



Royal Conservatoire  
of Scotland



# THE MUSIC MANIFESTO FOR SCOTLAND

*“If creativity holds the key, why not teach it in rather than out? That may sound odd. We often think of creativity as somehow innate or genetic, like having red hair or a good sense of humour. On this view, teaching creativity is like teaching someone to grow a funny bone. It is not. It is perfectly possible to teach someone to be funny - there are courses aplenty on it. And it is possible too to teach them to be creative.”*

**Andrew Haldane**  
Chief Economist, Bank of England



# WHY MUSIC?

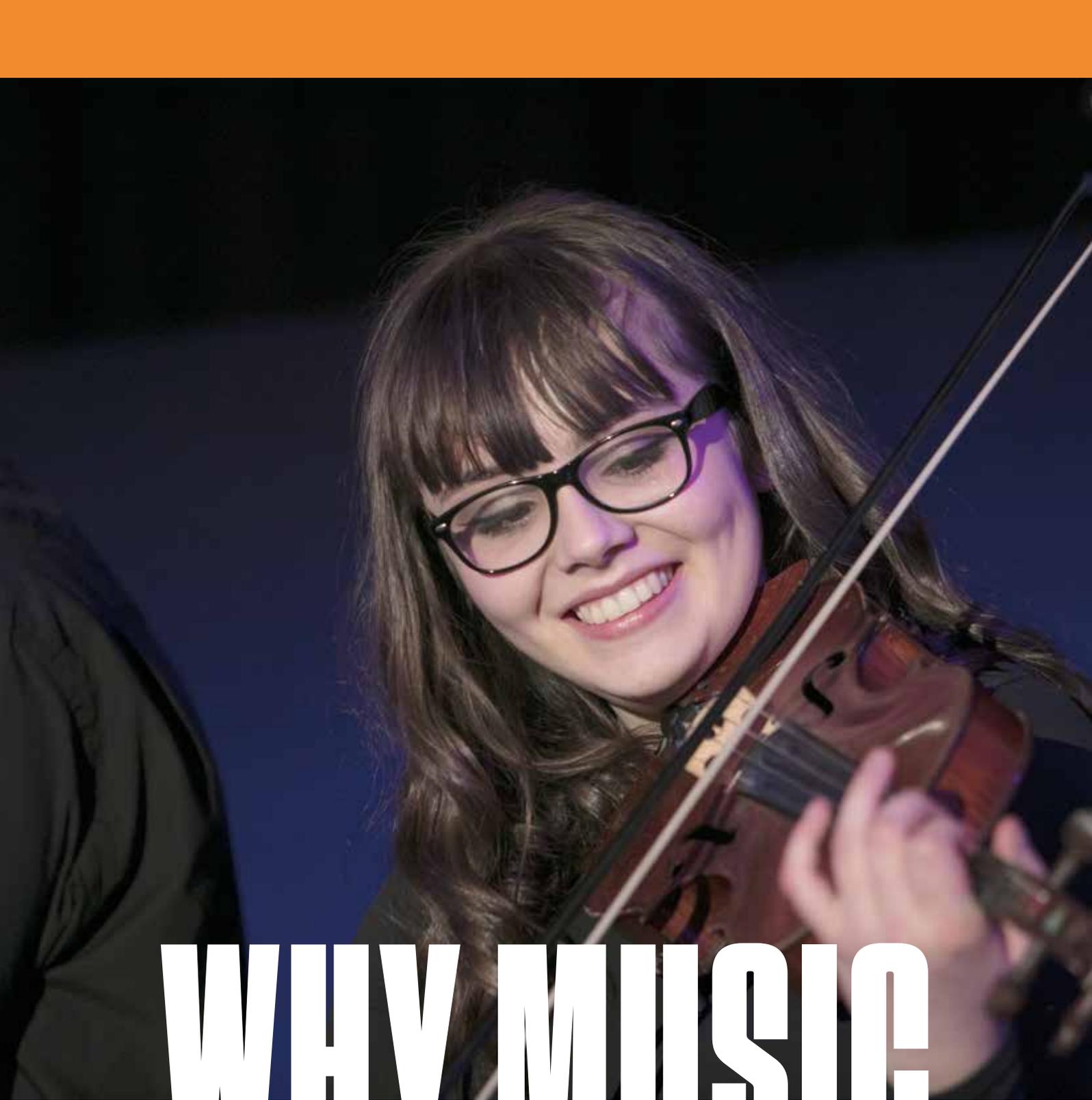
“Creativity is contagious  
- Pass it on.”

