

# Music Mark Summer Summit 2018

## Equity of access

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Essex County Council



Essex Music

Education Hub



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Youth Music

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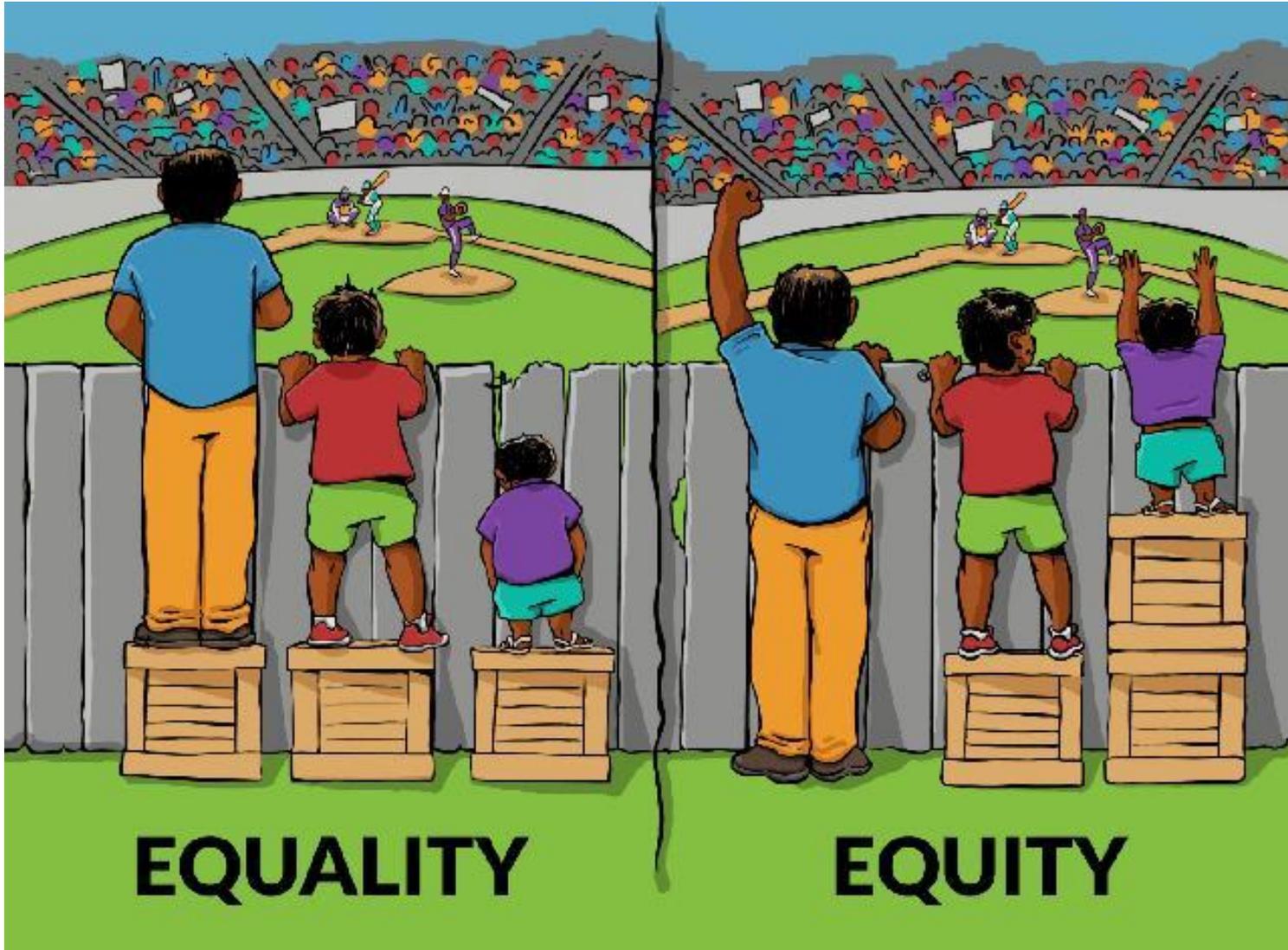
*Key Question for this session:*

**What practical steps can we take to improve equity in music education hubs?**

# ***Equality versus Equity***

**What do we think is the difference?**

# ***Equality versus Equity***



# ***Equality versus Equity***

**Equity** and **equality** are two strategies we can use in an effort to produce fairness. **Equity** is giving everyone what they need to be successful. **Equality** is treating everyone the same. **Equality** aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

# ***Equality versus Equity***

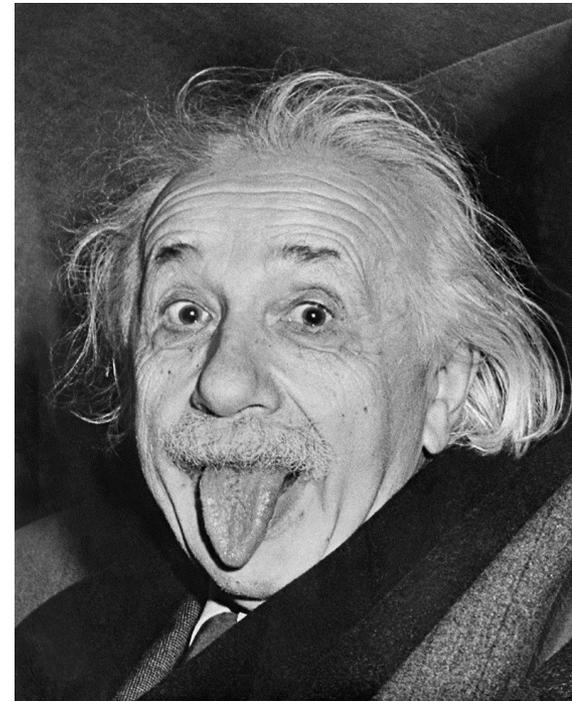
*If people are not starting from exactly the same starting place.....*

