

UCANPLAY

**Funding
Music Education
in
Your School**

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Introduction

Welcome to this free guide on how to fund music education in your school!

UCan Play has successfully worked with many music teachers and departments across the United Kingdom over the last 12 years, helping them to develop their music provision in exciting new directions with a range of funding. Many schools that we have worked with have benefitted from injections of funds to help develop and expand their work.

We have also been successful in working in partnerships to fund music education in a number of ways, including:

- Working with local headteachers and others to win music education hub funding from Arts Council England to create the Love Music Trust in Cheshire East;
- The creation of innovative solutions to teach musical instruments to children in geographically isolated primary schools with NYMAZ and the University of Hull through funding from NESTA, the Arts & Humanities Research Council and Arts Council England;
- Running a community arts, music and heritage project with funding from the Heritage Lottery Fund.

This guide is a distillation of what we have learnt through our collaborative, partnership working with schools, music education hubs and the music industry. We hope you find it a useful addition to your work.

We propose to publish this guide each year so any feedback or additional ideas about how to fund music education in your school would be appreciated for future editions!

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General Principles for Funding Music Education in Your School

Before making an application for funding from any source, it is important to get a few basic principles in place within your own thinking about music education. You will need to use these key principles to help write your funding application.

These are the key values for music education that we have noticed translate well into a successful funding application:

1. **Music education is for all!** It is not just for those students who are good at playing instruments, or have opted to study for a formal qualification. Make sure that you have an inclusive, holistic vision for how the music education you offer in your department impacts on the lives of every student;
2. **Music education is for the wider community too.** Whenever you can, think about how music education can impact on other young people, adults and community groups outside of the immediate school boundary. This is a very attractive dimension of your work, particularly for external funders;
3. **Music education is about more than learning to play an instrument.** It should include opportunities for composing, listening to music, singing, improvising and a whole host of other activities. Blending these musical activities together in exciting content is the key to a successful funding application;
4. **Balance the intrinsic and extrinsic benefits of music education.** What we mean by this is that the unique and intrinsic benefits of music making (the things that only music can achieve for a young person) should be balanced against those things that music can help achieve (the 'extrinsic' things) such as building young people's group work, cooperative learning, literacy or numeracy skills. A successful funding application will normally have elements of both of these;
5. **Partnerships are an essential ingredient of any successful music education offer.** We can't do everything ourselves. Partnership working is crucial and will be expected by many funders. So, make sure you build strong partners around your music department and then use these relationships as a springboard for, and essential ingredient of, your funding bid. They can add a strong and distinctive element to your bid which will make it stand out in the reviewer's mind.

Your Department

We applied to EMI Sound Foundation for £2000 to buy some Roland HS-5 workstations, plus microphones, leads, and some instruments. I think what contributed to the success of our bid was that it was easy to see how the equipment would benefit every KS3 student, in every lesson. Getting a one-stop quote from UCan Play to submit with the bid made the whole process painless. As soon as we can apply again (in three years' time), we will be doing so!

Jane Werry, Head of Music, Hayes School

We know that schools are facing a range of challenges in relation to funding. These include recent changes in the law that have led to increases in school's contributions to National Insurance, pensions and other costs. At the time of writing this guide, a review into the 'fair funding' of schools is also taking place that will significantly alter the funding schools will receive moving forwards. Independent policy experts have predicted that schools will be receiving approximately 10% less funds this year than last.

Within this climate of austerity, it is easy to be disheartened. But, it is important to remember that the core activities that a typical music department might be delivering can be used to generate funding to support music in the school.

Over the last 12 years of working with schools, we have seen many interesting approaches to fundraising within the music department. These have included:

1. Running regular concerts or showcases of students' work, including school ensembles, at which the audience contribute through donations or ticketed entry;
2. Building a vocal unit of work for the beginning of Year 7. Every class studies this and learns core repertoire that is then performed as a mass Year 7 singing event as part of a concert put on at the school. Every parent will want to see their child perform. Why pay vastly inflated fees to external organisations for something like this when you can do it yourself and raise funds for your department at the same time?
3. Put on shared concerts with your local feeder primary schools. This opens up a whole new audience for your own department's musical ensembles. Get your students with good musical leadership skills to help coach the younger primary school pupils as needed. Use the event as an opportunity to develop your own students' skills as well as raising funds!
4. Use your networks to find professional musicians or singers who can come and perform with or alongside school ensembles. They can draw a crowd to a concert and provide your students with valuable experiences too if you build their visit into your curriculum provision;
5. Take a small musical ensemble out into your local community to support civic activities. Town councils, local supermarkets, care homes and others will normally pay a small fee and you can fund raise via donations whilst you are out and about. One local percussion ensemble that we support packed bags in their local supermarket to raise money for a trip to London to perform at the Festival Hall;

