

Leadership skills in entrepreneurship

No AI was used in this assignment.

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1. Business plan



Together in Tune

Music for children, families and communities

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Overview

Together in Tune is a mobile music service that delivers music sessions to primary schools and Early Years settings. The service aims to provide children from nursery to Year 6 with hands-on music experiences using real instruments, as well as inviting and encouraging families and intergenerational members of the local community to take part in shared music activities.

This business idea has been inspired by my own experiences as an Early Years practitioner, as well as my own positive experiences of music education during primary school. These experiences showed me just how important music is in supporting individuals to express themselves, build confidence and create meaningful connections with others.

With my experience as an Early Years practitioner and with my passion for music, I feel I am the right person to deliver Together in Tune. I understand children's developmental needs and have the ability to build strong relationships with families and the community. My knowledge and experiences will support me in delivering meaningful, inclusive, and inspiring music sessions, which hopefully give children the same joy and confidence that music has brought to my own life.



What is Together in Tune?

Together in Tune is a mobile music education service that provides hands-on music experiences for children in Early Years and primary school settings. The service offers one hour, in person sessions where children from nursery to Year 6 can actively participate in making music using a variety of instruments such as maracas, recorders and keyboards. These sessions give children time to play and explore music for themselves, instead of using screens or digital programmes.

The sessions are tailored to suit each year group and the developmental stages throughout primary school. Younger children will have access to percussion

instruments such as tambourines, maracas and small drums, which help them explore sound, rhythm and movement, whilst supporting the development of both their fine and gross motor skills (Sutton Music Trust, 2022). Whereas older children will be introduced to instruments such as recorders, keyboards and violins, which support coordination, concentration and listening skills (Matthews, 2021).

- ♪ All instruments and resources are provided, allowing schools to offer music education without the cost of purchasing instruments.
- ♪ Sessions are offered on a termly basis and will follow a strict timetable to ensure every child gets the most out of their session.



Why is Together in Tune needed?

Over the years, opportunities for children to take part in regular music activities in schools have been reduced or removed due to significant funding costs to local authority budgets, as well as a change to the curriculum and staffing changes within schools (Welsh Parliament, 2022). As a result of this, lots of children are missing out on valuable opportunities to explore music and engage with real instruments.

Understanding Society (2019) highlights that when children do not have access to music education, they can miss out on experiences that support learning new skills, building their confidence, discovering new interests and forming friendships which can impact their ability to thrive as they grow up.

Herbert (2023) suggests that learning to play a musical instrument can support children's communication and confidence, and that engaging with music can also support emotional development and resilience. The focus and collaboration, that is sometimes involved with making music, can also positively influence children's social development. This is supported by Music Union (2018) who suggest that playing an instrument can have a positive impact on children's wellbeing. Their research found that parents noticed increased confidence, improved concentration, and greater overall happiness in their children. Parents also identified that their children had

increased patience and self-discipline, which suggests that having access to music lessons can support their learning across the curriculum.

This highlights a clear need for accessible and inclusive music provision in education at schools in Wales, especially in the Early Years, where music plays a vital role in children's development and wellbeing (Children's Society, no date). The aim at Together in Tune is to help close this gap in music education by offering an inclusive and accessible music service that supports children's learning and wellbeing.



What makes Together in Tune innovative?

Whilst there are many music services available in Wales, such as Visible Music (2025) and local authority music services that are supported by Music Service Wales, including Swansea Virtual School (no date) and Cardiff and Vale Music Education (no date), these music provisions are different from Together in Tune in many ways.

Visible Music (2025) offers creative music workshops that are mostly technology based and focus on recording, sound design and music production through digital programmes such as GarageBand or Bandlab. These sessions can be delivered online as well as in person, but they do not provide hands-on experiences with real instruments. Swansea Virtual School (Music Service Wales, no date) aims to support schools with music sessions that include the use of instruments, however some of their instruments, such as pBuzz, are designed mainly for children in Year 3 and above. This means that younger children in the Early Years and Foundation Phase may have more limited access to music provision with instruments, meaning they could miss out on musical experiences. Cardiff and Vale Music Education (no date) provide the primary schools within its area instrument-based music lessons for all the different age groups. They also offer 'instrument loan schemes' which encourage children to develop their musical skills at home and supports progression for those children who want to continue learning music outside of school.

