

Children & Young Peoples Culture Team

Team and Project Prospectus

The Department for Culture Media and Sport aims to improve the quality of life for all through cultural and sporting activities, support the pursuit of excellence, and to champion the tourism, creative and leisure industries.

The purpose of the Department for Children, Schools and Families is to make this the best place in the world for children and young people to grow up. We want to:

- make children and young people happy and healthy
- keep them safe and sound
- give them a top class education
- help them stay on track.

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Mission Statement

The Children and Young People's Culture Team brings together for the first time, a range of government funded programmes in DCSF and DCMS offering cultural experiences for children and young people. These programmes have hitherto been developed separately but they share many of the same objectives to enrich children's experiences and learning as they grow up and offer possibilities for raising aspirations and developing talent across the creative spectrum. Most importantly, these programmes all now contribute to the comprehensive culture offer we want to develop for children and young people in the future.



The test bed for this offer is our joint Find Your Talent programme, where £25m is being invested in pathfinders which are set up to establish the template for developing a culture offer for children and young people across the country. Find Your Talent sits alongside established programmes in Music Education, Museums and Galleries Education and emerging programmes in Youth Dance.

The joint team strengthens our working arrangements across the two departments and provides a single framework within which all of this work can now go forward. This offers new and powerful opportunities to build a truly cross-cultural approach, to share the learning from the different programmes and to realise our vision for a universal culture offer.

Our Projects and Programmes

Find Your Talent

On 13 February 2008 DCMS & DCSF launched the *Find Your Talent* programme, a programme of ten pathfinders which are trialling ways of offering children and young people, from 0-19, five hours a week of high quality cultural experiences, both in and out of school.

On the 29 May 2008 Ministers announced that the following ten pathfinders had been selected:



- Bolton Borough Council;
- The Creative Foundation (serving Shepway District);
- Customs House (North and South Tyneside);
- Hampshire County Council;
- Leeds Children's Services;
- Leicestershire County Council;
- Liverpool City Region' Partnership (serving three Merseyside areas);
- North Somerset;
- Telford and Wrekin Council;
- and
- Tower Hamlets.

Pathfinder areas will benefit from an additional £25 million over three years devoted to *Find Your Talent*, on top of spending around £190m per year on dedicated national cultural education programmes.

The Find Your Talent pathfinders launched nationally on 21 September 2008 and will be steered by the Culture Offer Programme Board which is made up of some of the main stakeholders in this area and Chaired by Paul Roberts.

Website: www.findyourtalent.org

Team Contacts: Kirsty Leith (DCMS), Liz Majewska (DCSF), Zoe Dickel (DCMS)

Creative Partnerships

Set up in 2002 by Arts Council England, Creative Partnerships gives school children aged 5-18 and their teachers the chance to develop their creativity by working on sustained projects with creative organisations and individuals. Since 2008-09 the programme has been delivered through a network of independent organisations, Area Delivery Teams (ADT), which have capacity to cover a much wider geographical area. Creative Partnerships has designed a new national framework to be applied consistently across the country. It includes 3 distinct programme strands: Schools of Creativity, Change Schools and Enquiry Schools:

- The Schools of Creativity programme builds on the best of Creative Partnerships current practice. It enables a select group of outstanding schools to engage in cutting-edge research and innovative outreach with other schools. The programme harnesses these schools' commitment to creativity and offers them a new role, based around innovation, leadership and influence, which builds on what they have already achieved. Schools of Creativity make up a national network that makes an important contribution to the ongoing development of the Creative Partnerships programme as a whole. In May 2008 the 30 schools that were successful were announced. Schools include nursery, primary, secondary and special schools. They are expected to hold the designation for three years.
- The Change Schools programme builds on Creative Partnerships current practice to bring about sustainable change in approaches to teaching and learning. Schools recruited to the programme have demonstrated a commitment to putting creativity at the heart of their improvement plans and to educating children and young people for a creative future. The programme focuses on generating long-term dialogue about creative teaching and learning, and how schools can become effective creative learning environments. Change Schools are encouraged to explore in depth how they are developing the conditions where creativity can thrive.
- The Enquiry Schools programme works with schools over a period of one year, to explore how creative teaching and learning can enhance their practice. Enquiry Schools decide on a specific focus for their programme in relation to the broader needs of the school. Successful projects involve a broad range of creative professionals from a variety of backgrounds and disciplines including: scientists, architects, designers, engineers, marketing experts, cooks, gardeners and artists. This mix of professionals means that projects can be designed to appeal to a broad range of interests and learning styles.

