

Delivering Music to CYP in a Socially Distanced World Summary Document

This document has been created to provide details of the main points raised and discussed during the online conversations with Curious Minds on 15/07/20.

Foreword

Since the instigation of lockdown, it seems evident that in difficult times connecting through art, culture and creativity becomes more important in people's lives. For some, the move online has resulted in a democratising effect on culture, with many experiences that would often be beyond people's reach and income being made available for free, such as the National Theatre livestreaming of shows, and world-famous museums digitally opening their doors. However, this has also starkly brought into focus the digital inequalities that exist for a large number of children and young people who don't have access to good Wi-Fi or the equipment to access these opportunities.

As we slowly move towards the reopening of the country and in particular schools, there are a number of questions with which the education and cultural/creative sectors are grappling. With Covid restrictions in place, how do we navigate our way back to delivering participatory arts? How can we support children, young people and staff who may have faced loss and isolation? How do we keep a cultural sector alive that has been financially decimated? How do we plan for what seems like endlessly changing scenarios?

With all of this in mind Curious Minds, as an Arts Council England Sector Support Organisation, convened a series of open cross-sector discussions in order to allow space for people to share their challenges and solutions, to try to get an overall understanding of what was happening in the different sectors. With so many variables and the constantly changing guidance it has been impossible to come up with a concrete plan, though there is consolation in understanding that a constant state of uncertainty appears to be the position that everyone is in. The education and cultural sectors have been incredibly creative and resilient in responding to the educational, social and sector needs that have arisen due to the pandemic.

One overarching theme that has emerged is that responses are polarised across both the education and cultural sector, and that there is no one solution or answer to any of the issues that have arisen. For every school that says they are letting creative practitioners back in the autumn term and focusing on the arts as a way of re-engaging, there is a school that will say they have been told that there will be no visitors until January or March at the earliest. Some schools have found that moving to online has increased engagement and improved the quality of learning, whereas others have found the opposite. This means there

will be no silver bullet and that schools and cultural organisations will need a much more bespoke and personalised approach to delivery. There is definitely no one-size-fits-all approach.

This document shares some of the responses that came out of the discussion and any links or resources that were shared. We are considering convening more discussion/sharing events in the autumn term, when we hope that there may be more clarity for the education and cultural sectors.

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The initial provocations for the discussions were:

- How do things look in your sector – education/culture?
- How have you been delivering Music during lockdown and what will you keep using?
- What have you been considering/planning in order to transition from virtual/remote working to socially distanced hybrid/blended learning?
- In order to develop a Creative Recovery Curriculum what examples/suggestions do you have for using arts and culture to support Children & Young People's wellbeing and good mental health?
- In what ways can you imagine the education and the cultural sector working together over the next year?

Discussion Responses:

1. How do things look in your sector – education/culture?

- Some schools have experienced curriculum pressures – they will be providing a reduced curriculum with a focus on literacy and numeracy.
- Some schools are feeling pressure from Ofsted and league tables.
- There are concerns for young people from disadvantaged backgrounds – this situation has created an even bigger gap between advantaged and disadvantaged groups.
- The lack of technology/digital poverty for some CYP has meant there has been little to no engagement from some students.
- There are concerns around lack of parental support at this time for some settings.
- Those young people that have had strong parental support and good digital access have progressed well, which is positive for those young people, but widens the gap with young people from disadvantaged backgrounds.

- There are concerns about the Autumn Term particularly in relation to singing, using instruments, external practitioners etc.
 - Some settings are experiencing challenges in regards to having enough space to socially distance.
 - Some schools have had to completely stop Music delivery but are hoping to restart in September.
 - The present circumstances have provided opportunities to be innovative. Some organisations are delivering via Facebook live, some schools are using general classroom objects as instruments etc.
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2. How have you been delivering Music during lockdown and what will you keep using?