Even though these services provide children with valuable music experiences and opportunities, Together in Tune is different as it offers inclusive instrument-based music sessions directly in schools for children, their families and the community, which there is currently a clear gap for in current music provision in Wales. In contrast to the technology-based music service, Together in Tune provides in-person hands-on music sessions with real instruments, allowing children from nursery to Year 6 to explore rhythm and sound through active participation rather than using screens or digital programmes. This approach ensures that music is accessible to all children, including those in Early Years, and is not limited because of age or access to technology.

A key part of Together in Tune is its focus on involving children's family and community, which differs from usual music services that concentrate on in school learning or individual progression. Together in Tune encourages families and intergenerational members of the community to come and join in with the children during their music sessions. This creates shared musical experiences that can build and strengthen relationships between schools, families and the community, and helps to promote a sense of belonging and 'cynefin', which is a core principle of the Curriculum For Wales (British Education Research Association, 2024).

Barton and Lee (2023) highlight the benefits of intergenerational learning that both children and adults can have. For children, it can improve their social skills and support learning, whilst for adults it can enhance their wellbeing and increase their social connection. This shows the value of bringing different generations together within an educational setting.

Together in Tune aligns with Vygotsky's social development theory, which suggests that children learn better through social interaction and shared experiences, and that through the 'Zone of Proximal Development' children can develop new skills and an understanding when they are supported by adults or more knowledgeable others in activities they cannot yet do independently (McLeod, 2025).

Together in Tune reflects this theory as it creates opportunities for children to make music alongside their peers, family and community members, and through shared experiences children can learn from one another, build confidence and develop new

skills. This social and collaborative approach supports Vygotsky's view that learning is most effective when it happens through meaningful interactions and relationships.

Together in Tune also aligns with the Welsh Government's National Plan for Music Education (2022), which aims for all children to have the opportunity to access music, despite their resources or background. It also supports the Curriculum for Wales (Welsh Government, 2020), which emphasises inclusion and creativity, with the aim to develop confident and capable learners, whilst also linking directly to the Expressive Arts Area of Learning (2020), which includes music.



How will Together in Tune look?

Together in Tune will deliver structured, hour-long music sessions for children from nursery to Year 6 over two days per week in each school, running in 4–6 week blocks. All instruments and resources will be provided by Together in Tune, which removes financial barriers for schools and makes participation easier for all.

A cashflow forecast has been created (see below) to support planning and help avoid financial difficulties and shows that Together in Tune has a positive cash flow, which is vital for a business to be successful (Banc, 2024). It shows income from school contracts and grants/funding, and outgoing costs such as resources and transport.

	YR1	YR2	YR3	YR4
Income (money coming in)				
Sales	£13,440	£16,800	£21,000	£21,000
Grant/funding	£10,000	£4,000	£0	£0
TOTAL INCOME	£23,440	£20,800	£21,000	£21,000
Costs (money going out)				
Instruments	£3,500	£1,500	£300	£300
Resources	£600	£600	£750	£800
Travel	£420	£500	£500	£500
Marketing	£200	£200	£100	£100
Insurance/DBS/Admin	£300	£300	£300	£300
Storage	£300	£300	£300	£300
Salary	£12,570	£12,570	£16,000	£16,000
TOTAL COSTS	£17,890	£15,970	£18,250	£18,300
NET CASHFLOW*	£5,550	£4,830	£2,750	£2,700
GROSS Cashflow	£5,550	£4,830	£2,750	£2,700
Opening Balance*	£0	£5,550	£10,380	£13,130
Closing Balance*	£5,550	£10,380	£13,130	£15,830



Who do Together in Tune rely on?

