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What is Tune In – Year of Music?

Tune In – Year of Music is a brand new initiative that will run throughout the 2009/10 academic year. The ambition is to bring together and showcase the wide range of music-related experiences available to children and young people across England, and to encourage each one of them – whatever their talent – to get involved in music.

The Department for Children, Schools and Families, through its ongoing commitment to providing access to quality music and culture opportunities for children and young people, has long been committed to supporting music engagement programmes including Sing Up, In Harmony and the Music Manifesto. However **Tune In – Year of Music** aims to celebrate the eclectic range of music-related opportunities available to children and young people across England, and to continue to engage them through new and interesting music-related opportunities.

By the end of the year there should be no doubt that music is fundamental to every child's experience. We want parents and carers to know that encouraging a child or young person to take part in music-related cultural activity can positively affect development in various ways – in terms of numeracy, literacy, emotional wellbeing, social inclusion and confidence-building. Of course music is also a fulfilling and enjoyable pursuit.

England is a world leader in music education and the number of children learning about, with, and through music is always growing. The percentage of children at Key Stage 2 learning a musical instrument through large group or whole class tuition will have increased from 8 percent in 2003 to around 34 percent in 2009.

An initiative which unites children, young people, parents, carers and the music and culture sector in celebrating, extending and developing participation in music and other forms of cultural activity will provide a national spotlight for the superb work schools and other organisations are already doing. It will also provide a and inspire national direction, leadership and commitment, bringing schools, communities and families together to further enjoy the magic of new and diverse types of music.

The Year of Music campaign was launched on 10th September 2009 by Ed Balls, Secretary of State for Children, Schools and Families, beginning four days of activity across the country, from the north east to the south west. The ambition for the year is to open up unprecedented opportunities for the Department and young people themselves, to work with a diverse mix of organisations, professional musicians, DJs, orchestras and performance artists.

For more details of the launch activities and what's coming up in the Year of Music please log on to www.dcsf.gov.uk/tunein

Our Supporters & Partners

Tune In – Year of Music is supported and partnered by a number of individuals and organisations:

Rt Hon Ed Balls MP

Secretary of State for Children,
Schools and Families

Diana Johnson MP

Parliamentary Undersecretary of
State for Schools

Amanda Holden
Danni Minogue
DJ Yoda
English National Ballet
Girls Can't Catch
Guy Chambers
The Hoosiers
Jamie Cullum
Julian Lloyd-Webber
Katherine Jenkins
Killa Kella
Lily Allen
Lucian Grainge
Mamma Mia, West-End Cast
N-Dubz
Simon Cowell
Slash
Professor Susan Hallam
Vanessa Mae
VV Brown
Wicked, West-End Cast

ABRSM
Access to Music
Armstrong Learning
Arts Council England
Association of British Orchestras
AVID
Barbican
Barnsley Music Service
BBC Music
Berkshire Maestros
Biggafish
Bolton Music Service
Bristol Arts and Music Service
Bromley Youth Music Trust
Centre for Young Musicians
Channel4 Music

Choir Schools Association
City of Birmingham Symphony
Orchestra
City of Leeds Youth Orchestra
Classic FM
Creative & Cultural Skills
Creativity, Culture, Education
England
DCSF Music & Dance Scheme
Devon Music Service
Disney Channel
Dudley Performing Arts
Durham Music Service
Ealing Music Service
The Federation of Music Services
Film Club
Find Your Talent
The Halle
Havering Music School
Incorporated Society of Musicians
In Harmony
Institute of Education
Joined Up Thinking Projects Music
Lambeth Music Service
Lancashire Music Service
Lincolnshire Music Service
London Symphony Orchestra
Making Music
Musical Futures
Music For Youth
Music Hub Soundsurf Tour
Musicians' Benevolent Fund
Music Industries Association
Music Manifesto
Musikschool
National Association of Youth
Orchestras
National Campaign for the Arts
National Youth Music Theatre
National Youth Orchestra of Great
Britain
Newham Music
North Somerset Music Service
Northumberland Creative &
Performing Arts
Norwich & Norfolk Community Arts

Nottingham Music School
Numu
O2 Arena
Open University and Trinity
Guildhall Key Stage 2 Music CPD
Programme
Plymouth Youth Music Service
The Prince's Foundation for
Children & the Arts
Portsmouth Music Service
Pure Solo
Qualifications & Curriculum
Development Agency
Random Dance
Redbridge Music Service
Richmond Music Trust
Rochdale Music Service
Royal Liverpool Philharmonic
Orchestra
Royal Opera House
Rhythm of London
Sage Gateshead
Sheffield Music Service
Sing Up
Solihull Music Service
Sound Sense
Southbank Centre
Specialist Schools and Academies
Trust
Staffordshire Performing Arts
Teaching Music
Tees Valley Music Service
Telford & Wrekin Music
Training & Development Agency for
Schools
Trinity College London
UK Music
The Voices Foundation
Warwickshire County Music
Service
Wren Music
Yamaha
Youth Dance England
Youth Music
Youth Music Theatre UK

Become a *Tune In – Year of Music* Partner

Are you or your organisation passionate about engaging children and young people, 0-19, with music or related cultural activities such as dance?

Then become a *Tune In – Year of Music* partner.