6. Form partnerships with other music education organisations in your area and run joint concerts to help spread the costs and maximise the potential audience for the event. You could prepare school ensembles for half the concert and leave the second half for the other organisation to manage. Local schools in our area have partnered with the Royal Northern College of Music's ensembles, the Northern Chamber Orchestra, youth brass bands and others to help raise funds;
7. Use any specialist space and facilities that you have to hire out to external groups. Recently, we have seen schools hiring out their larger music rooms for rehearsals purposes for local groups, using music technology suites for local bands to use to produce recordings, and musical instrument tuition as part of adult education classes.

The music department at Sandbach School demonstrates an entrepreneurial approach. School ensembles such as the big band draw in a large audience for their termly concerts. They have also worked with leading professional musicians such as Derek Watkins, Georgie Fame and Gordon Campbell.

However, this approach has not appeared overnight. As the previous Head of Music, John Barber, explains:

We formed partnerships early on with educational partners such as the University of Salford. Over the period of three years, we invited Derek Watkins, Georgie Fame and Gordon Campbell to come and work with our big band as well as the University Big Band. We put together a joint concert. Our students benefited from working with the guest soloists and with the students from the University; the University students similarly benefited from working with the soloists and as such were happy to perform as long as we met the cost of their travel; from the perspective of the professional musicians, there was less of a 'risk' in them working solely with a school ensemble.

This approach has grown over recent years and the school big band now has a very high standing within the local community, regularly performing with a range of professional musicians and singers including Matt Ford, one of the lead singers in the John Wilson Orchestra.

It is vital that you find time to market and promote the work that goes on within your music departments both with our school and more widely. We know that music teaching is an incredibly time consuming activity. Finding time in your busy week to think about making sure that the profile of your work is visible to those with the power to make funding decisions within your school is vital. Don't be shy in prioritising this. It is bedrock of successful partnership funding opportunities with others too (as we will explore below).

Your School

Reach Academy was founded in 2012 by a group of teachers who wanted to deliver a transformative education to the most vulnerable young people. When exploring the funding opportunities available to music, Jonathan from UCan Play helped us find a grant fund that was relevant to our school ethos and context. We carefully put together a rationale for each of the instruments and ensured that every instrument we wanted to buy would be relevant to the music curriculum we teach at the school, or had a specific enriching opportunity for the pupils at Reach Academy. We wanted to ensure that the musical development of the pupils was at the heart of what we proposed, so we contained plans for all age groups across the school. We made sure that the grant proposal we wrote was read and scrutinised by a number of staff members. This meant that every penny we proposed to spend was accounted for and the proposal was as strong as it could be. When we received the grant funding, UCan Play were extremely helpful and able to procure our instruments at a competitive price with a professional and personalised service.

Craig Hancock, Head of Music, Reach Academy

We have noticed a significant change in the way that schools fund music education in recent years. Previously, an annual capitation would have given to each department to cover consumables and other expenses. Whilst this might still happen in some schools, the vast majority have changed to a system of bidding for funds on an 'as and when needed' basis.

So, the first decision is to decide that you need some funding! Let's presume that's a YES!

Secondly, try and find out a little more about the process of bidding for the funds from whichever member of the senior leadership team has responsibility for the process. What paperwork is involved? Get a copy of the form.

Try and find out what the yearly cycle of funding is. Whilst an application early in the year might find itself up against bids from other departments, if there is money left over towards the end of the cycle you might find yourself in a strong position to bid for it! (however, **beware**, the opposite is also true and money might get spent early in the cycle leaving nothing left for later on!).

As we write this guide in February, we are getting emails most weeks from teachers who need to make applications for funding from their school as quickly as possible (i.e. before the deadlines imposed by their finance officers for the financial year end). It is always wise to have a proposal or two for funded projects up your sleeve to maximise the chances of getting funding as and when it is available.

As well as looking for funding from the senior management team itself, do remember that there are other sources of funding that you can access within your school.