For Together in Tune to be successful, it relies on the support and involvement of schools, families and the community. Schools provide the space and support for pupils, families and community members are invited to participate, which helps strengthen relationships and promote wellbeing, whilst children through shared music sessions gain confidence, creativity and a sense of belonging. Local authorities and grant or funding schemes also support the ongoing development of this music service.

Through this collaborative approach, Together in Tune aims to create enjoyable and inclusive music experiences that bring children, families and the wider community together.

2. A critical analysis of the potential impact of Together in Tune on the development of young children

Together in Tune is a mobile music service that provides hands-on and inclusive music experiences for children in Early Years and primary school settings, whilst also encouraging families and the local community to get involved. This section will critically analyse the potential impact of Together in Tune on the development of young children, with a particular focus on Early Years development, and explore the limitations and challenges that could affect putting it into practice. According to Peralta (2021) music has been a part of human life for many years and it plays an important role in how people connect, communicate and engage with others. These are all key benefits that Together in Tune aim to provide through their music service.

Communication and Language Development

Together in Tune supports children's communication and language development by using music as a fun and inclusive way to support learning. This links to the Curriculum for Wales (Welsh Government, 2021), particularly the Languages, Literacy and Communication Area of Learning and Experience, which focuses on developing communication and language through meaningful and creative experiences. Through the music sessions and activities, Together in Tune encourages children to listen, take turns, and express themselves, which helps them to build communication and language skills in line with the curriculum.

Pino, Giancola and D'Amico (2023) found through research that musical activities that focus on rhythm and melody help children to recognise sounds and patterns, which are essential for developing speech, vocabulary, and grammar. The BBC (no date) suggests that activities such as singing, adding actions to songs, and shared listening can help children link sounds, words, and actions together. These activities also encourage turn-taking and help build confidence when interacting with others. Early musical experiences through play can also support understanding and expression, even before children are able to talk, which makes music an effective tool for communication development. This shows that Together in Tune can help children build and strengthen communication skills and develop language through a musical environment.

Together in Tune also aligns with Vygotsky and Bruner's theories, as they both suggest that children develop communication and language with support from adults. Vygotsky emphasised how important interactions with more skilful adults are for children, whilst Bruner's theory of scaffolding explains how adults support children's learning by providing the right level of help and slowly reducing it as they become more confident (Johnston and Nahmad-Williams, 2014). Together in Tune uses shared music activities with families and intergenerational members of the community to create supportive interactions that help children build communication and language through conversations and musical experiences.

Social and Emotional Development

Together in Tune supports children's social and emotional development by using music to help children feel confident, included, and able to express their emotions. Peralta (2021) explains that music plays an important role in how people feel, how they express themselves and how they connect with others. Music can also help calm individuals when they are feeling stressed or anxious, support emotional wellbeing and gives people a way to communicate feelings they may struggle to explain using words. These are important skills children need to develop to support their emotional wellbeing and relationships as they grow.

Chambers (2026) suggests that feeling a sense of belonging is important for every child, and that music has a powerful way of helping children feel connected and included. This is important for Together in Tune, as by involving families and intergenerational members of the community in music sessions, it supports relationships, helps social and emotional wellbeing and gives a sense of belonging to both children, families and the community.

Together in Tune also links to the Health and Wellbeing Area of Learning and Experience within the Curriculum for Wales (Welsh Government, 2020), which focuses on children's emotional wellbeing, building positive relationships, and developing a sense of belonging. By creating a supportive and inclusive musical environment for everyone, not just children, Together in Tune supports these aims and links further to the Curriculum for Wales, as it also has a strong focus on 'cynefin' (British Education Research Association, 2024). Together in Tune also links to the Expressive Arts Area of Learning and Experience of the Curriculum for Wales

(Welsh Government, 2020), which mentions that taking part in creative music activities can supports children's emotional wellbeing, confidence, and self-esteem, which helps them become healthy and confident individuals.

Physical Development

Together in Tune supports children's physical development by using music and movement to encourage active participation and coordination.

