Music for wellbeing. Helping children recover from the consequences of Covid-19 and emotional impact of societal changes

This resource provides ideas to implement in schools as part of the Recovery Curriculum, from September 2020. As we know, children will be returning to school having had wide-ranging lockdown experiences, and therefore this resource is designed to help support the children’s emotional well-being and social reintegration and interaction in school, through musical activities.

This is not a finite resource and we welcome any other ideas and resources you have used, so that we can share these with other schools via the LSMS website. If you are happy to do so, please email Becky Bell at Becky.Bell@leics.gov.uk

This document contains some references from the Tri-borough Music Hub document “*Music Education Recovery Curriculum Guidance:* *Music for wellbeing. Helping children recover from the consequences of Covid-19 and emotional impact of societal changes”*

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| **Pupils might return to school with:** * Loss of structure and routine – needing to be re-engaged with the learning process
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| **Levers to reignite learning (Carpenter):** * Transparent curriculum: Pupils may feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our pupils
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| Resources: Classical 100: <https://www.classical100.org/> (easy registration. Login required)Sing Up: [www.singup.org](http://www.singup.org) (School registration/login required) <https://www.singup.org/song-bank/top-ten-playlists/top-ten-playlists-for-everyday-singing/top-ten-routine-songs> |
| Songs for routineHello Songs: These are ideas for songs that can be sung each morning, leading to discussions about how the chn are feeling that day.* <https://www.youtube.com/watch?v=x23rTDl4AMs> (The Kiboomers)
* Good Morning Song <https://www.youtube.com/watch?v=TFVjU-dsIM8> (The Kiboomers)
* Good Morning <https://www.youtube.com/watch?v=7CuZr1Dz3sk> (Pinkfong) – goes through morning, afternoon, evening and night!
* Hello, How are You? <https://www.singup.org/song-bank/song/537-hello-how-are-you> (Sing Up)

Sing for routine – ‘Sing Up’ routine songs are especially suited to the younger pupil – EYFS to Y2 and possibly Y3. Examples include ‘Come and Sit Down’ (to the tune of Frere Jacques), ‘The Lining Up Song’, ‘Whoa! I Need Your Attention’ and ‘It’s time to have our break’. Especially important during this time is the continued need to wash their hands. Here are some song ideas to encourage/remind the children:Wash your Hands! <https://www.youtube.com/watch?v=kmNHn3uj_pA> (Pinkfong)How to Wash Your Hands <https://www.youtube.com/watch?v=8QnunFtuth8> (Sesame Studios) (to 1’22)Creating your own songsChoose a well-known nursery rhyme or song tune and change the words with the help of your chn. If they make it up themselves with you, they will have more ownership over the song and the routine!E.g. Frere Jacques – Time to line up, time to line up; Up we get, up we get; Walking really carefully, walking really carefully; Now we’re set, now we’re set. **NB** government guidelines re singing must be followed – chn to be forward facing.  |

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| **Pupils might return to school with:** * Consequences of loss – anxiety, bereavement, stress or trauma including emotional responses to issues around racial inequalities and the Black Lives Matter movement
* Loss of opportunity – lack of motivation and confidence
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| **Levers to reignite learning (Carpenter):** * Space: Create space for pupils to be/to rediscover self, and to find their voice on learning in this issue
* Metacognition: Reignite metacognition – reskill and rebuild their confidence as learners
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| Resources:1. iPads, headphones, sterilising liquid/sanitiser
2. Props from home (NB follow government guidelines) – teddy bear, ribbon, silk/light scarves, fake flowers, tissues,
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| Activities:1. Listening area