“Treating everyone exactly the same actually is not fair. What equal treatment does do is erase our differences and promote privilege.”

# ***Equality versus Equity***

*Albert Einstein once claimed that....*

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”



# ***Equality versus Equity***

**“Inclusion involves change. It is an unending process of increasing learning and participation for all students. It is an ideal to which Hubs can aspire but which is never fully reached. But inclusion happens as soon as the process of increasing participation is started. An inclusive Hub is one that is on the move.”**

*Phil Mullen*

*(Adapted from Booth and Ainscow, 2002: 3)*

## ***In a classroom.....***

We do not treat all learners the same. Teachers are skilled in **differentiation** which allows them to try and accommodate different learning styles and needs, giving additional support to those struggling, and additional challenge to high achievers

**Strategically, are Hubs doing the same?**

# *What could equity look like in Music Hubs?*

## ACCESS



# ***Equity and Inclusion: Challenges for Hubs***

- Quantity vs. quality.
- Limited funding & capacity.
- Universal remit v. targeted support
- Geographical challenges
- Partners, providers
- Expertise, CPD, workforce
- Interest of young people

# ***Equity and Inclusion: Opportunities for Hubs***

- Meet new DfE & ACE
- Change perceptions
- Attract new stakeholders & investors.
- Multiple progression routes/journeys.
- **Get more young people making music!**

# *Progress in Essex*

## ACCESS

Remissions: low-income & LAC/CIC

Assistive Music Technology

Community music schools

Targeted recruitment in 'cold spots'.

Digital resources for schools refusers

Better online visibility

Networking with diverse communities.



# ***Challenges & developments in Essex***

## **ACCESS**

- County groups- size of Essex!
- JAMs!
- Independent & grammar school prevalence in Orchestra!
- First Access in Special Schools
- Visibility of remissions scheme.
- Getting info to parents
- Cold-spots & political challenges

# Progress in Essex

## OFFER

- C.I.C.
- Diverse offer: music schools
- Songwriter Chart, VIP
- Peripatetic rap tuition.
- ‘Informal’ progression
- Youth Voice Consultation.
- Essex Cultural Diversity Project.
- Representation on governance



**VIP STUDIO SESSIONS**

# GRIME

## COMPETITION

**STUDENTS!** Send in your Grime tracks made using VIP's online studio (or other software). Check out the Step-by-Step Grime tutorials in the Make Beats section of VIP if you want some help getting started as a producer or rapper.

Submit your track(s) by the **25th of October 2017** using the code **GRIMECOMP** when uploading.

**Rapper EYEZ** will upload a freestyle rap over his personal favourite! The winning tracks will also be a part of the VIP Studio Sessions 'Grime Beat Tape 2017'. The Beat-Tape will be released this September to VIP's international audience.

### EXTENDED

until **25TH OF OCTOBER**

The tracks must have been made this or last academic year and uploaded to VIP with the code GRIMECOMP or email entries into [info@vipstudio.com](mailto:info@vipstudio.com) by the 25th of October 2017. Songs can be instrumental or feature rappers, but an instrumental version will be required if your track is selected as a winner. Songs already submitted this or last academic year are still valid, but resubmitting them with the code GRIMECOMP will ensure that they are entered into the competition.

We have been blown away by the level of response to the Grime competition, with hundreds of tracks already received. Because we sent out a lot of feedback on tracks that were in progress, and because so many of you were still working on them, we have decided to extend the deadline for entry.

Eyez will be judging the tracks on the 25th of October, so get your tracks in by then for a chance to win and be featured in the video with him spotting bars on your track.



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# ***Challenges & developments in Essex***

## **OFFER**

- Strategic use of partnerships.
- Financial sustainability of new offers.
- Embedding offers within core work
- Visibility/marketing of new offers.
- Continuing work to change perceptions about the service.
- Ongoing development of music schools
- Disseminating vision to large workforce.
- Ongoing Youth Voice considerations.

# ***Equity and Inclusion: Organisational benefits to Essex***

- Engaging more young people across a broader range of demographics.

*“It’s not like if you do a rap project, somewhere a wind band dies. The two can co-exist”*

**Max Wheeler**

# ***Equity and Inclusion: Organisational benefits to Essex***

**Better visibility of a more diverse and equitable offer has.....**

- Increase engagement with SENCOs & Headteachers
- Changed perceptions with Council.
- Referrals from Social Services.
- Supporting new corporate goals.
- More work with SEND schools, PRUs.

***Questions or reflections***