**Albert Einstein**

The best way to pass on creativity is through music. And Scotland is a great musical nation, a melting pot of styles and traditions, with its biggest city Glasgow a designated UNESCO City of Music.

It is not by accident. But we need to act now to embed music into Scotland's future not just for our culture but for our creative economy, our national well-being and, vitally to give Scotland's young people both their cultural right and the world-leading creative edge they need to thrive in the 21st century.

Scotland is a forward-looking, forward-thinking nation, the first country in the UK to directly incorporate the UN Convention on the Rights of the Child (UNCRC) into domestic law. This gives every young Scot the legal right to engage in cultural and artistic activities (Article 31). Music has a positive impact on our young people, our communities and Scotland on the world stage.



**WHY MUSIC  
MATTERS...**

“Students who engage in music learning perform better academically, contribute to their communities, form positive relationships, continue their education into university, earn more through their lives and age better, physically and cognitively.”

**Dr Anita Collins**

Neuro-musical Specialist, University of Melbourne <sup>1</sup>

## For Young People

- Multiple international studies show music improves academic attainment in all subjects, accelerating learning by a year in some studies. <sup>2</sup>
- Nations succeeding in educational attainment embed music as a priority recognising it stands shoulder to shoulder with science and literacy and evidence shows it is fundamental to learning healthily and resourcefully. <sup>3</sup>
- Music education is a critical driver of a child's social development and emotional wellbeing; it can build confidence, promote creativity and help students develop emotional and behavioural awareness and skills. <sup>4</sup>
- Music contributes substantially to positive mental health, particularly important in combatting the effects of the Covid-19 pandemic.

## For Scotland

Music is a great leveller and stimulus to creative thinking, bringing together the civic and the personal; the immersive pleasurable and economic drive; a bridge between science and creativity.

It has been a feature of every society since the beginning of time and yet we still cannot explain in rational terms why it means what it does to us. There is something fundamental to humanity in it and there is no culture that does not have music.

Music, in all its modes and genres, forms the backbone of Scotland's cultural creativity. Music is ancient but offers limitless new directions.

Opportunities and futures for people are emerging all the time, especially as the versatile creativity it engenders lends itself to disciplines and industries well beyond the performing arts.

