

# Music Excellence Partner

Music Excellence Partner status is awarded to schools in Derbyshire and Derby City which demonstrate good practice in supporting the delivery and development of music provision, as outlined in the Government's **National Plan for Music Education.**

Supported using public funding by



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## Why should schools apply?

The award is all about a school's commitment to work in partnership with the Derbyshire Music Education Hub, to develop music provision together. It's not necessarily about having excellent outcomes in all aspects of music provision, it's more about authentic engagement to strive for excellence. The award offers:

Recognition that your music education provision has been quality assured.

The opportunity to display the Music Excellence Partner logo on your school paper, publicity and website for three years.

A closer working relationship with the Derbyshire Music Education Hub and all that is on offer.

The logo will demonstrate your school's commitment to providing quality opportunities for all pupils to develop musical skills; in the classroom and through instrumental/vocal tuition and extra curricular activities.



### **How do I apply for the Music Excellence Partner award?**

Turn to the back page to find out how to apply on behalf of your school



# Music Excellence Partner – Criteria

Why not self-evaluate against the Music Excellence Partner criteria and see how well your school demonstrates a commitment to developing excellent music provision?

## Music provision in your school

- Curriculum music is delivered regularly and planning is in place to allow for the progression of musical skills for all pupils.
- Resources are of sufficient quality to enable music learning and progression.
- Suitable accommodation is provided for all music teaching (within the limitations of the school building and site) and safe storage for instruments.
- Any weaknesses in provision are addressed if the quality of any teaching is judged to be less than good.
- Records are maintained of pupils who access instrumental/vocal teaching and attendance and retention data are analysed; action being taken to address any areas of concern.
- Appropriate opportunities are provided for all pupils, including those with special needs and those who are gifted musically.
- Take-up of music activities reflects the social, ethnic and gender mix of the school.
- Parents and pupils are informed about the opportunities available to them for learning to play an instrument, and about the range of financial subsidies provided through the Music Partnership, ensuring that no child is excluded because of cost.

## Working in partnership

- Liaising regularly with your Music Partnership Area Leader of Music Development.
- Working closely with partner schools in order to ensure smooth transition for pupils who are learning instruments.
- Ensuring pupils' musical progress is shared with parents through written reports from their instrumental/vocal teacher which are also acknowledged in school (other than whole-class instrumental teaching)
- Working with instrumental teachers to provide a range of performance opportunities for pupils receiving instrumental/vocal tuition, both in school and at external events.
- Supporting the Music Partnership's quality assurance of accredited and non-accredited instrumental/vocal teachers.
- Including a link from the school's website to the Derbyshire Music Education Hub website: **[www.derbyshiremusicclub.org.uk](http://www.derbyshiremusicclub.org.uk)**

## Celebrating success

- Ensuring that pupils who have been successful in music exams, or who represent their school in local or county orchestras, bands, choirs etc. are encouraged and have their success recognised in school.
- Inviting parents and the wider community to attend performances where the music skills of pupils are regularly showcased.
- Accepting opportunities for pupils to participate in project choirs, concerts and live performances etc.

# How do schools apply?

Schools self-evaluate against the Music Excellence Partner criteria. Applications can be submitted at any time during the academic year. If all of the requirements are not in place, help can be given to produce an action plan.



**Download the self-evaluation form online:**  
[derbyshiremusic.org.uk](http://derbyshiremusic.org.uk) / **MEP**

## What happens next?

- Once you have completed the self-evaluation form, please email it to **[music.partnership@derbyshire.gov.uk](mailto:music.partnership@derbyshire.gov.uk)**
- A member of the Music Partnership Quality Assurance Team will contact you to acknowledge your submission and have an initial conversation about your school's curriculum provision, instrumental/vocal tuition and extra-curricular opportunities
- He/she will arrange for an assessment visit with you at a mutually convenient date and time, enabling an opportunity to speak with the music coordinator/head of music, observe curriculum music being delivered and review any evidence you have collected. This is likely to take around two hours.
- Following the visit the assessor will send you a report, including the assessment outcome.
- Wherever possible, successful schools will be presented with their Music Excellence Partner award at a large-scale concert, allowing maximum publicity.

## Examples of supporting evidence

Schools should normally have to hand most of the evidence required to support an application. **It should not be necessary to prepare new documentation for the assessment visit.**

### You may wish to share evidence from some, or all, of the following:

- ✓ How school information is shared with instrumental/vocal teachers.
- ✓ What support is offered to pupils (e.g. space is made available for pupils to practise, listening to their playing to show an interest).
- ✓ How talented musicians have been identified and challenged.
- ✓ Your encouragement for instrumental pupils and singers to participate in groups outside school.
- ✓ Opportunities provided for ensembles in school.
- ✓ How links are fostered between the curriculum in school and instrumental tuition.
- ✓ Your support for transition in pupils' music learning (primary/secondary).
- ✓ Music CPD that has taken place and how class teachers are supported to deliver music.
- ✓ Your school's support for whole class instrumental teaching.