Classrooms have an allocated ‘listening zone’ with an iPad and headphones. Make it comfortable where the children will feel secure – maybe under a tent/canopy, with cushions. Children can listen to a piece of music allowed on the iPad E.g. ’Classical 100’ (app) , meditative/mindfulness music, where they can take time out. Children could take their teddy bear or favourite toy with them if they wish. Choose music from the following, or from your own choices: <https://www.classical100.org/> (registration/login required)<https://www.youtube.com/watch?v=qFZKK7K52uQ> (Relax music)<https://www.youtube.com/watch?v=EkbM5EfFyME> (Mindfulness meditation music)**NB** for everyone’s safety of all in the classroom, have a tray which the headphones and iPad will be put in after use. Allocate a teacher or TA to wipe these over with suitable sanitiser before the next use of this equipment. 2) Expression through response to musicPlay extracts of music to the class and let the children respond to it with movement. Use ribbons, teddy bears, toys, props, fake flowers, balloons – anything they can create movement with. Join in with them but make sure they understand they do not have to (and shouldn’t) copy you. This is their own response. |

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| **Pupils might return to school with:** * Consequences of loss: anxiety, bereavement, stress or trauma including emotional responses to issues around racial inequalities and the Black Lives Matter movement
* Loss of friendship: suffering loneliness, social isolation and lack of belonging
* Loss of structure and routine: needing to be re-engaged with the learning process
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| **Levers to reignite learning (Carpenter):** * Space: Create space for pupils to be/to rediscover self, and to find their voice on learning in this issue.
* Metacognition: Reignite metacognition. Reskill and rebuild their confidence as learners.
* Transparent curriculum: Pupils may feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our pupils.
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| Resources:Paper, pencils, pencil crayons, music extracts, Classical 100 music extracts, See ‘Suggestions of musical extracts’ from Classical 100, at the end of this document. Choose 2 from contrasting moods for activity no.2 (comparisons) |
| Music and Art – each of these activities can be done more than once, to cover a range of emotions and feelings1) Children listen to a piece of music and draw how the music makes them feel – anything from shapes, abstract, pictures. The artwork should aim to depict the emotion(s) of the music, rather than the instruments they hear. As a class, look at some of the pictures and talk about how emotive the music was and any reflections on the chns own emotions/feelings during lockdown/being back at school. Create music as a class for the emotion identified. This could also be done in small groups, depending on the variety of responses, with each group creating music for a different response. Perform the music created and if in groups, order them differently and play again. Talk about how this changes the feel of the music overall. Is there an order that works best? Why? Why not?2) Listen to 2 contrasting pieces and again draw or paint their responses. The chn could alternatively act out their responses using body movements. The contrasting pieces would hopefully bring out 2 different pieces of artwork, with different colours/shapes/images/movements, according to the emotions of the music. Talk with the children about what they have created and how they relate to these emotions from lockdown/returning to school. 3) Go on a nature walk. Bringing back collected pieces – leaves, twigs, flowers etc, for the children to create a collage/picture by sticking their findings onto a piece of paper, creating a ‘rubbing’ image from the item under the paper, or organising them into shapes/patterns or a picture on their table/on the floor. The chn to then use ‘found sounds’ from their instruments from home/classroom to create music for their collage (e.g. plastic pots, pencil tapped on table leg, ruler tapped on table), and talk about their music and feelings. 4) Have a selection of images for the children to look from. Ask them to choose their favourite and ask them to talk about their chosen image - why do they like it? Does it match how they are feeling right now? How does it make them feel – happy, sad, angry, upset. Does it remind them of something? Talk about what music might sound like to go with the image. Use found sounds/own instruments to create music for the different images. Alternatively, this could be done as a whole class – talk about 3 or 4 different images and what they depict/feelings. Tell the children they are going to create different music for each picture and then decide as a class which one you are going to start with. These can be later changed around once all music is created, if they fit better in a different structure. Song writingChn to write lyrics for a song/rap about their time in lockdown/return to school. A discussion before this (or using knowledge from previous discussions) should be their inspiration. Choose a style for the chn to work in E.g. 1. Listen to some 12-bar blues (BLM) to talk about the style of singing and the background of Blues (E.g. Larry Sings the Blues – Veggie Tales) [www.youtube.com/watch?v=x-2m0Gj3wmM](http://www.youtube.com/watch?v=x-2m0Gj3wmM)