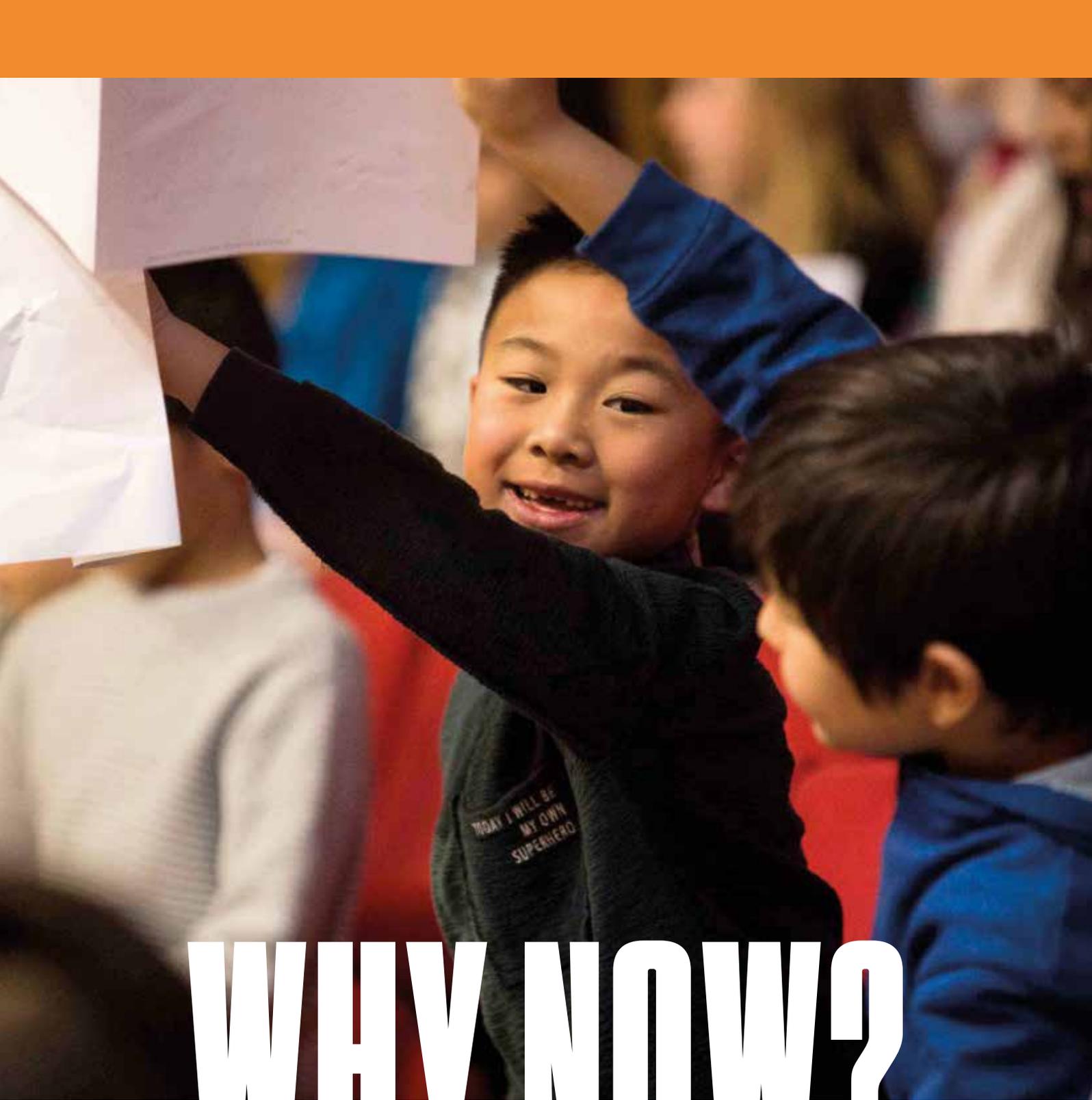
Unsurprisingly, increasing creativity is an economic imperative, with the Creative Industries key to the Scottish Government's Economic Recovery Implementation Plan. A prime example is the Gaming industry. Annually, Scottish games development companies are estimated to invest £106 million in salaries and overheads, contribute £97 million in direct and indirect tax revenues to HM Treasury, and make a direct and indirect contribution of £236 million to the UK's Gross Domestic Product (GDP). The average video game uses over 25 hours of original music scored for a large orchestra, making music a vital part of this vital new part of Scotland's creative sector.

1. See Music for a World Class Education (Music Education Strategy 2019 to 2029) at [education.sa.gov.au](http://education.sa.gov.au)

2. Gouzouasis et al., 2019: 308

3. For example, Finland: Visio 2030. [musiikkikoulutuksenvisio.fi](http://musiikkikoulutuksenvisio.fi)

4. Kokotsaki and Hallam, 2011; Hallam and MacDonald, 2013; Frankenberg et al., 2014



**WHY NOW?**

# A National Blueprint for Music

The pandemic has exposed widening social and attainment gaps and has brought multiple challenges and inequities. But it has also provided impetus for creative solutions to those challenges. Even before Covid the number of pupils in Scotland learning a musical instrument had dropped by almost 5,500 since 2016-17, with the blame laid on increased charges and a reduction in teaching capacity due to financial constraints. In 2019 the number of pupils receiving Council instrumental music tuition hit its lowest level since 2012-13, when the Improvement Service's annual survey began.

But a positive, game-changing way forward is achievable and affordable. It requires Government to commit to:

- **Mainstreaming Music** in Scotland's education system for social, cultural and economic purpose, with the goal of making Scotland a world-leading 21st century leader in creativity, confident and celebratory in its own culture.
- A nationwide approach to embedding music making (and opportunities for progression) **in every school for every child.**
- **An online programme of skilling/upskilling/CPD** for specialist and generalist teachers delivered by Scotland's world-class conservatoire, the Royal Conservatoire of Scotland.
- **A harnessing of the assets** and resources already available across the nation through:
  - **Partnerships** including the Royal Conservatoire of Scotland, Scotland's national arts companies, MEPG, Sistema, the Benedetti Foundation, working together with a Scotland-wide network of third/voluntary/community sectors
  - **digital enablers** which fulfil the current and new potential of online distance learning
- **Enhancing equity in access** to music provision and close the attainment gap by consigning the postcode lottery of tuition fees to history

