access higher rates of pay even though they may perform identical duties.</li> </ul>	
Music Service staff, community musicians and classroom music teachers take part	<ul style="list-style-type: none"> <li>• KS2 Trinity Guildhall/OU CPD programme through the LA route provides an opportunity for music service staff, school based</li> </ul>	

in joint training and curriculum planning events	staff and community musicians to work together and gain training in music education	
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## OBJECTIVE 5

### To improve the support structures for young people making music

We will find out more about all types of young people's music-making - who is doing what and where, and what support they need - so that support structures can be designed to serve their needs better	<ul style="list-style-type: none"> <li>• Data collection – young people's musical interests and activities in the community and at school</li> <li>• Free hire of instruments to those young people who wish to continuing to learn in an enhanced way beyond the 'free' stage of the project</li> <li>• Subsidised hire of instruments to those who wish to continue learning on an instrument other than that provided through Wider Opportunities</li> </ul>	<b>from Jan 2009</b>
We will examine existing support structures and identify areas where further development is required	<ul style="list-style-type: none"> <li>• Set up a Music Strategy panel comprising Music Service stake holders and others who provide music opportunities for young people in Harrow</li> </ul>	
We will encourage support structures to work more closely together in developing existing information resources and providing joint professional development activities	<ul style="list-style-type: none"> <li>• Work in Partnership with the youth Participation team and other agencies to identify areas in need of support</li> <li>• Formation of a Music Education Forum which comprises representatives of all those who have an interest in Music Education for young people</li> </ul>	
We will work with private, independent and voluntary sector organisations to ensure that their contribution to music education is recognised and utilised to the full	<ul style="list-style-type: none"> <li>• Continue to enable a range of partners to develop their contribution to music education in Harrow (Uniao di Mocidade, Move Music, Kala Anjali Arts Circle, Pandit Ram Sahai Sangit Vidyalaya)</li> <li>• Provide a forum for community music organisations in Harrow</li> </ul>	

## Sing Up National Singing Programme

Sing Up is the Music Manifesto's National Singing Programme.

It's a programme to make sure that singing is at the heart of every primary school child's life. We believe that singing has power to change lives and help to build stronger communities.

Sing Up's overall aim is to raise the status of singing and increase opportunities for primary school children throughout the country to enjoy singing as part of their everyday lives.

## HMS Vocal Strategy

### Review of achievements 2008 – 2009

Activity	Aim	Scope	By whom	Development in 2009 – 2010	By when
<b>Individual, large group and class vocal teaching and coaching</b>	To provide vocal tuition to schools on a bought back basis from early years to GCSE level	21 hours buy back including whole year group vocal tuition, whole school assemblies and choirs	Music Service vocal experts/tutors/teachers	Continue to offer this as part of Service Level Agreement 2009 – 2010 and add buy back whole class vocal tuition as an option	February 2009 (schools informed) September 2009 (teaching starts)
<b>Vocal WCIVT (Whole Class Instrumental and Vocal Tuition) programme</b>	To build vocal skills and techniques, develop musicality and allow pupils to experience a range of repertoire in the KS2 age range	10 KS2 classes weekly sessions for one or two terms	Music Service vocal experts/tutors/teachers	Involve music service staff with experience of teaching a range of genres to engage with/meet the needs of the diverse communities represented in schools	September 2009
<b>Vocal components to all WCIVT (Whole Class Instrumental</b>	To build vocal skills and musicianship in tandem with developing instrumental skills	Approx. 80 KS2 classes weekly sessions for two or three terms	Music Service instrumental tutors/teachers	Continue to incorporate vocal skills in Music Service staff training encourage whole class teachers/tutors to sign up for KS2	3 <sup>rd</sup> and 4 <sup>th</sup> September Music Service staff professional development days 2009

