

# Using Music to Support the Recovery Curriculum: Music For Wellbeing

## Helping children recover from the consequences of Covid-19 and the 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)
<b>Loss of Friendship</b> Suffering loneliness, social isolation and lack of belonging	<ul style="list-style-type: none"> <li>Musical games which focus on communication and collective performance</li> <li>Use pupils' voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Use call &amp; response with group/pair/individual contributions sharing performances; and listen to each other.</li> <li>When teaching in a dedicated space, consider the classroom environment. Displays of previous successes, pupil engagement, growth mindset messages</li> </ul> <p><i>Resources: For Vocal Resources to use to support ideas in this and subsequent sections you should consider looking through your HMS Singing Festival material from previous years, <a href="#">London Rhymes (EYFS)</a>, and these resources compiled by Hackney Teachers e.g. <a href="#">New Wave Federation</a> and <a href="#">Sing Song Along</a> as well as organisations such as <a href="#">Sing Up</a>, <a href="#">Charanga</a> and <a href="#">Out of the Ark</a></i></p>	Pupils will: <ul style="list-style-type: none"> <li>Develop social interaction and teamwork skills</li> <li>Connect and collaborate with peers</li> <li>Connect with each other, and re-establish relationships</li> </ul>	<b>Relationships:</b> Use the relationships we build to cushion the discomfort of pupils returning
<b>Consequences of Loss</b> Anxiety, bereavement, stress or trauma; including emotional responses to issues around racial inequalities & the Black Lives Matter movement	<ul style="list-style-type: none"> <li>Play (maximise musical 'doing' within limits of resources)</li> <li>Sing (use the voice as a tool for expression)</li> <li>Write song lyrics that reflect individual experiences and then apply them to musical song-writing (rap, spoken word, beat-boxing, vocal etc.)</li> <li>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?</li> <li>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?</li> </ul> <p><i>Resources: Use your HMS Singing Festival material to compile songs from a huge range of different places and different languages. You can also explore this <a href="#">World Music Network</a> resource. This is a lovely <a href="#">interactive library</a> of diverse children's literature, which includes several musical icons in the 'Black Heroes' section, read about them and listen to their music. This is also a fantastic resource of recordings from the <a href="#">Decus Ensemble</a>, produced during lockdown, or music by five Black Composers.</i></p>	Pupils will: <ul style="list-style-type: none"> <li>Express themselves, control emotions, and apply mindfulness techniques</li> <li>Apply a musical response to self-expression</li> <li>Listen to different styles of music</li> <li>Connect with peers and teachers through discourse</li> <li>Help each other, and promote kindness</li> <li>Use music as a diversion from their concerns</li> </ul>	<b>Space:</b> Create space for pupils to be, to rediscover self, and to find their voice on learning in this issue
<b>Loss of Opportunity</b> Lack of motivation and confidence	<ul style="list-style-type: none"> <li>Use any practical music-making activity using non-verbal resources to encourage confidence</li> <li>Use Music Technology to engage pupils in creating music (within limits of resources)</li> <li>Adopt creative music-making composition techniques to mark-make using any medium (e.g. write music for a situation, image, series of images etc)</li> <li>Perform to each other (if appropriate) and provide feedback</li> <li>Use of self-assessment to raise esteem</li> <li>Student led activities, (discussing and generating their own ideas for a class project, e.g. a class mixtape that represents all pupil's tastes)</li> </ul> <p><i>Resources: For some non-verbal resource ideas take a look at some BSL song lyric videos <a href="#">here</a>. And have a look at this musical <a href="#">Sensory Story</a> resource. Music Tech resources you could explore include <a href="#">Groove Pizza</a>, <a href="#">aQWERTYon</a> plus many iPad apps listed <a href="#">here</a>.</i></p>	Pupils will: <ul style="list-style-type: none"> <li>Engage in lessons</li> <li>Develop confidence in exploring new techniques to express their work</li> <li>Explore and apply music technology to creative music-making</li> </ul>	<b>Metacognition:</b> Pupils will have been learning in different ways, and we need to reskill and rebuild their confidence as learners