- Some settings and practitioners have been delivering online music/instrumental lessons.
 - Some settings have been using Zoom, Teams, Hudl Technique and Google classrooms to deliver online sessions.
 - Some practitioners have set music challenges via Instagram and other Social Media.
 - Some students have been given instruments during lockdown so they can practice at home.
 - Some settings have been concentrating on music theory and composition, which lends itself easily to remote learning.
 - Online CPD has been well accessed by teachers during this time and organisations will look to continue providing online CPD opportunities in the future.
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3. What have you been considering/planning in order to transition from virtual/remote working to socially distanced hybrid/blended learning?

- Some schools are looking at holding simultaneous lessons in different spaces e.g. one session taking place in the school hall, whilst another is taking place in the classroom. The teacher will move between the spaces during the lesson period. An example where this may be used is by having one space for practical, whilst at the same time another space is being used to carry out music theory.
- Some schools have discussed the importance of the Christmas show. Because of its value to young people teachers have discussed alternative ways to deliver their show this year, including the possibility of delivering it in an open space in a promenade style.
- Some settings have been considering how to increase parental engagement in order to help build confidence in young people.

- Some settings are looking at music planning in September that does not include singing or the use of instruments, in order to minimise the risk of spread of infection.
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4. In order to develop a Creative Recovery Curriculum what examples/suggestions do you have for using arts and culture to support Children & Young People's wellbeing and good mental health?

- Schools and organisations understand that young people will all be in different mental, physical and emotional places on return to school. It is important to acknowledge that and ensure that a Recovery Curriculum is inclusive.
 - Some schools have acknowledged the importance of still carving out time for creativity and music even though there will be pressure to 'catch up', particularly concerning KS4.
 - Many schools and organisations agree that a Recovery Curriculum will be important for re-establishing routines and relationships.
 - Settings are aware that a number of students will feel anxious on return to school, so are considering how support can be developed for the Autumn Term.
 - Some settings will look to deliver Arts Award as part of their Recovery Curriculum.
 - Some settings will have 'creative brain breaks' in lessons to help student concentration.
 - Some settings are looking to implement yoga and meditation to support wellbeing.
 - Instrumental teachers will use improvisation to help students express themselves.
 - Teachers acknowledge how music can support reduction of anxiety and how this will be valuable in developing resilience and self-regulation.
 - There is a relationship between live performance and mindfulness, as within live performance the performer has to be in the moment. If live performances are being streamed remotely it is important to ensure there are enough live supporters viewing in order to encourage young performers.
 - Some organisations and settings are incorporating the Resilience Framework to assist in their planning.
 - Some settings will examine issues from the pandemic through the theme of a programme or play and will use characters to work through the issues.
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5. In what ways can you imagine the education and the cultural sector working together over the next year?

- By welcoming artists back to school to deliver workshops.
- Some schools are accessing Arts Emergency fund to ensure they can continue to have practical meaningful lessons with external expertise.

- Some settings are hoping to host Creative Industry lunches with practitioners and other professionals.
- Some settings will be asking their local Music Service for support with instruments or help to buy instruments at a reduced cost.
- Some settings are intending to approach manufacturers for sponsorship to help buy instruments.
- Schools acknowledge they have a lot to learn from cultural organisations, so it will be important for schools to continue relationships with external partners.
- Schools that have participated in these conversations recognise that not all schools place similar value on the Arts, which is why it is important for the Arts and the Cultural Sector to bridge this gap and ensure that those young people who don't have creative opportunities in school are able to find them elsewhere.
- It was noted that due to the nature of the pandemic, freelance professionals are currently in a precarious position. Large numbers of freelance practitioners may be lost if they are not able to resume working with schools very soon.

Links to resources or organisations that may be of interest

Music Specific:

Music Mark Resources: <https://www.musicmark.org.uk/resources/music-unlocked-guidance-for-schools-and-music-providers/>

<https://www.musicmark.org.uk/wp-content/uploads/Guidance-for-Schools-.pdf>

Hudl Technique: <https://www.hudl.com/support/technique>

Royal Opera House Resources: <https://learning-platform.roh.org.uk/resources/>

BBC Ten Pieces: <https://www.bbc.co.uk/teach/ten-pieces>

Formby High School Links:

<https://twitter.com/FormbyHighMusic/status/1282789572200599552>

Lockdown Choir: <https://www.youtube.com/watch?v=O2wBx3agRzk>

Lockdown GCSE Performance: <https://www.youtube.com/watch?v=qn24X4vDHkQ>

Virtual Orchestra: https://youtu.be/Fk_5g3_Jil

Abekco Create App: apps.apple.com/gb/app/agbekocreate/id15220445

Music Mark Resources: <https://www.musicmark.org.uk/resources/music-unlocked-guidance-for-schools-and-music-providers/>

<https://www.musicmark.org.uk/wp-content/uploads/Guidance-for-Schools-.pdf>

Cambridge Music Technology: <https://cambridge-mt.com/>

Global Grooves: globalgrooves.org

Music Tech Resources: <https://docs.google.com/document/d/13fYFK-gaeVnIGdobLWmtGJfZLutB5181ZTxN9dmD2Y/edit?usp=sharing>

Charanga: <https://charanga.com/site/>

Singup: <https://www.singup.org/singupathome>

Covid Guidance:

DFE – Guidance for full opening of schools

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Cultural Learning Alliance - Synopsis Government Guidance for the arts

<https://culturallearningalliance.org.uk/reopening-schools-and-out-of-school-settings-what-government-guidance-says-about-the-arts/>

ACE COVID Guidance

<https://www.artscouncil.org.uk/covid-19/covid-19-government-reopening-guidance>

Curious Minds:

Curious Minds - Arts Council England (ACE) Sector Support Bridge Organisation for the North West Region – dedicated to improving the lives of children and young people through great art and culture – supporting education and the cultural sector.

<https://curiousminds.org.uk/>

The Culture Hub – Curious Minds Online portal for schools and cultural organisations.

Schools and cultural organisation or practitioners can create a profile for free.

<https://www.theculturehub.online/>

Curious Minds Padlet- curated training opportunities and information from across the region and nationally: <https://padlet.com/curiousminds1/hv0urlj87c86yz9>

Artsmark – Arts Council England schools quality mark for arts and cultural education.

Curious Minds delivers this training and support for the North West region which will be online until April 2021.

<https://www.artsmark.org.uk/>

Artsmark Partnership Programme – for cultural organisations and freelance practitioners.

Curious Minds delivers this training and support for the North West region which will be online until April 2021.

<https://www.artsmark.org.uk/artsmark-partnership-programme>

Arts Award - Arts Award is a national qualification delivered by Trinity College London. It inspires young people to grow their arts and leadership talents children a young people's

qualification for ages 5 – 25. Teachers and creative practitioners can train to become an advisor training is now online.

<https://www.artsaward.org.uk/>

Recovery Curriculum and Wellbeing:

Recovery Curriculum – Evidence for Learning - this is where the term originates from, but schools are approaching it in many different ways.

<https://www.evidenceforlearning.net/recoverycurriculum/>

A Recovery Curriculum for Schools: A PowerPoint from Elaine Rees, Liverpool Learning Partnership, outlining how we can best support our pupils returning to school in Liverpool:

<https://www.liverpoollearningpartnership.com/resources-to-help-during-social-distancing-and-self-isolation/>

The Warwick Edinburgh Mental Wellbeing Scales:

<https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs>

British Red Cross Teaching Resources: <https://www.redcross.org.uk/get-involved/teaching-resources/smsc>

Culture and Wellbeing Alliance: <https://www.culturehealthandwellbeing.org.uk/>

The Social Prescribing Network: <https://www.socialprescribingnetwork.com/>

Creative Care Kit: <https://www.greatermanchester-ca.gov.uk/media/3020/creative-care-kit-young-people.pdf>

Resilience Framework Blackpool: <https://www.boingboing.org.uk/resilience-revolution-blackpool-headstart/>

BoingBoing Resilience Framework: <https://www.boingboing.org.uk/resilience/resilient-therapy-resilience-framework/>

5 Creative Habits of Mind:

https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/the_creative_habits_of_mind_assessment_wheel_final_june_2013_colour.pdf