A new company, Creativity, Culture and Education (CCE), has been incorporated and has taken full responsibility for Creative Partnerships and Find Your Talent from April 1 2009.

Website: www.creative-partnerships.com

Team Contacts: Kirsty Leith (DCMS), Zoe Dickel (DCMS)

In Harmony

In Harmony is primarily a social and community development programme using music – and specifically the symphony orchestra – to provide very young children with an alternative family and a group learning environment that will enhance their feelings of belong. This will raise self-esteem and aspirations. A bi-product of the intensive music experience will be some highly skilled musicians amongst children who might otherwise never have learnt an instrument. In Harmony was inspired by the hugely successful Venezuelan project El Sistema and is spearheaded by Julian Lloyd-Webber, who also chairs the steering group. Children from some of the most deprived parts of the country will be taught musical instruments by high quality music teachers. They will then be brought into full scale orchestras and encouraged to play live in front of audiences from an early stage. Children as young as four might play concerts as part of these orchestras.

The three In Harmony projects – Lambeth, Liverpool and Norwich – which were announced on 3 December 2008 will each receive around £1million over the next three years.

Website: www.inharmonyengland.com

Team Contacts: Angela Ruggles (DCSF), Hannah Davis (DCMS)



Music Standards Fund and KS2 Instrumental and Vocal Programmes (Wider Opportunities)

The Music Standards Fund provides around £82million per year to Local Authorities to provide music education to all children. We currently expect LAs to prioritise their efforts at KS2 making a reality of the Government pledge that every primary aged child will have an opportunity to learn a musical instrument for free for a year – with the expectation that at least 50% of children will choose to continue. LAs and individuals are supported in this by a CPD programme developed and delivered by the Open University and Trinity College and a self-evaluation and support network administered by the Federation of Music Services, (FMS). We are also allocating £10million per year to LAs for the purchase of musical instruments as the availability of instruments was identified as a barrier to children learning. This instrument fund is also administered by the FMS.

Team contact: Barbara Tucker

National Music Participation Director

Richard Hallam won a contract with the DCSF in April 2008 to operate as our National Music Participation Director. His primary role is to provide challenge and support to LAs in their use of the Music Standards Fund and their delivery of music education to all children – particularly at KS2. He had been collecting data and intelligence from the 154 LAs about their current provision and their plans for the next three years. He also works closely with the FMS's self-evaluation scheme. He provides reports to ministers on the effectiveness of the Music Standards Fund and our guidance to LAs on their music provision.

Team contact: Angela Ruggles

Music Manifesto

The Music Manifesto was developed in 2004 as a partnership between government and organisations and individuals in all sectors of music with an interest in music education. Its key aim was to ensure the widest possible access to quality music education for all children.



Its second report, *Every Child's Music Matters*, included nearly 70 recommendations for action to improve music education. Our current programme of activity reflects the spirit of the report rather than addressing every recommendation. We remain fully supportive of the Music Manifesto whose signatories now represent over 400,000 individuals with an interest in music education. Through its' chair – Darren Henley of Classic FM – the Music Manifesto Partnership and Advocacy Group (MMPAG) has access to Ministers and senior officials in both departments. The group is considering what more needs to be done in the areas of Transitions, SEN, Workforce Development, Delivery Planning and Awards.

Website: www.musicmanifesto.co.uk

Team Contacts: Barbara Tucker (DCSF)

Music Partnership Projects

The Music Partnership Projects are one-year projects funded by government to deliver high quality music activity to young people, in line with the aims of the Music Manifesto. The projects' main aim is that organisations involved in music education in an area should work together so that their activity can become more than the sum of its individual parts.

For the academic year 2008/09, the five lead organisations involved are:

- Bristol Colston Hall
- Devon Education Services
- The Hallé and North West Music Partnership
- The LSO with the Barbican, Guildhall and East London Music Service
- Staffordshire County Council

Applications were invited for the second round of Music Partnership Projects in January. A shortlist will be compiled by mid April with announcements on successful applicants shortly after.