Westmoreland and Furness Council (no date) highlight that learning to play musical instruments can support children's physical development by developing both their fine and gross motor skills. For example, percussion instruments encourage big arm movements, whilst smaller handheld instruments support hand and finger control. Similarly, Walters Wright (no date) suggests that learning to play an instrument can help children to improve their hand and finger control, coordination and their strength through repeated movements. Some instruments also require children to use both sides of their body together, which supports balance and overall whole-body coordination.

Together in Tune also links well to the Health and Wellbeing Area of Learning and Experience in the Curriculum for Wales (Welsh Government, 2020), as it promotes physical development, movement and healthy active lifestyles. Using instruments in Together in Tune to make music supports physical development and learning through play, as it allows children to develop motor skills in an enjoyable and engaging way. Musical instruments and activities can also be adapted to support inclusion for children with different physical abilities, which allows all children to participate at a level that suits their needs and aligns with the Equity and Inclusion part of Curriculum for Wales (Welsh Government, 2024).

However, Cox (2015) suggests that children who take part regularly in individual music lessons may show more physical improvements in some physical skills, such as hand-eye coordination, as well as cognitive development, than those who participate in group-based music sessions. This suggests that the physical development and impact of Together in Tune, which is delivered as group sessions, may depend on things such as how often sessions take place and how much adult support is available.

Cognitive Development

Together in Tune supports children's cognitive development by using music to develop thinking skills such as attention, memory, and problem-solving.

Matthews (2021) highlights that playing a musical instrument can support children's cognitive development by improving memory and concentration, and that playing an instrument requires children to focus on rhythm, timing and sound. When doing a group music session, it involves even more concentration from the child as they must listen to others and play in tune with others. All these things support children's attention, memory and thinking skills, which are important for children's overall learning and development. Kasuya-Ueba, Zhao and Toichi (2020) support this, and suggest that playing a musical instrument can support children's attention skills, as rhythm and melody can help focus attention and encourage children to concentrate.

Cognitive development is not just important for children, but also for family members and intergenerational members of the community, as music can have a powerful emotional impact. Peralta (2021) highlights how beneficial playing a musical instrument can be for older adults, especially those who are experiencing memory loss. Music can have a strong influence on how people feel and can create emotional connections that trigger memories and feelings. As music plays an important role throughout life, helping and supporting children through music also strengthens the value of involving families and intergenerational members of the community in those Together in Tune sessions.

Challenges and Barriers

There are some challenges and barriers to implementing Together in Tune within school settings. Devaney and Nenadic (2019) highlight that many schools struggle to provide consistent music education due to limited time, a lack of instruments, and reduced staff confidence. Whilst Together in Tune addresses some of these challenges by providing instruments and delivering the sessions, limited time within the school day may still remain a barrier.

School budgets can also be a challenge and barrier to implementing Together in Tune. Winrow (2018) highlights that some schools manage their own budgets, which means that funding for music lessons, such as Together in Tune, has been reduced

or is non-existent. As a result of this, children from lower income families, who may be unable to afford private music lessons, are less likely to access music education, which limits children's opportunities to engage with music.

Another challenge and barrier to implementing Together in Tune is that some leaders may not prioritise music education or understand the value that learning a musical instrument has on children. The Independent Society of Musicians (2023) summarises an Ofsted report, and notes that music provision varies between schools and is often influenced by leadership decisions, with some leaders not giving enough time or budget towards music education. This means that children in those schools may miss out on a music education, because it is not viewed as a priority or because a leader does not see the benefit of it.

Conclusion

In conclusion, Together in Tune supports multiple Areas of Learning within the Curriculum for Wales, including Communication and Language, Health and Wellbeing and Expressive Arts. This shows just how much music can support children's holistic development in the Early Years by promoting communication, physical development, emotional wellbeing and cognitive skills. Together in Tune also brings people together, builds connections between schools, families and communities and encourages creativity through inclusive and engaging musical experiences for all.

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