



The Music
Manifesto

**The music
manifesto**

More music for more people



Music can be magic.

**It calls for and calls
forth all human virtues:
imagination, discipline,
teamwork, determination.
It enriches and inspires.**



“The music manifesto partnership has come about because we share a real passion for the power of music. We believe that music is important in itself and for its ability to change how we think, feel and act. Through the manifesto we have a unique opportunity to develop high standards for every child, allied to a creative and enriched educational experience.”

David Miliband,
School Standards Minister



“Music is central to children’s lives. It is vitally important both for itself and for children’s development academically, socially and as individuals. It is wonderful to see the place of music at the heart of education affirmed and supported through the music manifesto. I am delighted that The Voices Foundation has been able to show its support.”

Susan Digby, Founder and Principal,
Voices Foundation

We have come together because we share a passion for the power of music. We believe that music is important in itself and for its ability to change how we think, feel and act. For this reason, music plays a prominent part in young people’s lives, both in and out of school, and from the very earliest age.

We believe music has a unique contribution to make to education – and by that we mean the education of all children, not just those with the potential to become great professional musicians and composers. We know that the creativity at the heart of music-making can help raise attainment and motivate young people. We believe that music is important for the social and cultural values it represents and promotes, and for the communities it can help to build and to unite. We share the conviction that music education should reflect the diversity of Britain today and should be accessible to everyone. We also recognise music for the important contribution it makes to the economy.

In this country, we are extremely fortunate in the richness of our musical heritage – and in the breadth and quality of our contemporary resources. From professional orchestras to aspiring DJs, from composers and songwriters to music publishers, from adult and mixed age ensembles to the youngest

musicians, we have many strengths. But we believe that music can do more.

The signatories to this manifesto are committed to working together to deliver an exciting range of musical experiences to all young people, helping to create the soundtrack to their lives. The manifesto sets out our shared priorities over the next five years. It is not a conventional kind of manifesto. Most significantly, it is not a one-off statement. The first part of the manifesto represents our joint commitment – a shared strategy and set of priorities for the future. The second part allows each organisation to showcase its own distinctive contribution. As each of our organisations moves forward, we will use this manifesto as a benchmark for our activity and Government will use it as a guide for future policy development. In this way we hope it will continue to inspire new supporters, and support initiatives, rather than gathering dust.

The music manifesto has been developed by DfES and DCMS in collaboration with music organisations and arts practitioners, with the music industry, the Musicians’ Union, the TTA, the Specialist Schools Trust, Arts Council England, QCA, Ofsted, and Youth Music. Its purpose is to:

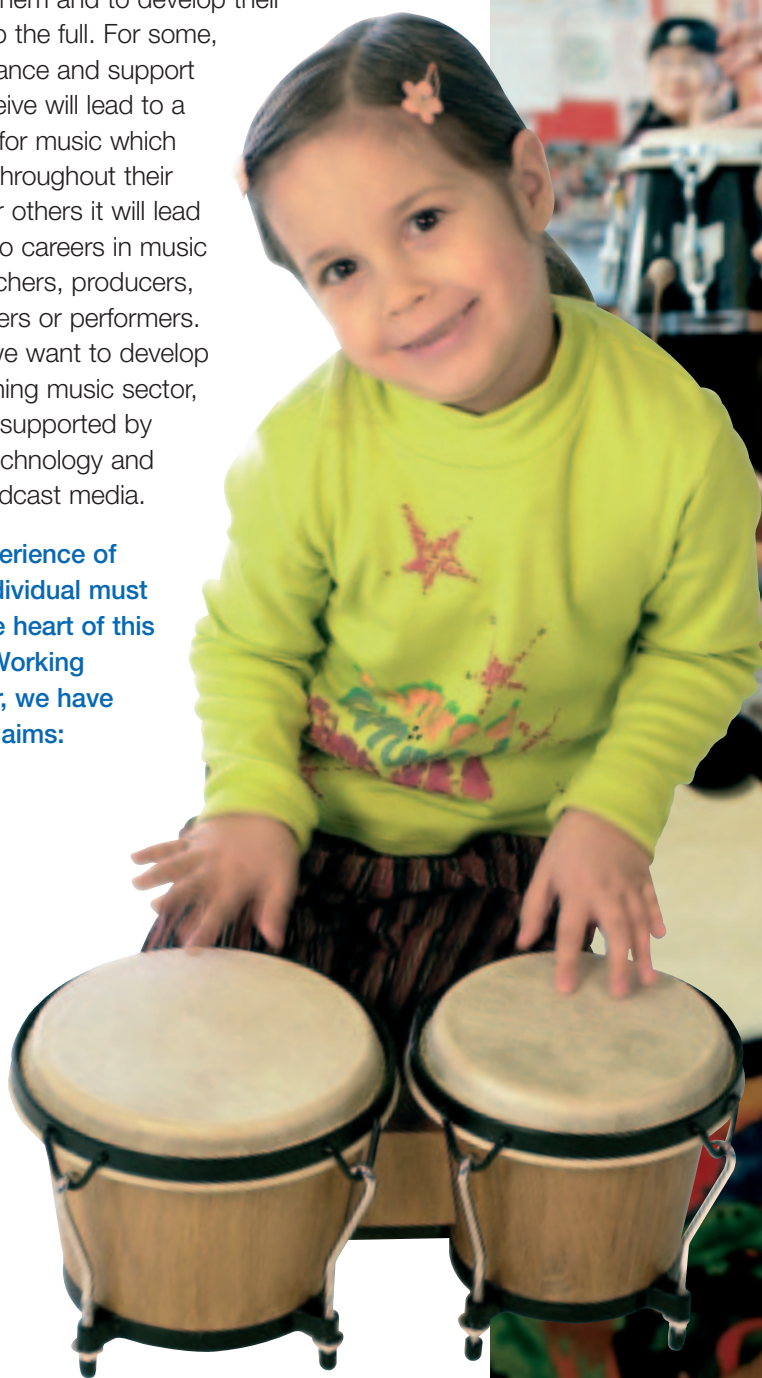
- Act as a statement of common intent that helps align currently disparate activity.
- Set out a shared agenda for future planning, because we know that real progress depends on action by all of us.
- Make it easier for more organisations and individuals to see how they can contribute to music education.
- Guide Government's own commitment.
- Call on the wider community, in the public, private and community sectors, to join us in enriching the lives of schoolchildren.

The time is ripe for a music manifesto. There is a groundswell of interest, energy and support from people who want to work together to ensure better music opportunities for all. There is an increasing belief in the power of music to contribute to whole school development and community regeneration. There is greater understanding about what young people want and an increased recognition of the need to bring music education into the 21st century.

Our vision is simple. We want to build pathways for progression in music so that all young people, whatever their background or abilities, have access to a rich and diverse range of musical

experiences, within and outside school. We want to create opportunities for young people to pursue their interest wherever it takes them and to develop their talents to the full. For some, the guidance and support they receive will lead to a passion for music which will last throughout their lives. For others it will lead directly to careers in music – as teachers, producers, composers or performers. Finally, we want to develop a flourishing music sector, strongly supported by music technology and the broadcast media.

The experience of each individual must lie at the heart of this vision. Working together, we have five key aims:







01

**To provide every young person
with first access to a range of
music experiences.**



“Instrumental tuition must encompass the broadest definition of what a musical instrument is. This manifesto recognises that by including all modern music practices in our vision of the future.”

Alison Tickell, Development Manager, CM

Music is part of young people’s lives from their earliest days: they are surrounded by music in their homes and nursery schools; they hear music played on CDs, the television and radio and, for some, there are opportunities to make their own music during the Foundation Stage of their schooling or through projects such as Sure Start and Youth Music’s First Steps programme.

For many young children their first active engagement with music-making will be through the statutory National Curriculum and its delivery in schools. The National Curriculum entitles all children aged 5-14 to a music education which includes opportunities to play musical instruments, to sing, to listen and appraise, to compose and perform.

To deliver a sound foundation for music education we are committed to the following priorities that will support and build upon early years activities:

☞ 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 3rd March) provides first class models of delivery.

☞ 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.

☞ We are committed to broadening the range and skills of teachers, artists and other adults so that they are able to work more effectively as music leaders in schools and in community and youth settings.

☞ We believe that a rich mix of teaching methods, genres and musical activities must be provided, both in and out of school hours.

☞ 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.



Having captured their imaginations in the early years, it is vital that young people are able to build on their previous achievements and to access the support they need to broaden and deepen their interests and skills.

