

MUSICNET-EAST CHANGING TUNES OUTCOME FRAMEWORK -DELIVERY PARTNER OUTCOMES SELECTION.

Workforce Development

OUTCOME 1	INDICATOR	√	MY SOURCES OF EVIDENCE	TRIANGULATION
Improved quality of music delivery for children and young people.	Workforce show evidence of developing knowledge, understanding, skills and confidence		<ul style="list-style-type: none"> • End of CPD questionnaires/mentimeter • Quality of case studies produced by practitioners 	<ul style="list-style-type: none"> • Trainer comments
	Evidence of tutors adapting their practice following inputs such as CPD and Critical reflection sessions.		<ul style="list-style-type: none"> • Case studies show practitioners adapting practice to meet needs of young people. 	<ul style="list-style-type: none"> • Manager comments
	CYP clearly consulted and offered choice by tutors		<ul style="list-style-type: none"> • Reports on young people’s progress shows evidence that practitioners have consulted with and know the views of young people 	<ul style="list-style-type: none"> • Young people’s comments.

Organisational Development

OUTCOME 2	INDICATOR	√	MY SOURCES OF EVIDENCE	TRIANGULATION
Increased musically inclusive practice in music education hubs	Increased understanding of inclusivity and quality amongst music services as hub lead organisations.	X		
	Inclusive practices being embedded in the music service delivery, visible and documented	X		
		X		

Musical Development in Young People

OUTCOME 3	INDICATOR	√	MY SOURCES OF EVIDENCE	TRIANGULATION
Increased musical skill, knowledge and understanding in young people	Improvement in young people’s skills (in their chosen area of music making), e.g.: instrumental/vocal technique, composition, improvisation, ensemble, performance, technology		<ul style="list-style-type: none"> ● Successive audio recordings/commentary ● Tutor co-created reports with children and young people ● EY music evaluation tool such as SOI where used. ● Group delivery progress tracking reports ● Arts Award portfolio if taken ● Case studies 	Comments from teacher/SENCO/parent
	Improvement in young people’s knowledge of different musical styles, genres and cultures			

Young People’s Personal Development

OUTCOME 4	INDICATOR	√	MY SOURCES OF EVIDENCE	TRIANGULATION
Young people develop agency through music making activity	The young person makes choices about their engagement in and through their musical activity		<ul style="list-style-type: none"> Any record (written/audio/film) showing young person exercising choice in music learning. Under 5s can exercise choice-so this indicator is suitable for EY work. 	Comments from teacher/SENCO/parent
	The young person can identify their own progress and can set short term goals in the areas they need to work on further. (Not EY)		<ul style="list-style-type: none"> Any record of young person thinking about their own progress and next goal ‘I played well’ ‘I need to learn more chords’ 	
	Young people show increased ownership of their music making: -through independent learning -through applied critical reflection -by working through or round barriers or set-backs		<ul style="list-style-type: none"> Case studies on individuals Arts award portfolio 	

Young People’s Personal Development

OUTCOME 5	INDICATOR	√	MY SOURCES OF EVIDENCE	TRIANGULATION
Young people develop resilience through music making activity	The young person and the tutor/leader develop a relationship of trust, using music to build a place of safety.			Comments from teacher/SENCO/parent
	The young person reports using music/music making to express, moderate and change their own emotional state (for example taking out frustration on the drums).		Baseline and end of delivery questionnaires (this can be a conversation-it doesn’t have to be a formal process.	
	Over time the young person is able to review their own music-making successes and failures in order to learn from experience. (Not EY)		Young people may use their music making consciously as a way to cool off, off-load difficult feelings, or to offer critical challenge to social injustice.	

Young People’s Social Development

OUTCOME 6	INDICATOR	√	MY SOURCES OF EVIDENCE	TRIANGULATION
Young people increase their ability to find and join, or build a musical community	The young person becomes part of a musical community relevant and appropriate to their situation		<ul style="list-style-type: none"> Evidence of friendships within the music activity, young people finding the ‘role’ in the group. 	Comments from teacher/SENCO/parent
	The young person is progressively able to share their music-making and/or collaborate with peers and close adults.		<ul style="list-style-type: none"> Recording of performances including young people’s comments about sharing their work. 	
	The young person takes on a leadership role (see definition) within an activity or project and is able to reflect on this.(not EY)		<ul style="list-style-type: none"> Evidence of young person positively affecting others participation (by leading, by supporting, by giving a good example.) 	