In Harmony (England)

- The context
- The programme
- The evaluation
- The Future
The importance of music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development.

As an integral part of culture, past and present, it helps pupils to understand themselves and relate to others, forging important links between the home, school and the wider world.
The importance of music

The teaching of music develops pupils’ ability to listen and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness.

It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.
National Curriculum

The curriculum requires teachers:

*To ensure that listening and applying knowledge and understanding are developed through the interrelated skills of performing, composing and appraising.*

Under the heading: *Controlling sound through singing and playing: Performing skills*

*Pupils should be taught to sing songs and to play tuned and un-tuned instruments.*
National Curriculum

Web addresses:


Over time, all primary pupils who want to will be able to learn a musical instrument
Music Manifesto

- To provide every young person with first access to a range of music experiences
- To provide more opportunities for young people to deepen and broaden their musical interests and skills
- To identify and nurture our most talented young musicians
- To develop a world class workforce in music education
- To improve the support structures for young people’s music making
Music Manifesto

Reports 1 and 2 and overview

In Harmony (England)

London – Lambeth Music Service

Liverpool – Royal Liverpool Philharmonic Orchestra

Norwich – Norwich and Norfolk Community Arts

http://www.inharmonyengland.com/
In Harmony (England)

Primarily a social programme

General Musicianship
Singing
Instrumental Tuition
Ensembles
Performances
Henley Review

Evaluations for all three projects make fascinating reading and there is no doubt that they have delivered life-changing experiences for the children involved.

Rather than being a pure Music Education project, it should be seen as a high impact social action project, which uses music as a tool to deliver change in particularly deprived communities. It does, of course, have the benefit of developing musical skills among the children involved and this is an excellent by-product of the programme.

With the projects now having been in operation for barely two years, it is too soon for anyone fully to understand the benefits that they might be bringing to the communities within which they are taking place.
Henley Review

Although In Harmony is an expensive initiative, early evidence suggests that whole school provision in a single school with a single lead cultural organisation creates radical improvements in educational attainment for the children involved.

It is recommended that existing projects be funded for a further transition year against the membership criteria currently being developed by the Department for Education and the Department for Culture, Media and Sport.

If these projects fail to meet the minimum criteria, they should not receive further public funds.
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