For this to happen, the right 'pathways for progression' must be in place – and clearly signposted. The pathways must be multiple and flexible, accessible to all and take in a diverse range of musical styles. They must cover the full spectrum of involvement; from joining choirs and ensembles to attending live performances and gigs, and for some, taking up music qualifications and building towards careers in composition, performance, teaching and music production. We see the following as priorities for broadening young people's musical interest and skills:

- ⇒ 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.
- ⇒ We will capitalise on the potential of Further and Higher Education Institutions and the more than 200 Specialist Schools in Music and the Performing Arts, to act as centres of excellence in music education.

- ⇒ 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.

- ⇒ 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.

- ⇒ 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.

- ⇒ 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 centres and commercial performance venues.

- ⇒ 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.

- ⇒ 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.



“Musicians Channel is honoured to be an active part of the music manifesto. Musicians Channel shares the delegates’ intentions of inspiring, encouraging, and educating music makers, past, present and future. This is such an exciting, relevant and vital part of society we should all combine our areas of expertise and so together bring more music, for more people.”

Jonathan MacDonald,
CEO, Musicians Channel

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

02





03

To identify and nurture our most talented young musicians.

“NASUWT is pleased to endorse the music manifesto as an important step on the road to enriching the lives of young people by providing them with a wide range of musical experiences.”

Chris Keates, Acting General Secretary,
NASUWT

“British Music Rights is pleased to be able to join the corporate signatories for the Government's music manifesto (on behalf of all of our members including the British Academy of Composers and Songwriters, the Music Publishers Association and the MCPS-PRS Alliance).”

Henri Yoxall, General Manager,
British Music Rights

We want all young people to develop a music habit they will sustain and that will sustain them throughout their lives. For some, however, music will be more than a hobby, it will be a career. We need to ensure that our most talented young musicians are given all the support and tuition they need to fulfil their potential.

Over the next five years an extension of the Music and Dance Scheme programme will provide opportunities for greater numbers of talented young musicians to prepare for a career in music. This extension will be supported by a new national scholarship award for the exceptionally talented in music. The Department for Education and Skills and the Department for Culture, Media and Sport will continue to support the National Youth Music Organisations. Building on this work we believe the following to be priorities:

- ☰ 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.
- ☰ We will explore the potential for developing meaningful apprenticeships 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.



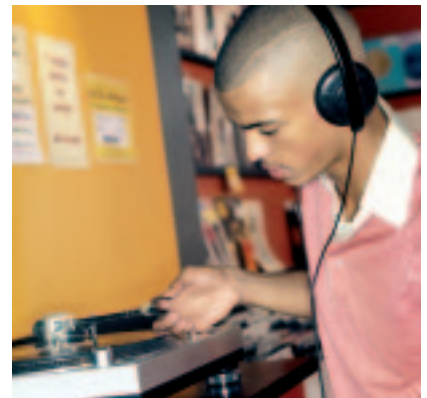
Quality music provision depends on having a strong workforce. Many people – school teachers, community musicians, orchestral players and instrumental teachers – are already involved in helping to develop young people’s musical interest and skills. But there is more that can be done, especially in encouraging the different agencies and individuals involved to work and learn more closely together and from each other.

Contractual changes over the next three years will mean significant development in the ways teachers work and in the role of paraprofessional support staff in schools. Our goal is to maintain and improve quality in the teaching workforce by increasing the intake of quality teachers, developing an even broader specialist support network, and improving training opportunities and career progression for all.

Working together we will create a music education system where:

- ⇒ Ongoing, high quality continuing professional development is available to classroom teachers, LEA Music Service staff and community musicians and delivered locally, regionally or nationally.
- ⇒ 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.
- ⇒ Teachers and music leaders work collaboratively together across schools and with other professionals.
- ⇒ Classroom teachers are supported in their use of ICT and music technology in their teaching and learning.
- ⇒ 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.
- ⇒ 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 animators across a range of formal and informal settings.

- ⇒ Different types of musical expertise receive appropriate recognition; for example, through a range of accredited qualifications, through observation and peer assessment.
- ⇒ Music Service staff, community musicians and classroom music teachers take part in joint training and curriculum planning events.



“Youth Music supports the music manifesto with its strong emphasis on cross-sector collaboration. We look forward to continued working with the DfES and other key partners to maximise resources and secure sustained musical opportunities for all children and young people, from birth to 18, that reflect the widest breadth of musical styles and cultural traditions.”

Christina Coker, Chief Executive, Youth Music

**To develop a world class
workforce in music education.**

04





05

**To improve the support structures
for young people's music making.**

Music thrives on the great variety of its formal and informal provision, both within and outside school hours. We know that many young people receive instrumental and vocal lessons through their LEA Music Services. Many more are taking private lessons outside school, making music in youth and community settings, forming 'garage' bands, and writing and playing music in their bedrooms and on their home PCs.

