

# Whole Class Instrumental Tuition Guidelines for Success

wiltshire  
music  
connect



## What is Whole Class Instrumental Tuition? (also known as First Access)

Whole Class Instrumental Tuition is about providing whole classes with a formative opportunity to experience and enjoy music making. It involves a whole class of children learning to play a musical instrument, usually all at the same time, but sometimes splitting the class into smaller groups. However it is structured, every child in the class takes part. Ideally, Whole Class Instrumental Tuition should be offered to all children by the end of Key Stage 2.

Whole Class Instrumental Tuition can be an excellent springboard for further musical development. From recorder to trumpet, ukulele to violin, you can start an exciting and enjoyable musical journey for your pupils.

Watch our short information film [here](#).



## Why should my school deliver Whole Class Instrumental Tuition?

All children and young people learning to play an instrument is part of the government's vision for music education (The Power of Music to Change Lives: National Plan for Music Education, 2022).

Whole Class Instrumental Tuition ensures that every child can engage in instrumental learning. It breaks down some common barriers to instrumental learning such as cost, transport, geography, time commitment outside of school, and support from parents/carers. It gives children the opportunity to discover talents and interests that may otherwise remain undiscovered.

## What are the different ways that you can deliver Whole Class Instrumental Tuition in your school?

You may have members of staff in school who can deliver Whole Class Instrumental Tuition (First Access). These may be music subject leads, class teachers, PPA teachers or teaching assistants. Many of the curriculum resources used in schools have instrumental programmes built in (e.g. Charanga, Kapow).

You may decide to buy in the expertise of a specialist. You can find a quality assured provider in the Wiltshire Music Connect online [Associate Directory](#).

Whole Class Instrumental Tuition can be taught in one year group, or it can be built into the curriculum plan for multiple year groups so that pupils have a more sustained experience on a single instrument or experience of more than one instrument over time.

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## Choosing and Sourcing Instruments

Your choice may be influenced by the instruments available, the skills of your staff team, or the specialist providers available. But you should consider how the choice of instrument will complement curriculum music, and how the progression of skills will be planned for across the year groups.

You can access a class set of instruments through Wiltshire Music Connect's Instrument Hire Scheme at a subsidised rate.

Find out more on our website [here](#).

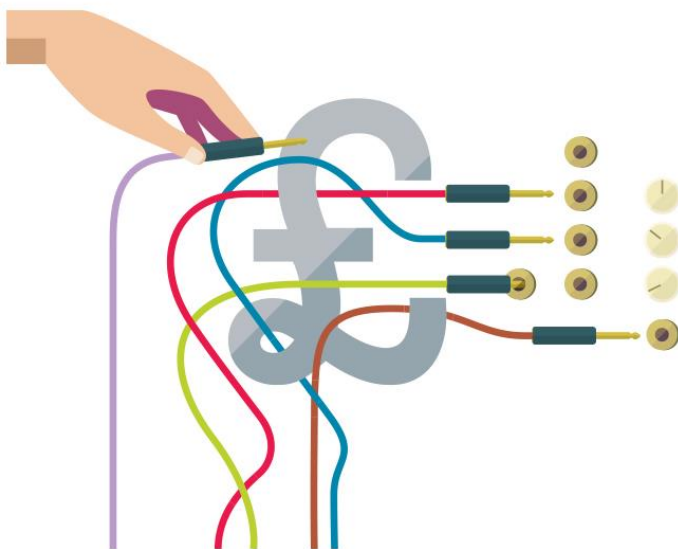


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## Financial Support

Wiltshire Music Connect has a First Access Subsidy Scheme. If your Whole Class Instrumental Tuition programme is delivered by a member of your own school staff, OR by one of our Associate providers, then you may be able to access subsidies to help with the cost.

Visit the [First Access Subsidies](#) page of our website for further information.