- Tell us about your organisation and we'll feature you on our website
- Tell us about your events and we'll promote them online
- Tell us how successful and well-attended your events are and we'll include photography/footage where applicable
- Co-brand your communications/collateral with our *Tune In* logo
- Talk about *Tune In – Year of Music* among your networks to raise awareness and spread the message of the power of music

The benefits of partnering with *Tune In – Year of Music* are:

- Experiencing opportunities to make links with like-minded organisations in other, perhaps new, areas of the music and culture sectors
- Being part of a movement supported by a host of major stakeholders who are involved in engaging children and young people with music and music-related activities
- Helping inspire and develop the next generation of musicians and music-lovers
- Progressing the sector and lay groundwork for the future development of the music and culture industry by supporting a major engagement-driving initiative

The Universal Language: Examining the power of music and its impact on the intellectual, social and personal development of children and young people

Professor Susan Hallam, Dean of the Faculty of Policy and Society, Institute of Education, University of London, has compiled the following research findings on the power of music and its impact on the intellectual, social and personal development of children and young people.

Introduction to findings

Recent advances in the study of the brain have enhanced our understanding of the way that active engagement with music may influence other activities. The cerebral cortex self-organises as we engage with different musical activities, skills in these areas may then transfer to other activities if the processes involved are similar. Some skills transfer automatically without our conscious awareness, others require reflection on how they might be utilised in a new situation.

Impact on perceptual, language and literacy skills

Speech and music have a number of shared processing systems. Musical experiences which enhance processing can therefore impact on the perception of language which in turn impacts on learning to read. Active engagement with music sharpens the brain's early encoding of linguistic sound. Eight year old children with just 8 weeks of musical training showed improvement in perceptual cognition compared with controls.

Speech makes extensive use of structural auditory patterns based on timbre differences between phonemes. Musical training develops skills which enhance perception of these patterns. This is critical in developing phonological awareness which in turn contributes to learning to read successfully.

Speech processing requires similar processing to melodic contour. Eight year old children with musical training outperformed controls on tests of music and language.

Learning to discriminate differences between tonal and rhythmic patterns and to associate these with visual symbols seems to transfer to improved phonemic awareness.

Learning to play an instrument enhances the ability to remember words through enlargement of the left cranial temporal regions. Musically trained participants remembered 17% more verbal information than those without musical training.

Children experiencing difficulties with reading comprehension have benefitted from training in rhythmical performance.

Impact on numeracy

Research exploring the relationships between mathematics and active musical engagement has had mixed results, in part, because not all mathematics' tasks share underlying processes with those involved in music. Transfer is dependent on the extent of the match, for instance, children receiving instruction on rhythm instruments scored higher on part-whole maths problems than those receiving piano and singing instruction.

Impact on intellectual development

Learning an instrument has an impact on intellectual development, particularly spatial reasoning. A review of 15 studies found a 'strong and reliable' relationship, the author likening the differences to one inch in height or about 84 points on standardised school tests. A study contrasting the impact of music lessons (standard keyboard, Kodaly voice) with drama or no lessons found that the music groups had reliably larger increases in IQ. Children in the control groups had average increases of 4.3 points while the music groups had increases of 7 points. On all but 2 of the 12 subtests the music group had larger increases than control groups.

Impact on general attainment and creativity

There is a consistent relationship between active engagement in music and general attainment but much research has been unable to partial out confounding factors. A recent study, adopting more sensitive statistical modelling overcame these difficulties. Two nationally representative data sources in the USA with data from over 45,000 children found that associations between music and achievement persisted even when prior attainment was taken into account.

Music participation enhances measured creativity, particularly when the musical activity itself is creative, for instance, improvisation.

Impact on personal and social development

General attainment may be influenced by the impact that music has on personal and social development. Playing an instrument can lead to a sense of achievement; an increase in self-esteem; increased confidence; persistence in overcoming frustrations when learning is difficult; self-discipline; and provide a means of self-expression. These may increase motivation for learning in general thus supporting enhanced attainment.

Participating in musical groups promotes friendships with like-minded people; self-confidence; social skills; social networking; a sense of belonging; team work; self-discipline; a sense of accomplishment; co-operation; responsibility; commitment; mutual support; bonding to meet group goals; increased concentration and provides an outlet for relaxation.

Research in the USA on the benefits of band participation found that 95% of parents believed that participation in band provided educational benefits not found in other classrooms.

Working in small musical groups requires the development of trust and respect and skills of negotiation and compromise.

In adolescence music makes a major contribution to the development of self-identity and is seen as a source of support when young people are feeling troubled or lonely.

Music has been linked to the capacity to increase emotional sensitivity. The recognition of emotions in music is related to emotional intelligence.

Increasing the amount of classroom music within the curriculum can increase social cohesion within class, greater self-reliance, better social adjustment and more positive attitudes, particularly in low ability, disaffected pupils.

The positive effects of engagement with music on personal and social development will only occur if, overall, it is an enjoyable and rewarding experience. The quality of the teaching, the extent to which individuals perceive that they are successful, and whether in the long term it is a positive experience will all contribute to the nature of any personal or social benefits.

Impact on physical development, health and wellbeing

Rhythmic accompaniment to physical education enhances the development of physical skills.

Learning to play an instrument enhances fine motor co-ordination.

There may be particular health benefits for singing in relation to the immune system, breathing, adopting good posture, improved mood, and stress reduction. The research has been carried out with adults but these benefits could equally apply to children.

Contact Us

For more information or to become a *Tune In – Year of Music* partner/ supporter please contact us:

Email: info@dcsf.gsi.gov.uk

Telephone: 0870 000 2288

Textphone/Minicom: 01928 794274

Fax: 01928 794248

Phone lines are open 9:00am to 5:00pm, Monday to Friday.

You can also write to the Department:

Department for Children, Schools and Families
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Please note that the Department aims to reply to written correspondence within 15 working days.

The Department website is www.dcsf.gov.uk

The Tune In – Year of Music website is www.dcsf.gov.uk/tunein

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