



Supporting Pupil Wellbeing and Reconnecting with Learning Through Arts and Creativity

Tuesday 13th October 3.00pm – 5.00pm



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RECOVERY – DECIDING WHAT REALLY MATTERS

#COVID-19 2020

Presented by:

Professor Dame Alison Peacock



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CONNECTION



MAKING A DIFFERENCE

- Our core purposes and values matter more than ever
- Less focus on 'catch-up' and more on re-inspiring connections and collective appreciation of learning
- How can we keep trying to 'find a way through' to every child?

COMPASSIONATE LEADERSHIP

- More than ever – a listening school
- Calm appreciation of all that is good and offers hope
- Foster a sense of belonging and shared identity for both students and staff

WELLBEING

- Self care and awareness of how YOU are feeling
- Awareness of your role in ‘holding’ anxiety of others
- Impact of loss and change for our young people
- Acknowledging the impact of COVID19 on our community

CURRICULUM

- What are the **key** areas of learning within each subject?
- Are there new opportunities afforded to us via flipped or blended learning models?



A COLLECTIVE RESPONSE

- Enhancing diversity – school should provide space for debate and action
- Curriculum response
- Valuing heritage languages
- Cultural capital

QUALITY OF TEACHING



- Clear explanation
- Scaffolding
- Feedback

FUTURE OPPORTUNITIES?

- Greater appreciation of our profession
- Global connection
- Discussion about future accountability
- Assessment options
- A more beautiful world

PROFESSIONAL LEARNING



Further reading
COVID-19
chartered.college

ACCOUNTABILITY



THE ART OF THE POSSIBLE





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WE MAKE THE WEATHER



REFLECTION

- How do you make sure children have the opportunity to surprise you?
- In your setting – whose voices are heard most?
- What really makes your heart sing?

Music Hub Recovery Curriculum overview Nia Collins

Southampton and Isle of Wight Music Hub



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The Power of Music

Musicians have known instinctively for a long time that music aids personal, social and emotional outcomes for CYP. Recent research has actually measured this in both qualitative...

“...there is considerable and compelling evidence that musical training sharpens the brain’s early encoding of sound leading to enhanced performance on a range of listening and aural processing skills which in turn contribute to enhanced verbal memory, language skills and enhanced literacy.” Susan Hallam

and quantitative ways

“Active engagement with music has a significant impact on brain structure and function... As learning continues and particular activities are engaged with over time myelination takes place. This involves an increase in the coating of the axon of each neuron which improves insulation and makes the established connections more efficient.” Susan Hallam

Our Approach

Health and Wellbeing have been given priority in our delivery models for a number of years now and our schools are already aware that we design most of our projects with these outcomes in mind.

The natural step on from this post-Covid is to 'show our workings' to schools in more detail, specifically using Prof Barry Carpenter's Recovery Curriculum framework as outlined in the keynote, to ensure that music supports this vital transition period for our CYP

- To design our projects and activities for schools around the 5 areas of the recovery curriculum and levers of recovery
- To present our schools with the opportunity to further use music as tool to aid the health and wellbeing of pupils

Loss of Routine

“...having the continuing connection with the music teachers has made a huge difference — there's a little bit of business as usual amidst the uncertainty and change — they provide motivation and structure and are very much looked forward to!”— Parent

(anxiety & bereavement)

Example Project

10 Minute Sign & Sing

Resources to support short and regular (daily or weekly) singing and signing in the classroom in a Covid safe way.

Pupils will:

Regain a sense of routine

Emotional responses

Mindful listening

Learn new skills broken into small manageable steps

Levers

Relationships

Working together as a whole class to perform, building relationships as a group

Community

Group practice and performance, a sense of community & belonging

Metacognition

Reskill and rebuild confidence as learners with new skills i.e. Sign language

Loss of Structure

Pupil A found handling challenges very difficult initially and could respond angrily to difficult tasks out of frustration. But through playing music games and improvisation activities (where there are no wrong answers) he developed new skills which, by the end of the ten week project, he was keen to share through the performances of songs he has learnt. New songs still present challenges to him which are difficult for him to overcome, but through the trusting relationships developed in the lessons, he is more willing to face these challenges.