Many school governing bodies encourage bids for funding directly to their board. Governors often keep a pot of money aside for extraneous projects or 'one off' awards and, if you can make a good case, there is no reason why you shouldn't benefit from these.

Similarly, parental organisations that are set up to support schools have their own fund raising activities and can use their funds to purchase special items for use within the school. It is worth finding out which parents run the organisation in your school. They will have events that they put on. Make sure that you support these with some musical activities led by the students. Use them as an opportunity to raise awareness about your music department and the talented students within it. Build bridges with key movers and shakers so that when the times comes to make the application they know who you are and that your work with the students is of really high quality.

More generally, build the status and profile of your work in the school by making sure that high quality musical ensembles permeate throughout the life of the school at assemblies, parents' evenings, social events and in your wider community.

Doing all this stuff takes time. But it allows you to build key relationships with senior staff and others who hold the purse strings for funding within your school. Find ways to get students to take some responsibility for these things under your guidance. Use them as educational opportunities for their development as well as a proactive way to 'market' your department.

Your Music Education Hub

We have worked with Restore the Music and UCan Play to provide instruments for a string programme at our school. We felt the whole process was immensely positive not only because we were very generously granted the funding but because both Restore the Music and UCan Play did everything they could to support us. Restore the Music put us in touch with specialists in the string teaching field to ensure we would be making the best use of the funding and while the application process seemed robust and rigorous it was not unduly onerous. UCan Play were equally as supportive with the sourcing and delivery of our instruments and ensured everything happened in a smooth and timely fashion. Based on our experience, we would recommend working with these organisations in order to get a project off the ground.

Daniel Smith, Music Coordinator, Hackney New Primary School

Your local Music Education Hub is a vital point of contact for you as a music teacher. Do you know which music education hub is responsible for your school? If not, find out. A full list of music education hubs is available from the Arts Council England website: <http://www.artscouncil.org.uk/music-education/music-education-hubs>.

Why are music education hubs important? There are numerous reasons, but the most important for our guide is that they have funding direct from the Government that is there to support the provision of music education in their area, and this includes your school!

Many music education hubs run programmes that can help fund the music education that you provide within your school. Jonathan is the Chair of Trustees for the Love Music Trust (www.lovemusictrust.com), the music education hub in Cheshire East.

The Love Music Trust provides direct funding to music education in all of the primary and secondary schools in Cheshire East. For primary schools, this involves a grant for musical instrument tuition within the 'First Access' programme and the follow up tuition (called 'Play It Again').

For secondary schools, grants of around £1000/year have been made available to all schools. Schools can design their own projects and, providing they have clear aims and activities, funding can be used for any aspects of music education that they are seeking to develop.

But aside from direct funding like this, music education hubs provide access to a broad range of other funding and broader opportunities for partnership working that your school could be involved with. As we mentioned right at the beginning of our guide, one of the key elements of a successful funding approach is to work in partnership with others, spreading the benefits of any funding (from the funder's perspective) and making sure that you build on the strengths of the individual partners within any given project (thereby maximising the chance of getting the funding in the first place).

Key action points here are:

1. Find out who your music education hub is and where they are based;
2. Find out who is leading the hub and arrange a meeting with them to discuss their work and highlight the key strengths of your own department;
3. Identify any key funding strands within their portfolio of work and how you could apply for these;
4. Find out who the other key partners within the music education hub are and how you might be able to work collaboratively with them on educational projects and potential funding applications.

Wider Funding Opportunities

In the current educational climate, with many creative arts budgets drying up, it has become essential to find new ways to expand and maintain your resources. We were recently lucky enough to secure a substantial grant from Restore the Music, which enabled us to buy instruments for both a brand new instrumental lesson programme and our classroom teaching. UCan Play helped us to choose suitable music equipment that would last in an education setting, at preferential pricing. This new equipment has already had a huge impact on our music provision for young people, allowing us to set up new ensembles and teach on a much wider range of instruments.

If you are struggling with resources, I highly recommend that you search and apply for funding that meets your criteria and consider adding the following to your application:

- Clear vision with a 3 - 5 year strategy;
- Audit detailing current (lack of) equipment;
- How the proposed funding would be used;
- Impact of the proposed funding on students;
- How the funds will be used in a sustainable way.