<b>and Vocal Tuition) programmes</b>				TrinityGuildhall/OU music teaching programme	
<b>SUMMER SONG FESTIVAL – Middle Schools Song Festival</b>	To involve as many KS2 children as possible in developing vocal skills through visits from a vocal expert To learn a range of repertoire To perform together To reach children who may not get the opportunity to perform otherwise	<ul style="list-style-type: none"> <li>• 31 schools</li> <li>• 1230 pupils across the Middle School age range (Y4 – Y7)</li> <li>• 70 visits to choirs and year groups to coach/teach alongside class teachers/school choir tutors</li> </ul>	Jo McNally, Vocal Animateur and Harrow Music Service tutor	Start a new Children's Choir recruited from the pupils that have been involved in the Summer Song Festival Continue to offer this on the Service Level Agreement 2009 - 2010	Recruitment: September 2009 Sessions start October 2009  February 2009 (schools informed) May 2010 (preparation starts)
<b>SING SING SING - First Schools Song Festival</b>	To develop First School teachers' confidence in leading and teaching songs To develop Y2 and 3 pupils' vocal skills and give them the opportunity to perform at a concert	<ul style="list-style-type: none"> <li>• One teacher workshop attended by 25 teachers</li> <li>• 22 visits to choirs and classes to coach / teach alongside class teachers/school staff</li> <li>• 3 concerts involving approx 200 + children in each concert (total of 620 children)</li> </ul>	Music Service vocal experts/tutors/teachers	Continue to offer this on the Service Level Agreement 2009 - 2010	February 2009 (schools informed) March 2010 (preparation starts)
<b>Sing Up funded teacher workforce development – 'Singing for the Scared'</b>	To encourage teachers to build their vocal confidence, skills and knowledge of repertoire to take back to schools in order to promote singing in the classroom	32 teachers from Harrow schools took part in two one day workshops	Sue Nicholls, national children's singing expert and facilitator	Singing development days planned that broaden the definition of 'workforce' to include the non-formal sectors through community music groups, youth service workers etc..	Proposal for funding sent to Sing Up July 2009  Events planned for November to July 2010

				Introduction of two tutors to facilitate different approaches to singing development	
<b>Teachers professional vocal development programme through the advisory service</b>	<p>Courses for teachers to develop</p> <ul style="list-style-type: none"> <li>• Early years music activities</li> <li>• Indian music, song and dance</li> <li>• Signing songs for hearing impaired children</li> </ul>	Attendance of a total of 45 teachers from Harrow schools	Music Service teachers/tutors	<p>Different courses being offered to Harrow teachers in 2009 – 2010:</p> <ul style="list-style-type: none"> <li>• Becoming a vocal leader (4 part course with range of tutors)</li> <li>• Signing Songs</li> <li>• Ghanaian percussion, song and dance</li> <li>• The joy of singing (African American genres and spiritual, emotional and social aspects of singing)</li> <li>• Indian songs and melodies in Hindi, Gujerati and Tamil</li> </ul>	All offered online through the Achievement and Inclusion Service CPD website, <a href="http://ais.atomwide.com/">http://ais.atomwide.com/</a> Details available online
<b>Harrow Youth Gospel Choir</b>	To provide young people in Harrow between the ages of 11 and 18 with an opportunity to develop their vocal skills and perform together to a high standard	Membership of 15 gifted and talented young people	Music Service vocal expert	Major recruitment drive to expand to 40 members with auditions to target gifted and talented singers	Recruitment and auditions October 2009 New choir members start November 2009
<b>Harrow Singing Champion/representation on the</b>	<p>To process and exploit opportunities made available by the Governments Sing Up funding</p> <p>To encourage schools to register with Sing Up through Music Co-ordinators in schools and through the Early Years</p>	<p>197 educational establishments are now registered with Sing Up (see <a href="http://www.singup.org">www.singup.org</a> )</p> <p>These include</p>	Deputy Music Service manager	Provision of training focussed on schools applying for Silver, Gold and Platinum Awards to be made a part of training for 2009 - 2010	<p>Bid submitted July 2009</p> <p>Training planned for October 2009 – July 2010</p>

<b>North London Sing Up Cluster</b>	Childcare and Parenting Team in playgroups and nurseries To encourage schools to apply for the Sing Up Singing Awards To represent the needs and communities of Harrow to Sing Up funding bodies for future courses and events	nurseries, pre school playgroups, workplace nurseries and schools both state and private			
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## HOW MUSIC LINKS TO ‘EVERY CHILD MATTERS’

<b>ECM Outcome</b>	<b>Be Healthy</b>				
<b>ECM aims</b>	<b>Physically healthy</b>		<b>Mentally/emotionally healthy</b>		<b>Healthy lifestyles</b>
<b>Music Manifesto aim</b>	<b>Make every child’s music matter</b>				
<b>Harrow Children’s Plan priority</b>	<b>Working together to support children to make choices that enable them to reach their potential</b>				
<b>QCA National Curriculum KS3&amp;4</b>	Music can have a positive effect on physical, mental and emotional health. Both performing and listening to music can promote a sense of fulfillment and wellbeing. Singing and vocal work in particular can promote good physical health.				
<b>HMS music outcomes</b>	Pupils who seek participation in a range of sustained, creative and challenging musical	Pupils who increase their mental stamina, building strong retention and concentration skills,	Pupils who enjoy music, both in and out of school, and forge strong links with other community	Pupils who actively determine and develop their own	Pupils who develop social collaboration and commitment through membership of