(anxiety & bereavement)

Example Project(s)

First Access

Weekly whole class instrumental lessons, learning to play an instrument with a variety of practical, skills based and creative activities

Pupils will:

Follow a clear lesson framework

Regain a sense of routine

Learn new skills through units of work build over several lessons mastering each skill before the next one is added

Levers

Relationships

Working together as a whole class to perform, building relationships as a group

Community

Group practice and performance, a sense of community & belonging

Metacognition

Reskill and rebuild confidence as learners with new skills i.e. learning an instrument

Transparent Curriculum

Learners will input into lessons to guide the teacher as to next steps in their development

Loss of Friendship

Aside from the musical learning, there were hugely noticeable improvements in lead participant engagement, focus and determination. The music making has facilitated real cohesion, and a sense of wanting to participate as a group. Music has been the motivator for taking on challenges and has resulted in greater resilience, with a real determination to work together and succeed. Perhaps most importantly, it has been fun and resulted in lots of laughter and smiles from all involved

(trauma & bereavement)

Example Project

Learning Heroes Songwriting

Pupils will collaboratively compose a verse of lyrics about all their school Learning Heroes (delve into their own World of Metacognition!) and create their own school song

Pupils Will:

Develop social interaction and teamwork skills

Connect and collaborate with peers

Connect with each other and re-establish relationships

Levers

Relationships

Re-building existing relationships, connecting with peers

Community

Re-connect with the wider school community

Transparent Curriculum & Space

Pupils have voice and agency in creating their own school song

Metacognition

Lyrics will reflect the core principals of metacognition and 'learning about learning' in different ways

Loss of Opportunity

“Playing music has had a positive impact on the well being of my child. It's a nice break in the day enabling him to do something creative. Him being able to continue this online has been overwhelmingly positive.”

— Parent

(anxiety, trauma & bereavement)

Example Project

Synthesis Project

Helping young electronic musicians facing challenging circumstances to compose and perform music that blends genres, cultures and brings together diverse communities

Pupils will:

Develop confidence in exploring new techniques and technology

Explore and apply music technology to creative music-making

Apply a musical response to self-expression

Use music as a diversion from their concerns

Relationships

Building trusting teacher-pupil relationships with those in challenging circumstances through opportunity (music technology)

Community

Understanding the needs of pupils in challenging circumstances, using music technology to help with their transition back to learning

Transparent Curriculum

Co-constructing learning with pupils

Metacognition

Reskilling learners to learn in a different way (pupil lead)

Space

Allowing learners to explore their sense of 'self' through musical expression and composition

Loss of Freedom

“Our son suffers anxiety and his guitar always helps this. So the lessons have helped distract the current situation.”
— Parent

(anxiety, trauma & bereavement)

Example Project

A Postcard From...

A series of interactive workshops developed by the hub and delivered by national organisations such as WNO & BSO accessed via video content

Pupils Will

Be physically active: move, stomp, dance

Connect movement with music

Control breathing and use of body

Develop awareness of musical elements

Relationships

Strengthen relationships with class teacher and class bubble through group activity

Community

Work together with class bubble and be connected with the wider professional music community

Metacognition

Rebuild pupil's confidence as learners through new and engaging activities and content

Space

Creatively respond to each workshop through individual self-expression

References

- Heavily informed by Professor Barry and Matthew's Carpenter's thinking regarding a 'recovery curriculum'
<https://www.evidenceforlearning.net/recoverycurriculum/>
- Similarly work has been done and consequently shared more widely via other music hubs across the country in particular; Hounslow Music Service and Tri-Borough Music Hub
- *The power of music: a research synthesis of the impact of actively making music on the intellectual, social and personal development of children and young people* Prof Susan Hallam
- *A study of the impact on young musicians, staff and other stakeholders of moving music lessons online during the COVID-19 pandemic* Matt Brombley Southampton Music Hub (Action Research Online Music Lessons)