Website:

www.musicmanifesto.co.uk/partnerships

Team Contact: Barbara Tucker (DCSF)



Sing Up

Sing Up, which launched in November 2007, is the Music Manifesto's National Singing Programme, spearheaded by Howard Goodall and supported by the Government with £40million funding to March 2011. Its aim, by March 2011, to enable every primary school-aged child to take part in high-quality singing activity every day, and for all primary schools in England to become 'Singing Schools'. Sing Up recognises that singing is one of the most important activities in children's lives, directly contributing to their educational, social, behavioural, cognitive and cultural, as well as musical, development.

Sing Up aims to change the culture of singing by embedding within the workforce (school staff, vocal experts and the wider children's workforce) the confidence and skills to lead high-quality singing activities. Thus, this unprecedented investment in primary-age singing will have a legacy well beyond the four years of the programme, as the support and resources developed by Sing Up will establish a new and lasting approach to delivering quality singing activity across the school.

Sing Up is run by a consortium led by Youth Music and involving The Sage Gateshead, Faber Music and Abbott Mead Vickers. It comprises a national singing resource or Song Bank – in the form of a website and a magazine sent to registered schools each term – containing songs and guidance for singing leaders to download and use with children; a media and schools campaign highlighting the benefits of singing; a Workforce Development Programme to build the confidence and expertise of primary school teachers, other school staff, musicians and parents in leading and supporting children's singing activities; and a "Funded Programmes" strand which provides small grants to organisations recognised as experts in singing to provide specific projects aimed at increasing singing activity for groups of children.



An additional strand of work is the Chorister Outreach Programme run by The Choir Schools Association. This strand involves choir leaders and choristers joining with local primary schools to share the expertise of the cathedral choir with classes in the schools – often resulting in joint concerts in the cathedral and in the setting up of local junior choirs.

Website: www.singup.org

Team Contact: Angela Ruggles (DCSF)

Dance

Ministers at DCMS and DCSF asked Tony Hall, Chief Executive of the Royal Opera House, to undertake a review of dance education and youth dance to see what was on offer for young people and what needed to be done to maintain a vibrant dance sector for the future. The review and government response were published in March 2008. Outcomes from the review are:

- A joint funding package over three years with DCMS and Arts Council England to strengthen Youth Dance England, enabling them to take a strategic lead for dance with and beyond schools;
- DCMS/DCSF Dance Review Programme Board to bring together the stakeholders, agencies and other organisations providing for dance across the school and youth sector. The board will support the work to develop the commitments made in the Government response to the review;
- A limited number of pilots to provide for dance co-ordinators in schools. The pilots will examine the impact that co-ordinators might have upon improving the quality, breadth and level of dance, linking up with school sport provision. These co-ordinators may be delivering classes, providing guidance and support to teachers, giving them the confidence and tools they need to deliver high quality dance or helping schools linking with local dance providers.

Youth Dance England is charged with initiating, supporting and promoting opportunities for young people to participate in dance. Created by the Arts Council working with DCSF Music and Dance scheme in order to address the many issues that restrict opportunities for young people to take part in high quality dance activity; YDE has been operational since February 2004. In response to the Tony Hall Dance Review YDE was awarded a funding package of £5.5 million through Arts Council England, consisting of contributions from ACE (£2.88m), DCSF (£1.4m) and DCSF Music and Dance Scheme (£1.23m). In addition £100k funding from PESSYP (Physical Education School Sport and Young People) was awarded in June 2008 to fund Dance Links 3 in 2008/9, making a total amount of £5.6m available. The following programmes have been developed to address the National Brief for youth dance development:

- U.DANCE – A framework which has been created by Youth dance England with an expert dance education panel which aims to involve every child and young person in the country in at least one dance performance each year.
- Dance Links 3 – The National Dance Teachers Association will deliver expanded training programmes for artists/practitioners to increase the number of links with schools
- School Dance Co-ordinators – Initiating posts that can create specialist dance hubs, providing INSET and supporting Youth Dance Strategy Managers in delivering national initiatives
- Stride! Young Dance Entrepreneurs – This scheme aims to develop future leaders in and through dance
- Young Creatives – A national scheme to encourage young people to choreograph.



