**Music Education School Recovery Curriculum resource: music for wellbeing\***

**Loss of friendship - loneliness, social isolation, lack of belonging**

|  |  |
| --- | --- |
| suggested activity linked to music curriculum | intent / outcomes – pupils will: |
| * 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: use displays of previous successes, pupil engagement, growth mindset messages | * develop social interaction and teamwork skills * connect and collaborate with peers * connect with each other, and re-establish relationships |

**Consequences of loss - anxiety, stress, bereavement, trauma**

|  |  |
| --- | --- |
| suggested activity linked to music curriculum | intent / outcomes – pupils will: |
| * 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? | * 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 |

**Loss of opportunity, lack of motivation and confidence**

|  |  |
| --- | --- |
| suggested activity linked to music curriculum | intent / outcomes – pupils will: |
| * 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) | * engage in lessons * develop confidence in exploring new techniques to express their work * explore and apply music technology to creative music-making |

**Loss of freedom, and inactivity**

|  |  |
| --- | --- |
| suggested activity linked to music curriculum | intent / outcomes – pupils will: |
| * body percussion activities / action songs that engage the full body * vocal percussion activities that engage the diaphragm, voice box, and vocal cords * move to music according to tempo etc. * dance to songs and connect to the music | * control breathing and use of body * develop awareness of pulse and other musical elements * connect movement with music * be physically active: move, stamp, dance |

**Loss of structure and routine**

|  |  |
| --- | --- |
| suggested activity linked to music curriculum | intent / outcomes – pupils will: |
| * adopt a lesson framework with a variety of activities, eg:  1. warm-up 2. singing/movement 3. focused activity 4. mindful listening  * reaffirm the need to create units of work which are built over several lessons, (e.g. adding extra steps to warm-ups, developing composition in the focussed activity). * ensure each skill is mastered before a new one added. * listen to the views of pupils to shape activities | * 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 |

**\*This resource has been adapted from the Tri-Borough Music Hub** [**Music Education Recovery Curriculum resources**](https://www.triboroughmusichub.org/school-services/music-education-recovery-curriculum/)

[**info@wiltshiremusicconnect.org.uk**](mailto:info@wiltshiremusicconnect.org.uk)