Into Film Wellbeing Article: <https://www.intofilm.org/news-and-views/articles/wellbeing-returning-to-school>

A New Direction – 7 Ways to Teach a Recovery Curriculum:

<https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum>

Policy:

Cultural Learning Alliance - June Policy and Practice Round Up

<https://culturallearningalliance.org.uk/policy-and-practice-round-up-june-2020/>

Cultural Learning Alliance – The Summer Landscape 2020:

<https://culturallearningalliance.org.uk/the-cultural-learning-landscape-summer-2020/>

Ofsted's Autumn 2020 plans: <https://www.gov.uk/government/collections/ofsteds-autumn-2020-plans>

Articles:

Schools using Cultural Venues to boost space:

<https://www.tes.com/news/coronavirus-national-plan-needed-more-school-space-say-teachers>

<https://www.tes.com/news/coronavirus-dont-use-community-halls-boost-space-schools-told>

<https://www.thestage.co.uk/opinion/arts-can-help-reopen-schools-working-across-the-curriculum>

Stage Presence: How drama schools adapted to the age of social distancing:

<https://www.theguardian.com/stage/2020/apr/17/stage-presence-how-drama-schools-adapted-to-the-age-of-social-distancing>

Observer manifesto for change:

<https://www.theguardian.com/commentisfree/2020/jun/20/the-observer-view-on-a-manifesto-for-change-as-a-generation-of-britains-children-faces-crisis>

The Guardian:

<https://www.theguardian.com/commentisfree/2020/jul/05/our-school-systems-are-broken-lets-grab-this-chance-to-remake-them>

Advocacy / Campaigning:

Big Education is about a big ambition. To bring together the energy and spirit of our schools, teachers, and communities to deliver a bigger and bolder vision of what education can be about - you need the Arts and the Arts need you. This is the time not to ditch the Arts, but to put them at the centre of a Recovery Curriculum: <https://bigeducation.org/lfl-content/you-need-the-arts-and-the-arts-need-you/>

The Arts Index is a snapshot report of the health of England's arts and culture provision.

<https://forthearts.org.uk/publications/arts-index-2007-2018/>

SHAPE - Social Sciences, Humanities for the Arts for People and the Economy:

<https://thisisshape.org.uk/>

<https://www.theguardian.com/education/2020/jun/21/university-and-arts-council-in-drive-to-re-brand-soft-academic-subjects>

Platforms:

Bandlab: <https://www.bandlab.com/>

Cakewalk: <http://www.cakewalk.com/>

SeeSaw app: <https://web.seesaw.me/>

Flipgrid app: <https://info.flipgrid.com/>

Google Jamboard : <https://jamboard.google.com>

Padlet: <https://en-gb.padlet.com/>

Waklet: <https://wakelet.com/>

Zoom: <https://www.zoom.co.uk>

Nearpod: <https://nearpod.com/>

Canvas: <https://www.instructure.com/canvas/>

Scratch Junior: <https://www.scratchjr.org/>

Dojo: <https://www.classdojo.com/>

Singup: <https://www.singup.org/singupathome>

Discord Application: <https://discord.com/new>

Loom: <https://www.loom.com/>

Miscellaneous

Camden Cultural Commissioning Model:

<https://static1.squarespace.com/static/572b07492b8dde0c526a8c85/t/5746efb2f850826c48f9d8c5/1464266675699/Camden+Spark+Annual+Report+2015.pdf>

Proud Trust Manchester Safeguarding Resources: <https://www.theproudtrust.org/digital-youth-work-hub/>

Daresbury Laboratory Interactive Zoom: https://www.youtube.com/watch?v=_bxRI9MnuNI

PRSP Wirral Unplugged Project: <https://www.youtube.com/watch?v=OmVTiL5K9yc>

Arts Award Blog by Formby High School – Supporting Children of Key Workers to stay Creative: <https://blog.artsaward.org.uk/supporting-the-children-of-key-workers-to-stay-creative>

Arts Council – Let's Create: <https://www.artscouncil.org.uk/letscreate>

Expansive Education Network: <http://www.expansiveeducation.net/default.aspx>