Websites: www.u-dance.org www.yde.org.uk

Team Contact: Hannah Davis (DCMS) and Angela Ruggles (DCSF)

Engaging Places

The *Engaging Places* project was established in 2006 by DCMS in partnership with CABE and English Heritage to develop a national heritage and built environment offer for schools. The project will trial and develop practical support to schools so that children and young people have more opportunities to understand why buildings and places matter. The first phase of the project led by DCMS completed in December 2007. In May CABE and English Heritage set up a joint unit to provide a coordinated approach to schools' engagement with heritage and built environment. The web portal was launched January 2009. 'Engaging Places' is designed to offer teachers accessible, curriculum linked ways to unlock the educational potential of their built surroundings. Support available to schools includes:

- An on-line resource for schools providing a national database of heritage/built environment curriculum resources, developed by Culture 24;
- A national partnership of leading cultural and education organisations chaired by Anthea Case, Chair of Heritage Link and CABE commissioner;
- A new network for schools and educators providing practical local support and resources over the next 3 years support the new curriculum; and
- Increased support to 'Find Your Talent' and the 'Learning outside the Classroom' manifesto.

Website: www.engagingplaces.org.uk

Team Contact: Peter Karpinski (DCMS)



Museum Strategic Commissioning

Since 2003 DCMS and DCSF have jointly supported a programme (known as “Strategic Commissioning”) of education and community based work by museums and galleries across England. The programme supports the aims of both DCMS and DCSF to support the formal and informal learning of children, young people and adults through more effective use of cultural resources and to promote inclusion. Funding is used to support priorities identified following widespread consultation with the museum and education sectors and to address key issues identified by museum and education professionals: partnerships between the museum and education sectors; capacity building; professional development of teachers and museums staff.



This year the funding has been used to support four main programme elements:

- Each of twelve* national-regional museums partnerships has received a grant to support projects aimed at delivering benefits for school age children and/or communities;
- MLA has received a grant for education development work in the nine English regions designed to support non-hub museums and complement the plans of the corresponding Renaissance hub museums;
- A national (England) scheme of professional development training for teachers and museum educators, including extended placements into museums/galleries or schools, which is managed by the MLA; and
- Support for the education work of galleries without permanent collections, which is managed by Arts Council England/engage

In February 2008 both Secretaries of State for DCMS and DCSF jointly announced that the Strategic Commissioning Programme would be funded through to March 2011

Website: N/A

Team Contact: Alex Petrovic (DCMS)

* British Museum, Imperial War Museum, National Gallery, National Maritime Museum, National Museums Liverpool, National Portrait Gallery, Natural History Museum, NMSI, Tate, V&A, Wallace Collection and the British Library.

Youth Mentoring, Music & Media

Youth Mentoring is run in three strands Music, Media and Sport, in conjunction with Youth Music, Media Trust, Sport England and Youth Sport Trust, the scheme offers one to one and group mentoring for young people who most need it. CYPCT work with the Music and Media mentoring strands.

Music

Youth Music Mentors is a three year mentoring programme that has come out of the Respect Agenda. Inspired initially by the Home Office, the programme seeks to engage young people in mentoring linked to music making activity. The key objective of the programme is to reduce the risk of anti-social behaviour. Following the successful 2006-2008 pilot phase, Youth Music was invited to bid for continued funding for the programme and was successful in securing a further 3 years funding from DCMS. The aim is by 2011 to have delivered the programme in 19 areas of England and engaged over 850 mentees with at least 200 of those being developed into mentors themselves

Website: www.youthmusic.org.uk/news/youth_music_mentors

Team Contact: Hannah Davis (DCMS)

Media

The Media Trust's Youth Mentoring programme works with media companies and youth organisations to link media professionals as volunteer mentors with disadvantaged young people, matching the skills and expertise of the mentors with the focus of the youth-led media projects. The scheme sets up one to one, group and team mentoring for disadvantaged 14-25 year olds across England. This project is funded by the Department for Culture, Media and Sport, (DCMS) as part of the Respect Action Plan, managed and delivered by the Media Trust.

Website: www.mediatrust.org/youth-media/youth-mentoring-1

Team Contact: Hannah Davis (DCMS)



Achievements

Dance

- 96% (21,015) of schools provided dance during the year in 2007. Up from 94% in 2004. Dance is the second most popular activity after football
- 45% (9,903) of schools were linked to a community dance club in 2007. Up from 28% in 2004. The third most popular links after football and cricket
- We know that dance, in all its diversity, is hugely popular among young people both as a curriculum subject and as an activity out of school. Overall GCSE Dance entries have increased by 28%, or over 4000 entries, between 2005 and 2007 (with a 55% increase for boys)

