

## **Appendix 1 – Music Education Mapping Summary**

<b>Line of enquiry linked to Cultural and Creative Learning Strategy</b>	<b>Areas for further exploration with schools, Culture Mile Learning and industry partners</b>
What music education offers are pupils currently experiencing in the Family of Schools?	<ul style="list-style-type: none"> <li>• Some schools provide a broader offer of music – explore whether pupils from other schools could access or share those offers.</li> <li>• Explore whether digital music experiences be offered at earlier ages with Culture Mile Learning or other partners supporting these experiences.</li> <li>• Explore the impact of widening the offer free instrumental lessons to secondary pupils.</li> <li>• Explore whether GCSE/A-Level Music courses be shared between schools within the Family of Schools.</li> </ul>
What music education offers do pupils receive outside of the school?	<ul style="list-style-type: none"> <li>• Can more opportunities occur for primary pupils to perform in external venues within the Family, Culture Mile Learning, and the local community? Increase the opportunities for pupils to take part in youth panels and youth decision-making.</li> <li>• Work with secondary schools and Culture Mile Learning to ensure that all pupils can perform in professional quality venues over the course of the academic year.</li> <li>• Explore whether schools which do not offer school trips to musical performances can collaborate with other schools which do to create shared experiences.</li> </ul>
Is music education continuous and sequential?	<ul style="list-style-type: none"> <li>• Use subsequent phases of these reviews to map individual pupil journeys to establish whether for them, music education is clear, delineated and sequential.</li> </ul>
Do pupils have access to world-of-work experiences in music and exposure to experiences representative of the current music industry?	<ul style="list-style-type: none"> <li>• Ensure pupils in primary schools have access to workplaces experiences in music.</li> <li>• Increase the provision of world-of-work offers in music-related careers, including both information/advice/guidance (IAG) in the school and visits to workplaces, ensuring experiences across a broad spectrum of music/sound industry professions.</li> <li>• Ensure that there are opportunities for pupils who are interested in music careers to have a work experience in musical venues and post-production workplaces.</li> </ul>
Is music education generally inclusive and accessed equitably?	<ul style="list-style-type: none"> <li>• Ask secondary schools to self-reflect on their targeting of the music education offer and how this balances overall access (especially for the disadvantaged) against talent development.</li> <li>• Develop practices for ensuring that SEND pupils receive a musical offer which is suited to their skills, interests and capabilities.</li> </ul>

Music leadership and teaching	<ul style="list-style-type: none"> <li>• Explore ways in which the Family of Schools can share music specialists across schools to ensure efficiency, quality of leadership and sharing best practice.</li> <li>• Share the results on music related CPD with Culture Mile Learning to inform their CPD programme.</li> <li>• Identify whether some schools can provide CPD to other schools in the CPD areas identified as 'useful'.</li> </ul>
-------------------------------	--