

North-West Midlands Music Education Hub, Quality Framework

Striving for excellence	Being authentic	Exciting, inspiring and engaging.	A positive, child-centred experience.
<p>What it is:</p> <p>Creating an atmosphere of doing one's best</p> <p>Expressing high expectations so that pupils exceed their best.</p> <p>Recognizing and removing barriers to participation.</p> <p>Robustly monitoring the quality of activities.</p> <p>Being clear about desired outcomes within a long-term framework.</p> <p>Creativity and expression feature in all activities.</p> <p>Young people can engage with a range of musical traditions and styles.</p> <p>Everyone is learning from participants to leaders.</p> <p>Next steps are clear and detailed so young people know how/where to develop next.</p> <p>Use initiative to act on opportunities.</p> <p>Display a "can do" attitude.</p>	<p>What it is:</p> <p>Musical activity is real and meaningful.</p> <p>Links are made to professional musicians and great music/compositions to deepen the enjoyment and understanding of music.</p> <p>Performances that make participants feel proud.</p> <p>Taking the enjoyment of the audience into account.</p> <p>Showing humility and learning how to accept feedback.</p> <p>Using digital resources and technologies to enhance the live music experience.</p> <p>Ensure young people understand what they have achieved.</p> <p>Set out a clear vision of what is required for success.</p>	<p>What it is:</p> <p>The work excites and engages and is pitched at the right level for all participants.</p> <p>Activity is challenging but accessible.</p> <p>Repertoire is age and level -appropriate.</p> <p>Leaders can demonstrate high quality performance.</p> <p>Language is age and level -appropriate.</p> <p>Leaders engage participants with humour and warmth.</p> <p>Leaders use a range of activities which are fun and maintain engagement but still achieve set outcomes.</p> <p>Empower young people to achieve.</p>	<p>What it is:</p> <p>The safeguarding of children and young people is put above all other considerations.</p> <p>All activities are 'by, with and for' young people.</p> <p>The learning atmosphere is warm and inclusive.</p> <p>Everyone is treated with equal respect.</p> <p>Diversity of culture, background and religion is encouraged and valued.</p> <p>Encouraging a sense of community.</p> <p>Health and Safety is considered at every step with risk assessments being in place and followed.</p> <p>Recognise that each person has a unique perspective.</p>

<p>What it isn't:</p> <p>Activities with no purpose or direction e.g. 'just for fun'</p> <p>Valuing the welfare of staff over children.</p> <p>Encouraging participation at the cost of achievement.</p> <p>Failure to plan activities with clear outcomes.</p> <p>Sticking to one style of music or 'what we always do'.</p>	<p>What it isn't:</p> <p>Using shallow versions of inappropriate repertoire.</p> <p>Failing to encourage learning from others.</p> <p>Overly long or poor performances.</p> <p>Not admitting mistakes.</p> <p>Failing to use digital technology to support learning.</p>	<p>What it isn't:</p> <p>Slow pace in sessions.</p> <p>Not demonstrating sufficient expertise or musical qualities to inspire participants.</p> <p>Repertoire is not appropriate.</p> <p>Not connecting with the participants at their level.</p> <p>Setting unachievable levels</p>	<p>What it isn't:</p> <p>Not taking responsibility for the welfare of children and young people.</p> <p>Thinking that someone else will deal with safeguarding issues when they arise.</p> <p>Harsh criticism or negative feedback.</p> <p>Failing to actively value and reach out to young people of diverse backgrounds and circumstances.</p> <p>Failing to adapt to learning speeds and ensuring young people fully understand</p> <p>Excluded young people from activity without full consideration of possible activity alterations.</p>
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Actively involving children	A sense of personal progression	A sense of ownership and belonging
<p>What it is:</p> <p>Music is the dominant language – the majority of time is spent making music.</p> <p>Young people can perform fluently and musically.</p> <p>Creativity and risk-taking is encouraged.</p> <p>Young people lead activities, make decisions and put forward their views on a regular basis.</p> <p>Making safe use of digital technology, web based resources and social media.</p>	<p>What it is:</p> <p>Enabling young people to achieve their potential</p> <p>Being responsible for transition into and out of activities.</p> <p>Linking activities to nationally recognized awards (e.g. Arts Award)</p> <p>Young people show increased self-confidence and self-esteem.</p> <p>Supporting young people to attain targets set out in the National Curriculum.</p>	<p>What it is:</p> <p>Encouraging self-direction and choice</p> <p>Providing opportunities for reflection and self-evaluation</p> <p>Recognizing the opinions of young people.</p> <p>Including young people in leading, managing and governing.</p> <p>Offering apprenticeships and volunteer opportunities.</p>
<p>What it isn't:</p> <p>Long explanations or too much 'talk'.</p> <p>No opportunities to create or compose.</p> <p>Keeping children in a group waiting while working with others.</p> <p>Not taking the views and ideas of young people into account.</p> <p>Failing to make (safe) use of digital technology.</p>	<p>What it isn't:</p> <p>Putting commercial concerns above the musical progress of young people.</p> <p>Not taking responsibility for how the activity links to the 'before and after'.</p> <p>Failing to acknowledge the need for young people to be rewarded for personal progress.</p> <p>Making no links to the world of work.</p>	<p>What it isn't:</p> <p>Ignoring the feelings of young people.</p> <p>Not helping young people resolve issues or disputes when they arise.</p> <p>Having no systems for leadership by young people.</p> <p>Not providing social games or activities</p> <p>Not offering work or volunteer opportunities to young people.</p>