Music

- The number of children learning an instrument has doubled in the last three years. In 2005 22% of children at Key Stage 2 were learning instruments, from September 2008 this is expected to be 50%.
- We are investing £332 million in music education to 2011 and are determined to make a reality of our pledge that every primary school child will have the opportunity to learn a musical instrument.
- We are also determined that, through the Music Manifesto's National Singing Programme – Sing Up – which is spearheaded by Howard Goodall and supported by the Government's investment of £10 million per year to 2011, every primary school child will enjoy quality singing as an integral part of every school day.
- For the first time we have suggested that Local authorities draw up a 3 year music plan detailing how they will provide instrumental tuition to every child in Key Stage 2 by 2011, and what their vocal strategy is. But we are very clear that this is not just a measure of quantity but also has to strive for sufficient quality that every child considers themselves to be a musician at the end of their first experience and that at least 50% of children choose to continue to learn.
- The Music Instrument Fund (MIF) was introduced in 2007-08 and provides £10 million (capital grant) for LAs to purchase instruments for instrumental learning at Key Stage 2 or transitional programmes beyond Key Stage 2.
- In 2007-08 this enabled Local Authorities to purchase 100,000 instruments – including many different kinds including recorders, violins and samba sets.

Creative Partnerships

- Since 2002, the Government and Arts Council England have invested over £130 million in Creative Partnerships; and over 11,000 schools, more than 5000 projects and over 800,000 attendances of young people.
- National Foundation for Educational Research longitudinal study concluded that 'young people known to have attended CPs activities out performed those in the same schools (but

not known to have attended CPs activities) to a statistically significant extent at all three key stages';

- An independent survey of Head Teachers conducted by British Market Bureau Research found that over 79% thought CPs had raised pupil's levels of achievement, while over 90% felt it had improved their confidence. Head teachers working in the most deprived schools were most positive about the programme.
- Ofsted's review concluded that CPs was making a real contribution to developing young people's creativity. It found that "Convincing evidence was provided in all CP areas about the contribution of the programmes to Every Child Matters outcomes. In a small but significant proportion of schools "improvements in pupils' attitudes and behaviour during projects signalled the start of a return to schooling.

Mentoring

- The pilot programme (2006-08) engaged over 1,000 young people in one to one, small group and large scale mentoring activity in 14 government identified areas of England.
- Over 700 positive outcomes were recorded from the pilot phase with around 180 of those linked to further education, training or employment or other transferable skills.
- 80% of the mentees who were asked after being involved in the pilot phase said that their musical skills improved and 73% said that they developed non-musical skills such as communication and practical skills like numeracy and research skills.
- Our media mentoring programme had reached 460 young people from disadvantaged backgrounds in mentoring programmes and recruited 253 media professionals to deliver it.

Artsmark

- Between 2001 and 2006, over 3,000 schools, including 30% of all secondary schools, were awarded an Artsmark bronze, silver or gold award. A recent evaluation of the programme, including a survey of participating schools, found that most schools believed that their involvement in Artsmark had been of benefit in increasing the range of arts activities available in school, increasing engagement with the arts, and improving the school's profile in the local community.

Arts Award

- Around 1,000 young people are expected to complete the award by May of this year and by March 2008, 10,000 young people are expected to be participating in the programme.

Museum Strategic Commissioning

- In 2007-08 through the four programme strands museums and galleries worked with: 1,766 schools;
- there were 87,000 contacts with pupils;
- 1,837 teachers participated in some form of professional development training (including 280 that had an extended placement in a museum); and 1,768 ITE students (i.e. trainee teachers) participated in training in a museum.