Tom Lancaster, Head of Music, Oasis Academy Shirley Park

As the stories at the beginning of each part of our funding guide have shown, there is funding available from external funders for music education in schools.

If you are wanting to approach an external funder, it is vital that you prepare your application really carefully. Many funders will receive hundreds of applications and you need to make sure that your one really stands out!

Here are some top tips drawn from our experience. Make sure your application:

1. Demonstrates the key values associated with outstanding music education. Our values were listed at the beginning of this guide; you will have to decide what your key values are and how these are communicated;
2. Provides evidence of your existing fund raising activities;
3. Shows how the benefits of funding will be spread across your department, school and the wider community;
4. Has a clear aim and an equally clear set of objectives;
5. Outlines a programme of engaging content (project or curriculum based) which the funding will support;
6. Shows the benefits for a range of people, including your students, staff, parents and others within your community;
7. Where possible, broadens the potential impact of the funding by allowing those not physically near your school to still access the benefits of your work through online provision or other resources;
8. Has a clear strategy by which you will reflect upon and evaluate the proposed project and funding, distilling key lessons for yourself and others moving forward;
9. Has a clear focus and timeline. It is too easy to over-promise and under-deliver. Make sure that you can deliver what you say you will deliver and within the time period stated.

Here's a list of funders that we know have directly funded music education activities within schools during the last three years:

EMI Music Sound Foundation: <http://www.musicsoundfoundation.com/>

Music Industry Association/Music for All: <http://www.musicforall.org.uk>

Restore the Music: www.restorethemusicuk.com

The Music in Secondary Schools Trust (part of the Andrew Lloyd Webber Foundation): <http://andrewlloydwebberfoundation.com/grants/the-music-in-secondary-schools-trust/>

However, **the vast majority of funders will not fund music education activities within schools**, rightly citing that the provision of school funding is the responsibility of central Government.

That said, there are numerous other funding bodies that can be approached to help support the music departments in schools **where you are working in partnership with other organisations**. For you as a music teacher, your main link here should be with your music education hub, an organisation which can apply for funding from a range of external sources without the prescriptions that would be placed on a school as the lead applicant.

Beyond this, be inventive and creative! Link music with other curriculum areas that are, perhaps, given a higher priority and looking for funding sources outside the remit of the performing arts.

For example, last year UCan Play devised a project that linked music, art and heritage to the history of the First World War. We were successful in getting a Heritage Lottery Fund award for a community project as a result.

Why not consider linking music to reading and literacy? Establish a link to your local library and make a bid to your Local Authority or Arts Council England with the library as the lead partner.

The possibilities are endless. To help inspire your thinking, here are a few websites that contain a range of alternative funding opportunities. Try to imagine collaborative partnerships between your music department, your school and other local partners that might fulfil some of their criteria:

Arts Council England: <http://www.artscouncil.org.uk/funding>

Heritage Lottery Fund: <https://www.hlf.org.uk/looking-funding>

Musicians' Union: <http://www.musiciansunion.org.uk/Home/Advice/Your-Career/Finance/Sources-of-Funding>

NESTA: <http://www.nesta.org.uk/get-funding>

PRS for Music Foundation: <http://www.prsformusicfoundation.com/funding/>

How Can UCan Play Help?

We are ideally placed to help you with your funding bids. We offer a range of services. These include:

1. Free consultations by telephone or online to help you explore the opportunities for funding;
2. Ongoing support as you write your funding application;
3. Free quotations for any musical instruments, audio or video technologies that you might want to bid for. These quotations will always contain highly preferential educational prices;
4. Brokering relationships to range of music education and industry partners that we work with who may also be interested in helping support your bid for funding;
5. Partnering with organisations with specific projects to provide bespoke research, technical, pedagogical and evaluation services.

Please feel free to contact Jonathan or Jason for any help with your funding applications. Please let us know how you get on and if you have any top tips for us to include in our next guide please send them over to us.

Good luck!

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And, finally, a little bit about UCan Play ...

UCan Play is a not for profit company, limited by guarantee. This means that we don't have shareholders and nor are we allowed to pay any dividends to our Directors. We have to invest our profits back into our work. We do that by sponsoring young musicians, supporting local musical ensembles, and providing music rehearsal facilities in our local community.

We have links to all the major music instrument manufacturers and distributors and can source any item of musical equipment at a preferential rate for our education customers. For further details about our work please visit www.ucanplay.org.uk.