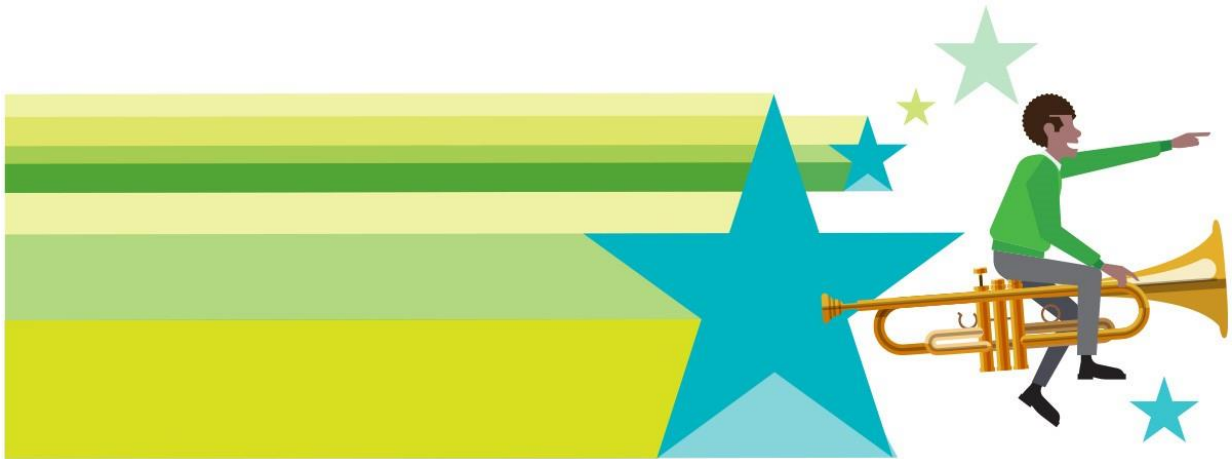


## Top Tips

If you are using an Associate provider to deliver your Whole Class Instrumental Programme, then consider our top tips below to maximise success.

### Top Tips for Planning:

- Set up a planning meeting to discuss the class and the needs of pupils. Make sure you have shared any essential information about Special Educational Needs and Disabilities within the class so that lessons can be tailored accordingly.
- Confirm term dates/number of lessons and any potential concert opportunities.
- Agree in advance what the music outcomes will be for the class and what the children will achieve.
- Remember that Whole Class Instrumental Tuition will not replace National Curriculum music lessons but will enhance school music and give every child the opportunity to learn a musical instrument. You may wish to discuss which elements of the National Curriculum are covered in the lessons and share information about your school's music curriculum.
- Consider an introductory 'meet and greet' session with the class before the lessons begin so the children can hear and see the instrument/s they are going to learn and what can be achieved.
- Talk through the school's behaviour policy in advance so that the Associate can use appropriate praise and consequence methods that the children will recognise.



### Top Tips for Delivery:

- We strongly recommend that the class teacher or TA should be actively engaged in the lessons and stay in the room. An adult who knows the children well and can support the teacher will have a beneficial effect on what the class achieves.
- Support with class management and any behaviour issues that may arise.
- Ensure that you provide a regular suitable teaching space with little distraction from school 'traffic'.
- Provide a suitable and safe space for instrument storage.
- Much of the language used in Whole Class Instrumental lessons can be followed up in class music lessons.
- Share what the children have been doing with photos on a noticeboard or on the school website.
- Use Wiltshire Music Connect's customisable [First Access certificate](#) to celebrate success.
- Make children and parents aware of how they can continue their learning with individual instrumental lessons after the programme. You could ask your instrumental teachers to provide an assembly or send out a leaflet.

## Inclusion

Although Whole Class Instrumental Tuition gives all children equal opportunity to learn an instrument, some children may need specific support to enable them to succeed.

In the first instance, the physical requirements of the instrument should be considered in relation to any disabilities or physical/health needs of the pupils. Any relevant information about pupils' learning needs will need to be shared with the teacher so that they can plan accordingly. For example, will some children need bespoke visual resources? Do some children have English as an additional language?

For pupils with SEND or who face other barriers to learning, it can be beneficial to have one or two lessons with the teacher individually or in a small group prior to the first lesson with the whole class. This can have a big impact on confidence, engagement and enjoyment.

In all cases, good communication between the person delivering the Whole Class Instrumental Tuition and the class teacher/SENDCO/support staff is crucial.



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