# A National Blueprint for Music

## Making it Happen

### Achievable Steps to Success

- **Raising the bar** - GTCS registration and accreditation for all Scotland's school-based instrumental music teachers. Making them valued; creating a professionally-recognised national music teaching force.
- **Blended learning** - Putting into practice the lessons and experience of distance learning enhanced during the Covid-19 emergency. Building upon the 'Glow' impact by harnessing and pooling the resources and capabilities of Scotland's best new digital teaching platforms, not only to improve technological literacy (the Logan Review) but to make music education accessible and affordable on-line as well as face to face, for every child
- **Putting to the test** - Two fully-funded pilots ready to roll-out early 2021 to test the model in a urban primary/secondary cluster and in a rural setting.
- Revising the funding arrangements for musical performance education so that it can be provided in a sustainable and equitable fashion across Scotland

## In Chorus

### The Collaborators and the Champions for Change

This is a shared vision for Scotland, based on the 2019 What's Going on Now? report created by the RCS and MEPG on behalf of the entire music education community and has the backing of many of Scotland's creative and economic leaders.

# Actions required

## Removal of charges for tuition

Across Scotland, 64.4% of parents in 27 charging authorities currently pay £4.61 million out of a total £30 million spend. It is proposed to develop a formula to replace this charge with an additional specific grant allocation from central government without disadvantaging those authorities not presently charging for instrumental tuition.

## Professional status of instructors (GTCS registration)

There are 801 full- and part-time instructors currently teaching 56,198 pupils. Their contractual rights are identical to classroom music teachers. GTCS registration would give them parity of esteem with the rest of the teaching profession. GTCS has indicated a desire to admit them and the enabling legislation required needs passed in the next parliament.

## Rolling out *We Make Music to Schools*

The *We Make Music* programme builds on the success of the Youth Music Initiative. The full programme has four strands: Schools, Digital, Progression Pathways and Community Resource and *We Make Music* Schools will develop opportunities in a similar way to Eco Schools and Reading Schools. Schools achieve Gold, Silver and Bronze awards through participation, excellence and community engagement. The awards place music at the heart of school activity with consequent beneficial effect.

It's anticipated that this programme will build on the current YMI programme and will make access to all genres of music making equitable across all schools. This is presently £6.2 million per annum, and under the plan, would grow to £8.75 million in 2026.



## MEPG Partners

Aberdeen Music School	Music Education Council (MEC).
ABC Creative Music	Music School of Douglas Academy
Academy of Music and Sound	The UK Association for Music Education - Music Mark
Agar Trust	Musician's Union (MU)
Associated Board of the Royal Schools of Music (ABRSM)	National Centre of Excellence for Traditional Music Plockton
Association of Directors of Education in Scotland (ADES)	National Parent Forum Scotland
Beat Buddies Music	National Piping Centre
BBC Scottish Symphony Orchestra (SSO)	National Youth Choir of Scotland (NYCOS)
Benedetti Foundation	National Youth Orchestra of Scotland (NYOS)
Children's Classic Concerts	National Youth Pipe Band of Scotland (NYPBS)
Copyright Licensing Agency (CLA)	Behind the Noise
CoSLA	Royal Conservatoire of Scotland (RCS)
Creative Scotland (CS)	Royal Scottish National Orchestra (RSNO)
Cumnock Tryst	Scottish Association for Music Education (SAME)
Drake Music Scotland	Scottish Ballet
Dumfries and Galloway Council	Scottish Chamber Orchestra (SCO)
Edinburgh College	Scottish Brass Band Association
Edinburgh City Council	Scottish Ensemble
City of Edinburgh Music School	Scottish National Jazz Orchestra (SNJO)
Educational Institute of Scotland (EIS)	Scottish Opera (SO)
Education Scotland (CS)	Scottish Parent Teacher Council
Enterprise Music Scotland (EMS)	Scottish Pipes and Drums Trust (SSPDT)
Fèisean nan Gàidheal	Sistema Scotland
Fèis Rois	Software Training Scotland
Fischy Music	St Andrew's University Music Participation (STAMP)
Glasgow Barons	St Mary's Music School
High Life Highland	Strathclyde University
Heads of Instrumental Teachers Scotland (HITS)	Traditional Music Forum
Live Music Now (LMN)	Tinderbox Collective
Making Music	Trinity College London