	activities	which are developed through practice and performance	practitioners, performers and players	musicianship through engagement in music	bands, orchestras, choirs and other musical ensembles
	Pupils working as instrumentalists, who develop transferable skills of good eye-hand coordination, dexterity and good posture	Pupils working as singers, who achieve good breathing techniques and correct posture	Pupils who from the earliest age develop language and social interaction skills	Pupils who perform and listen to music at all learning phases and promote a sense of fulfillment and wellbeing.	
<b>Links to Children and Young People's Plan / Music Manifesto</b>			<b>HMS Every Child Matters – what this means for young people</b>		
<p>Early and consistent identification of children at risk</p> <p>Need for parenting strategy addressing support needs at all levels</p> <p>Child protection training accessed by all agencies</p> <p>Providing dedicated spaces for music activities and performances</p>			<p>Children feel safe if trusted adults listen to them and act upon what they say</p> <p>Safety and security within school buildings</p> <p>Young people protected from harm, abuse, harassment, exploitation and neglect</p> <p>Ensure that music providers and pupils work in safe and appropriate environments</p>		

<b>ECM Outcome</b>	<b>Stay Safe</b>	
<b>ECM aims</b>	<b>Safe from accidental injury and death</b>	<b>Safe from bullying and discrimination</b>
<b>Harrow Children's Plan Priorities</b>	<b>To retain a strong focus on Child Protection</b>	<b>Safeguarding children from harm and promoting their welfare is everyone's concern</b>

<b>Music Manifesto aim</b>	<b>Create a framework for provision with the child at its centre</b>				
<b>QCA National Curriculum KS3&amp;4</b>	Creative work in music encourages pupils to address personal concerns and emotions, form sound relationships with others and develop an understanding that people have different views. The development of critical skills and self-discipline through musical study can help pupils to mature emotionally and help them to make judgements about staying safe.				
<b>HMS music outcomes</b>	Pupils who become independent learners, have critical skills and self discipline and think about what they are doing and make appropriate decisions for themselves concerning issues of safety	Pupils who have self assurance and confidence in social interaction and help combat bullying and anti-social behaviour	Pupils who build positive relationships with both peers and adults, and recognise the value of every contributor's role in playing and performing	Pupils who have the skills and control that they need to engage in musical activity	Pupils who know how to transport and set up acoustic and electrically-powered instruments and equipment: pupils who can follow established and appropriate safety procedures
<b>Links to Children and Young People's Plan / Music Manifesto</b>			<b>HMS Every Child Matters – what this means for young people</b>		
Early and consistent identification of children at risk Need for parenting strategy addressing support needs at all levels Child protection training accessed by all agencies Providing dedicated spaces for music activities and performances			Children feel safe if trusted adults listen to them and act upon what they say Safety and security within school buildings Young people protected from harm, abuse, harassment, exploitation and neglect Ensure that music providers and pupils work in safe and appropriate environments		

<b>ECM Outcome</b>	<b>Enjoy and Achieve</b>	
<b>ECM aims</b>	Attend and enjoy school	Achieve personal & social development & enjoy recreation

<b>Music Manifesto aim</b>	A universal offer for every child to experience and make music				
<b>Harrow Children's Plan Priority</b>	To enhance student progress and attainment				
<b>QCA National Curriculum KS3&amp;4</b>	<p>Music provides opportunities for pupils to enjoy and achieve in the context of performing, composing and listening.</p> <p>Pupils have the opportunity to achieve at an individual level through performance or composition work and in a group context through large- and small-scale musical activities and events.</p> <p>Pupils value the ways in which music helps them achieve, across the curriculum and in the world beyond, by developing their self-esteem, identity and ability to communicate and work cooperatively with others.</p>				
<b>HMS music outcomes</b>	Pupils who actively participate in curricular and extra-curricular musical activities and make these a central part of their lives	Pupils who show a desire to improve and achieve in relation to their abilities in music: for example achieve success in instrumental board examinations	Pupils who enjoy music; participate and work with others with commitment and enthusiasm	Pupils who seek participation in a range of sustained, creative and challenging musical activities	Pupils who become actively engaged in their own learning and adopt roles of teachers, mentors and learners
	Pupils who achieve positive relationships with others through musical collaborations	Pupils who can support others in improving their musical achievements	Pupils who are confident music makers; able to set targets and refine skills, knowledge and understanding in music		
<b>Links to Children and Young People's Plan / Music Manifesto</b>			<b>HMS Every Child Matters – what this means for young people</b>		
Workforce development			To achieve at whichever school they attend		
Broadening opportunities for children and young people			To be motivated and inspired by good teachers and music providers		
Tackling underachievement			To develop self-confidence and personal responsibility		
Supporting vulnerable groups					