Sing Up

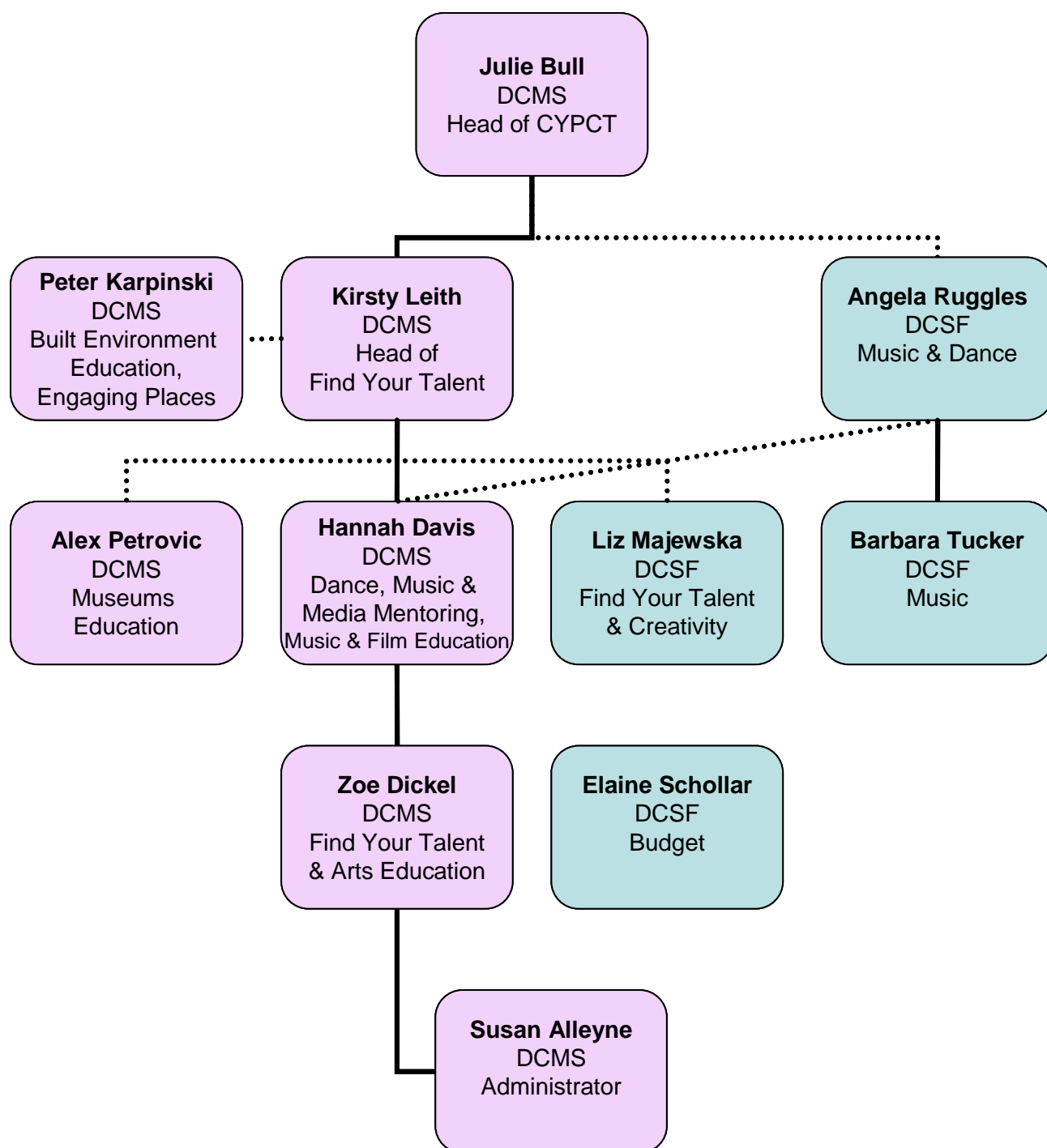
- We know from our comprehensive national research that Sing Up is working, and that it is contributing to the necessary improvements in school music provision. Our combination of training & CPD with a vast bank of accompanying resources is giving teachers what they need to develop their singing provision.

- Sing Up is in its second year and ahead of schedule. More than half of all primary-age schools in England have registered with Sing Up; over 20,000 people have participated in our training & CPD activity; our Song Bank has over 200 songs, warm-ups, games and other activities, and our specially funded programmes have brought high-quality singing activities to children across the country, all with sustainability at their core.
- Our 30 Area Leaders now cover the entire country. We already have positive working relationships with most local authority Music Services, Youth Music Action Zones and Choir Schools, and are working with Specialist Music and Performing Arts Colleges at Secondary level to develop their work with primary schools, particularly through the Extended Schools programme.
- Our campaign strand has drawn attention to the value of singing, developed a brand which is widely recognised and supported, and attracted an average of 20,000 visitors per week to our website.

General benefits of Culture on Children and Young People

- Parental encouragement to get involved in the arts as a child increases the chances of being an active arts consumer as an adult.
- the effect of childhood experience is very strong, nearing in magnitude the effect of education – the strongest predictor of arts engagement
- Recent research highlights the importance of initiatives such as Find Your Talent that ensure all children have an opportunity to engage in the arts

Children & Young People's Culture Team Organisational Chart





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