

## Progression and Musical Development Strategy

### Vision

Our vision is to ignite a lifelong passion for music in every child and young person across Liverpool, fostering an inclusive environment where their diverse interests and potential flourish.

Through this dynamic Progression and Musical Development strategy, we aim to provide opportunities, resources, and guidance, enabling each individual to chart their unique musical journey and reach the heights of their artistic potential.

Together, with our partners, we aspire to cultivate a generation of confident, skilled, and inspired musicians, capable of shaping the cultural landscape and enriching the world with the transformative power of music.

### Context

Resonate Hub's progression strategy sits at the centre of a number of strategies and policies including:

- Inclusion Strategy
- Programme of activity
- Commissioning Strategy
- Instrument Policy
- Comms Strategy
- Partnerships & Schools engagement



Progression Strategy

It integrates with the annual Needs Analysis which identifies gaps in the Hub's offer and informs the search for new partnerships and opportunities.

It further connects with the school's own progression strategies as part of their School Music Development Plans, which will have a greater focus on progression through their own Music curricula.

## Data and information

Resonate Hub collects and uses a wide range of data to inform and monitor this Progression Strategy. We aim to achieve a balance of hard/soft and qualitative/quantitative data. Sources include:

- Pupil-level teaching and assessment data
- Ensemble and choir memberships
- Grade exam data
- School ensemble provision
- Whole Class Ensemble Tuition provision (hub-led, school-led and other)
- Whole Class Ensemble Tuition continuation rates
- Provision via SLAs with schools
- Financial records
- Student longevity
- Student destination data (e.g. into further musical study)
- Ad hoc intelligence
- Formal customer feedback (complaints and compliments)
- Partners' project data
- Case studies

## Existing Approach to Progression

*See Progression and Musical Development Matrix*

The Resonate Sounds Framework, researched and developed by instrumental tutors at Resonate and published to schools in Autumn 2022, is specifically tailored to complement our outside of school Resonate Music Studios ensemble programmes. This structured framework seamlessly transitions into our complimentary beginner ensembles, offering well-defined progression pathways in Brass, Orchestral, and Rock & Pop genres.

## Signposting

In collaboration with our partners, pathways to advanced ensembles encompass opportunities with the Liverpool Philharmonic Orchestra, Liverpool Philharmonic Sessions Orchestra, National Youth Orchestra, Liverpool Philharmonic Youth Choirs, and Liverpool Brass.

Established clear communication channels including newsletters, emails, and social media, to regularly inform children, young people, and their parents about available opportunities. (*See comms strategy*).

## Advanced study and career pathways in the music industry

Resonate, in collaboration with its strategic partners, extends opportunities for advanced studies and career pathways within the the music industry. Through partnerships with the British Army, students have the unique chance to explore music in a military context, fostering discipline and creativity. Additionally, our collaboration with the Liverpool Philharmonic provides invaluable industry work experience, offering a hands-on understanding of the professional music landscape. The Liverpool Philharmonic Music Industry Careers Fest further enriches students'

knowledge by exposing them to various facets of the music business, creating a bridge between academic learning and practical application. Complemented by Resonate A Level Music, these initiatives collectively empower aspiring musicians with a comprehensive educational journey, equipping them with the skills and insights necessary for success in the music industry.

### **Inclusive**

Working with the National Orchestra for All and DaDa Fest we are offering inclusive ensemble opportunities for the children and Young people of Liverpool. Led by professional SEND tutors. Supporting secondary schools to set up their own musical ensembles in partnership with NOFA's Modulo programme creates fully inclusive ensemble opportunities in Liverpool School.

Resonate is dedicated to fostering inclusivity in music education through impactful collaborations with the National Orchestra for All (NOFA) and DaDa Fest. Together, we strive to provide inclusive ensemble opportunities for the children and young people of Liverpool. Guided by professional tutors specialising in Special Educational Needs and Disabilities, our initiatives aim to make music education accessible to all. By actively supporting secondary schools in establishing their own musical ensembles in conjunction with NOFA's Modulo programme, we contribute to the creation of fully inclusive ensemble opportunities within Liverpool schools. This collaborative effort is designed to break down barriers, ensuring that every aspiring musician, regardless of their background or abilities, has the chance to participate and thrive in music.

Our collaboration with organizations like Milap and The Lighthouse has created musical opportunities for children and young people across Liverpool to participate in a diverse range of multicultural music genres, including Indian and gospel.

Tutor CPD has encompassed workshops led by experts specialising in curriculum decolonisation

Resonate has a robust Financial Assistance Policy providing 50% and 100% bursaries for CYP across Liverpool to access Resonate Music Studios ensemble opportunities. And Free instrument loans to CYP who attend RMS ensembles.

### **Professional Development**

Resonate currently offers a comprehensive package of professional development opportunities to the Hub workforce and music teachers across Liverpool.

### **Resonates strategic plan to supporting progression and musical development**

In order to facilitate the musical advancement of learners throughout Liverpool, irrespective of their learning approach, the groups they are affiliated with, or their preferred music genres, we will strive to attain the following outcomes.

- Conduct a comprehensive analysis of existing music education opportunities, both within and outside the school setting.

- Extend research to external providers, community organisations, music schools, and cultural institutions offering music education opportunities.
- Create CPD opportunities for music educators through collaboration with regional and national partners. Through developing training programmes and workshops with local universities including mentorship initiatives to enhance educators' skills and capabilities.
- CPD to raise tutor and teacher expectations of progression
- Scoping exercise planned with The Learning Foundry for development of the Assistant Tutor Role

### **Drawing on the skills and capabilities of hub partners**

- We will identify existing partnerships at local, regional and national levels, assessing their strengths, weaknesses and opportunities.
- Conduct needs assessments with schools and multi-academy trusts to understand their specific requirements and challenges in music education. In doing this we will establish clear and measurable objectives aligned with the broader goals outlined in the LPME for developing partnerships in support of children and young peoples' musical progression.

### **Resource Sharing and Allocation**

- Establish mechanisms for sharing resources among partners, including educational materials, instruments, facilities and expertise and allocation resources based on identifying needs, ensuring equitable distribution within the network.

### **Collaboration**

- Collaborate with partners to design joint music education programmes, workshops initiatives. Ensuring programmes cover a diverse range of musical genres and cater for different skill levels, fostering inclusivity.

### **Tracking progression**

Working with schools and partners we will establish a schedule for regular progress assessment to evaluate students' progress over time.

- We will implement a centralised database Xperios to streamline data collection and make it accessible for our professional tutors. This will include online tools to track student attendance, participation, and achievements.

- CYP taught within the Hub are monitored by their instrumental/vocal teacher. Progression data is entered directly into the HUB's online database system and reported to the Hub at the end of each term.
- Progression in Ensembles is monitored by ensemble leaders. Learners progress as they are ready.
- Hub is developing a process to collect data from young people as they move on from Hub activity (post 18) on an opt-in basis.
- Working with schools and partners we are developing means to track progression into further study, traineeships and employment.
- Progression of CYP through graded examinations

**Facilitating the connection between children and young people and a broad range of training, support, resources, equipment, facilities, and opportunities is crucial for their musical development.**

- Develop and maintain our website and online portal to serve as a centralised hub for information on training programs, support services, resources, and opportunities. Through our communications and engagement plans we have established clear communication channels including newsletters, emails, and social media, to regularly inform children, young people, and their parents about available opportunities.
- A comprehensive instrument loan system is in place for students who may not have their own. This loan system is promoted through schools and via our online presence, website and social media platforms.