Parenting, childcare and family learning Sustaining quality education		To experience a rich musical environment in and beyond school			
Cultural Strategy and community cohesion		Making and experiencing music that can nurture personal and vocational aspirations			
<b>ECM Outcome</b>	<b>Make a Positive Contribution</b>				
<b>ECM aims</b>	Engage in decision making/support the community & environment	Engage in law-abiding and positive behaviour in and out of school	Develop positive relationships and choose not to bully or discriminate	Develop self-confidence and successfully deal with life changes and challenges	Develop enterprising behaviour
<b>Music Manifesto aim</b>	Use the transformative power of music to change lives				
<b>Harrow Children's Plan Priorities</b>	To continue the engagement and participation of all children and young people. To raise the positive profile of children and young people.				
<b>QCA National Curriculum KS3&amp;4</b>	Music provides many opportunities for pupils to get involved in the cultural life of the school, the wider community and society as a whole. In music each pupil can develop his or her ability to make a positive contribution to the cultural life of the school in a variety of ways, as performer, listener, organiser, music leader or in a supporting role. Being involved in the cultural life of a community provides opportunities to make a lifelong contribution to society.				
<b>HMS music outcomes</b>	Pupils who develop a sense of responsibility with regard to sound levels, age-appropriateness of material and audience issues in rehearsal and performance	Pupils who act as role-models for others in their approach to music –making, setting examples and assuming ambassadorial roles	Pupils who enjoy music, both in and out of school, and forge strong links with other community practitioners, performers and players	Pupils who actively determine and develop their own musicianship through engagement in music	Pupils who develop social collaboration and commitment through membership of bands, orchestras, choirs and other musical ensembles
	Pupils who are able to realise their potential in music and know how to improve their standard	Pupils who are confident to perform with others, developing	Pupils who seek participation in a range of sustained, creative and	Pupils who are prepared to take risks and experiment in	

		self-reliance, cooperation and collaboration	challenging musical activities	different areas of music-making	
<b>Links to Children and Young People’s Plan and the Music Manifesto</b>			<b>HMS Every Child Matters – what this means for young people</b>		
‘Make sure children have plenty to do, after school and in the holidays’. Strategies developed to increase musical participation outside school Reduce discrimination and promote equality			Children and young people are listened to and influence the way things happen Reduction in anti-social behaviour All children supported to develop socially and emotionally Children able to manage change and respond to challenges		
<b>ECM Outcome</b>	<b>Achieve Economic Well-Being</b>				
<b>ECM aims</b>	Engage in further education, employment or training on leaving school		Ready for employment		
<b>Music Manifesto aim</b>	Provide vocational progression routes for young people				
<b>Harrow Children’s Plan Priority</b>	To narrow the gap between those children at risk of underachieving and the mainstream population, and helping every child to achieve their potential.				
<b>QCA National Curriculum KS3&amp;4</b>	Music fosters the development of teamwork skills as well as strengthens personal identity and self-confidence. These skills and attributes help prepare young people for lifelong learning and are highly valued by employers.				
<b>HMS music outcomes</b>	Pupils who are keen to join out-of- school choirs, orchestras, bands and other ensembles at HYM	Pupils who achieve higher qualifications in music: for example AS, A2, degree courses, diplomas etc.	Pupils who pursue musical apprenticeships after leaving school	Pupils who follow a range of musical career paths: perf. arts practitioners, music technology, professional musicians, teachers, sound engineers etc.	Pupils who influence the creative economy through engagement in music in their working lives
	Pupils who have the confidence and skills that will encourage entrepreneurship	Pupils who display teamwork skills as well as strong personal identity and			

		self-confidence, skills highly valued by employers.			
<b>Links to Children and Young People's Plan and the Music Manifesto</b>		<b>HMS Every Child Matters – what this means for young people</b>			
To further reduce the number of young people not in education, employment or training (NEET)		Children and Young People achieve their full potential Young people are provided with clear, relevant and accessible accredited routes into training for the music and creative industries Young people engage in FE, employment or training on leaving school			