

Music Education Recovery Curriculum Guidance: Music for wellbeing

Helping children recover from the consequences of Covid-19 and emotional impact of societal changes

| Pupils might return to school with: | Suggested *activities linking to the music in the curriculum <small>*All music activities should follow Government and PHE Guidance in response to Covid-19 safe practice guidelines</small> | Intent / Outcomes | Levers to reignite learning (Carpenter) |
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| Loss of Friendship Suffering loneliness, social isolation and lack of belonging | <ul style="list-style-type: none"> Musical games which focus on communication and collective performance Use pupils' voices expressively and creatively by singing songs and speaking chants and rhymes Use call & response with group/pair/individual contributions sharing performances; and listen to each other. When teaching in a dedicated space, consider the classroom environment. Displays of previous successes, pupil engagement, growth mindset messages | Pupils will: <ul style="list-style-type: none"> Develop social interaction and teamwork skills Connect and collaborate with peers Connect with each other, and re-establish relationships | <u>Relationships:</u> Use the relationships we build to cushion the discomfort of pupils returning |
| Consequences of Loss Anxiety, bereavement, stress or trauma; including emotional responses to issues around racial inequalities & the Black Lives Matter movement | <ul style="list-style-type: none"> Play (maximise musical 'doing' within limits of resources) Sing (use the voice as a tool for expression) Write song lyrics that reflect individual experiences and then apply them to musical song-writing (rap, spoken word, beat-boxing, vocal etc.) Listen with concentration and understanding to a wide genre/stylistic range of high-quality live and recorded music. How does the music make you feel? Create music to show how you feel. Discuss messages the music may be sharing and the connections we have to these messages. What messages do we want to share/convey? | Pupils will: <ul style="list-style-type: none"> Express themselves, control emotions, and apply mindfulness techniques Apply a musical response to self-expression Listen to different styles of music Connect with peers and teachers through discourse Help each other, and promote kindness Use music as a diversion from their concerns | <u>Space:</u> Create space for pupils to be, to rediscover self, and to find their voice on learning in this issue |
| Loss of Opportunity Lack of motivation and confidence | <ul style="list-style-type: none"> Use any practical music-making activity using non-verbal resources to encourage confidence Use Music Technology to engage pupils in creating music (within limits of resources) Adopt creative music-making composition techniques to mark-make using any medium (e.g. write music for a situation, image, series of images etc) Perform to each other (if appropriate) and provide feedback Use of self-assessment to raise esteem Student led activities, (discussing and generating their own ideas for a class project, e.g. a class mixtape that represents all pupil's tastes) | Pupils will: <ul style="list-style-type: none"> Engage in lessons Develop confidence in exploring new techniques to express their work Explore and apply music technology to creative music-making | <u>Metacognition:</u> Pupils will have been learning in different ways, and we need to reskill and rebuild their confidence as learners |
| Loss of Freedom Inactivity | <ul style="list-style-type: none"> Body percussion activities that engages the full body (action songs, STOMP performance) Vocal percussion activities that engage the diaphragm, voice box, and vocal cords Move to music (Dalcroze) according to tempo etc. Dance to songs (in whatever way is appropriate) and connect to the music | Pupils will: <ul style="list-style-type: none"> Control breathing and use of body Develop awareness of pulse and other musical elements Connect movement with music Be physically active: move, stamp, dance | <u>Community:</u> We must understand the needs of our community & engage them in transitioning of learning back in school |
| Loss of Structure and Routine Needing to be re-engaged with the learning process | <ul style="list-style-type: none"> Adopt a lesson framework with a variety of activities (example below): <ul style="list-style-type: none"> Warm-up activity Singing/movement activity Focused activity (e.g. beat-boxing, rapping) Mindful Listening activity Reaffirm the need to create units of work which are built over several lessons, (e.g. composition project, adding extra steps to warm-ups). Ensure each skill is mastered before a new one added. Invite pupils to create their verses for a song, create a lockdown rap etc. Listen to the views of pupils to shape activities | Pupils will: <ul style="list-style-type: none"> Regain a sense of routine Understand a musical lesson structure and how learning builds upon each lesson Develop their emotional response to mindful listening, live in the moment, & rediscover self Learn new skills, broken into manageable steps | <u>Transparent Curriculum:</u> Pupils may feel like they have lost time in learning & we must show them how we are addressing these gaps, consulting and co-constructing with our pupils |

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Teaching tips for using music education as a tool to support pupils' wellbeing

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| <p>1. Pupils should wash their hands before and after each lesson and/or use hand gel in lessons (there may be differences in timing limits between Phases, e.g. EYFS and KS1)</p> | <p>4. Pupils should not share equipment in the lesson (NB: equipment should be cleaned both before and after use)</p> | <p>7. Activities should focus on pupils' creative emotional responses to Covid-19 and issues of race, diversity, inclusion and equality as appropriate – remembering the importance of how music can also be an escape / distraction</p> |
| <p>2. Lessons should be safe, fun and engaging</p> | <p>5. Music lessons should include a balance of physical/doing activities, and cognitive social and emotional outcomes</p> | <p>8. Celebrate success of pupils' personal achievements</p> |
| <p>3. Pupils should remain and work in their own area</p> | <p>6. Music lessons should be used to support the wellbeing of pupils and encourage a growth mindset</p> | <p>9. Lessons should be structured within sequences of learning that help address pupils' wellbeing needs</p> |

Notes:

- All music activities should follow Government and PHE Guidance in response to Covid-19 safe practice guidelines
- Surrey Arts will provide a specific risk assessment for schools using SA teachers to provide this curriculum

Supporting resources:

- Creative Health: The Arts for Health and Wellbeing: <https://www.culturehealthandwellbeing.org.uk/appg-inquiry/>
- Music with Children & Young People who have Social, Emotional & Mental Health Difficulties, guidance document from Mac Makes Music: <https://network.youthmusic.org.uk/social-emotional-difficulties-mental-health-difficulties;>
- Free World-music workshops consisting of video tuition and online quiz <https://www.inspire-works.co.uk/free-youtube-workshops>
- Schools can access Surrey Arts online resources at: [Online Learning - Surrey Music Hub](#)

This document has been heavily informed by Professor Barry and Matthew's Carpenter's thinking regarding a 'recovery curriculum' <https://www.evidenceforlearning.net/recoverycurriculum/>; and was inspired by <https://www.completeperesource.com/> and Hounslow Music Service. With thanks to the Specialist Music Teachers in RBKC, LBHF, WCC across Primary, Secondary and SEND Phases for their support in shaping this document with the Tri-borough Music Hub.