The challenge is to bring all these activities together in a way that makes sense to young musicians and music leaders. This requires a stable infrastructure that is sufficiently coherent to be understood by providers and young musicians, yet broad and flexible enough to cater for all ambitions and tastes.



- ⇒ 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.
- ⇒ We will examine existing support structures and identify areas where further development is required.
- ⇒ We will encourage support structures to work more closely together in developing existing information resources and providing joint professional development activities.
- ⇒ 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.
- ⇒ We will build cross-sector support for the music manifesto by pledging specific activities linked to the five priority areas.



“Music has always been at the heart of creativity in this country, and the music manifesto brings together partners from government, education and industry to celebrate and cherish the importance of music making in all aspects of life. Music stimulates young people's imagination, spurs creative thinking and brings people together in ways which can be inspirational. Music is for everyone, and we all have a vital role to play in bringing more music to more people.”

Eric Nicoli, Executive Chairman, EMI



“We want to make sure that all young people, whatever their background or abilities, experience rich and diverse music both in and outside school. We want them to have the opportunity to develop their musical talents to the full. No one organisation can do this on its own, and that's why this coalition is so important. It's about everyone with a love of music coming together to create the soundtrack to young people's lives.”

Estelle Morris, Arts Minister

Conclusion

“Many organisations have a duty to support and develop young people's music making, and our research has shown they will do it better if they share and collaborate. We wholeheartedly support the music manifesto's aim of linking together the formal and informal music education sectors.”

Kathryn Deane, Director,
Sound Sense

This manifesto concentrates on young people and their musical development. That is right: the musical future of this country depends on encouraging young people's musical interest from an early age. However, music is for life, not just for youth. We recognise that there are a further set of priorities which are about the place of music in early adulthood and beyond. That is a topic for another day.

With this manifesto, we have deliberately set out to craft a strategy and set of priorities for young people's music education over the next three to five years. The manifesto has been posted onto a dedicated website where it is followed by a set of interactive and detailed descriptions of music activities that are currently taking place to make it a reality.

We hope that more people will sign up to the manifesto as time goes on and, by signing ourselves, commit to doing all in our power to ensure that our organisations live up to the promise of its five key aims.



Signatories (at the time of launch)

4Children	Higher Education Funding Council	Schools Music Association
Apple Computer	Local Government Association (LGA)	Sibelius Software Limited
Association of British Choral Directors (ABCD)	Music and the Deaf	Sion Manning Specialist Arts School
Activate UK	Musicians Channel	Slough Music Service
Adobe	Music Education Council (MEC) Executive and Council	Sound Sense
Association of British Orchestras	Music for Youth	Specialist Schools Trust
Associated Board of the Royal Schools of Music	Music Industries Association	St John's RC Comprehensive School, Kent
Arts Council England	Music Publishers Association	The Yehudi Menuhin School
British Academy of Composers and Songwriters	MTV UK	Voices Foundation
BBC Radio and Music	Musicians Union	Warrington Music Service
British Music Rights	National Association of Head Teachers	Wells Cathedral School, Somerset
Centre for International Research in Music Education	National Union of Teachers	WOMAD
Classic fm	NASUWT	Yamaha Kemble Music UK Ltd.
CM Ltd	Oxfordshire County Council, Learning and Culture Directorate	Youth Music
Confed (Confederation of Education Service Managers)	Paul Hamlyn Foundation	
ContinYou	Performing Rights Society Foundation	
Choir Schools Association (CSA)	PPL (Phonographic Performances Ltd) and VPL (Video Phonographic Performances Ltd)	
CUK (Conservatoires UK)	Rockschool Ltd	
Department of Culture, Media and Sport	Royal College of Music	
Department for Education and Skills	Royal Liverpool Philharmonic Orchestra	
EMI	Royal Opera House	
Federation of Music Services	Sage Gateshead	
Gallions Primary School, Newham		

“Music, like all great art, has the power to change our perceptions of the surrounding world for the greater good – it is ultimately a civilising influence. Music also has the power to develop children's inter-personal skills and confidence, to bridge the cultural divides and to act as the glue which can hold communities together. That's why Classic FM is delighted to throw its weight behind the music manifesto.”

Roger Lewis, Managing Director and Programme Controller, Classic FM



department for
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