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<p><b>Loss of Freedom</b> Inactivity</p>	<ul style="list-style-type: none"> <li>• Body percussion activities that engage the full body (action songs, STOMP performance)</li> <li>• Vocal percussion activities that engage the diaphragm, voice box, and vocal cords</li> <li>• Move to music (Dalcroze) according to tempo etc.</li> <li>• Dance to songs (in whatever way is appropriate) and connect to the music</li> </ul> <p><i>Resources: You can find Parts 1, 2 &amp; 3 of Dorinia Harley's Body Percussion Tutorials <a href="#">here</a> and many more Body Percussion ideas through <a href="#">Beat Goes On</a>. Find out more about Dalcroze <a href="#">here</a></i></p>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Control breathing and use of body</li> <li>• Develop awareness of pulse and other musical elements</li> <li>• Connect movement with music</li> <li>• Be physically active: move, stamp, dance</li> </ul>	<p><b>Community:</b> We must understand the needs of our community &amp; engage them in transitioning of learning back in school</p>
<p><b>Loss of Structure and Routine</b> Needing to be re-engaged with the learning process</p>	<ul style="list-style-type: none"> <li>• Adopt a lesson framework with a variety of activities (example below):             <ul style="list-style-type: none"> <li>○ Warm-up activity</li> <li>○ Singing/movement activity</li> <li>○ Focused activity (e.g. beat-boxing, rapping)</li> <li>○ Mindful Listening activity</li> </ul> </li> <li>• Reaffirm the need to create units of work which are built over several lessons therefore giving pupils an opportunity to really immerse and develop themselves, (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</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Regain a sense of routine</li> <li>• Understand a musical lesson structure and how learning builds upon each lesson</li> <li>• Develop their emotional response to mindful listening, live in the moment, &amp; rediscover self</li> <li>• Learn new skills, broken into manageable steps</li> </ul>	<p><b>Transparent Curriculum:</b> Pupils may feel like they have lost time in learning &amp; we must show them how we are addressing these gaps, consulting and co-constructing with our pupils</p>

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

<p><b>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)</b></p>	<p><b>4. Pupils should not share equipment in the lesson (NB: equipment should be cleaned both before and after use)</b></p>	<p><b>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</b></p>
<p><b>2. Lessons should be safe, fun and engaging</b></p>	<p><b>5. Music lessons should include a balance of physical/doing activities, and cognitive social and emotional outcomes</b></p>	<p><b>8. Celebrate success of pupils' personal achievements</b></p>
<p><b>3. Pupils should remain and work in their own area</b></p>	<p><b>6. Music lessons should be used to support the wellbeing of pupils and encourage a growth mindset</b></p>	<p><b>9. Lessons should be structured within sequences of learning that help address pupils' wellbeing needs</b></p>

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Please also find a link [here](#) to the **Hackney 30 Days of Music Challenge**. This was originally rolled out in the month of June, and several of the activities mentioned above were featured in this. And though the 'official' challenge is over, it remains a fantastic resource full of creative ideas that will help you to bring your pupils back to together such as writing songs, creating music videos, recording soundscapes and creating pieces of visual art work to represent the sounds, listening activities including music from different parts of the world, and music by female composers, and much more.

In addition to those cited above, there are many other resources that you may like to explore featured on the Hackney Music Service [website](#)

**Hackney Music Service would like to thank our colleagues in the Tri-Borough Music Hub for the work they have done mapping out the Music Education Recovery Curriculum and for their generosity in sharing it openly among Music Education Hubs in a flexible format, which has allowed us to produce this version of the plan tailored specifically to Hackney's local needs. We have added our own links and suggestions into the main body of the document above, but we include below all of the original notes and resources shared by the Tri-Borough Music Hub, all of which are openly accessible.**

### Notes:

- All music activities should follow Government and PHE Guidance in response to Covid-19 safe practice guidelines
- Follow the DfE guidance for schools: <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>
  - *Sharing stories, singing & playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines.*

### 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 TBMH resources for the delivery of musical activities:
  - Community Songs for KS1/2+SEND; plus KS3-5: <https://www.triboroughmusicclub.org/tuition/community-songs/>
  - Groove'n'Play Whole Class Learning Resources: <https://www.triboroughmusicclub.org/school-services/whole-class-instrumental-learning-programmes/>
  - Singing with Meaning: An Interactive SEND-friendly Vocal Resource – coming soon

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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.