This might be a style that will help them to write their lyrics where their first 2 lines are the same words. Discuss the history of the Blues, which links to a discussion about the BLM movement. 1. Rap – listen to example of rap such as Lil Shan Shan from The Voice Kids (2019) <https://www.youtube.com/watch?v=lCup92yizrI>

Create a piece of performance poetry - chn write a poem and set it to music. This could be a melodic or rhythmic accompaniment created by the chn, or it could be a piece of music they choose from what they’ve listened to, to perform along with in the background. Chn choose a poem or story/part of a story as a class and create sound effects and/or atmospheric sounds to accompany said piece. E.g. The Three Little Pigs house made of sticks - tap 2 pencils together, or claves/beaters if using instruments.   |

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| * **Pupils might return to school with**:
* Loss of freedom – Inactivity
* Loss of friendship – suffering, loneliness, social isolation and lack of belonging
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| * **Levers to reignite learning (Carpenter):**
* Community: We must understand the needs of our community & engage them in transitioning of learning back in school
* Relationships: Use the relationships we build to cushion the discomfort of pupils returning
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| Clapping games1. Odd one out/’Don’t clap this one back’. A musical ‘Simon Says’. If you clap the rhythm of the words ‘don’t clap this one back’, the children aren’t allowed to clap it back. If they do, they’re out -and can help you spot other children who then get out. Have a couple of trial runs first!

2) Concentration - <https://www.singup.org/song-bank/song/55-concentration/>Two or more players sit in a circle and start the rhythm by slapping their knees, clapping their hands or snapping their fingers in a pattern. The player who is the leader chooses a category, such as names or animals, and on his turn, each player has to call out something that fits this category in time with the rhythm or he is "out." The last remaining player wins.1. ‘Tomato Ketchup’ – chn at the back of the room play an instrument or a sound created by their own ‘found sound’ and the rest of the class have to guess what the sound is coming from.

**NB** follow government guidelines around using voices and sharing instruments  |

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| **Pupils might return with:** * Loss of freedom: Inactivity
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| **Levers to reignite learning:*** Community: We must understand the needs of the community and engage them in transitioning of learning back in school
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| Resources:Body percussion – using the body and vocal sounds as an instrument E.g. clapping, tapping knees, tapping shoulders, tongue clicking, beat boxingBeat Goes On (Ollie Tunmer) <https://www.youtube.com/user/OllieTunmer> |
| Chn create body percussion pieces to depict different emotions. Older chn or HAP should also be encouraged to use body movement in their pieces to express the emotion, rather than just standing (unless applicable to the emotion). Although the chn won’t be able to move around, this video should inspire them with some ideas! <https://www.youtube.com/watch?v=sb-2VsE2y-U>. Develop the pieces by combining two at a time, or putting the different pieces in different orders E.g. happy – sad – happy. Create class body percussion pieces using the ‘Beat Goes On’ resource. Ollie Tunmer used to be part of ‘Stomp’. Follow his videos to copy his creations <https://www.youtube.com/user/OllieTunmer>or compose your own using ideas from this video <https://www.youtube.com/watch?v=er3tM9lg7PU> (using numbers, names rhythms, sentences etc)**NB** follow government guidelines re singing/use of voice in the classroom and social distancing |

Suggestions of musical extracts for listening activities:

Ensure you are logged onto the Classical 100 website to access the links below:

**Happy**:

Viennese Musical Clock by Kodaly: <https://www.classical100.org/sort/story-telling/piece/46/viennese-musical-clock/>

Pomp and Circumstance March by Elgar: <https://www.classical100.org/group/elements/pitch/piece/29/pomp-and-circumstance-march/>

Papageno’s Song by Mozart: <https://www.classical100.org/sort/story-telling/piece/52/papagenos-song/>

Dance of the Sugar Plum Fairy by Tchaikovsky: <https://www.classical100.org/sort/story-telling/piece/88/dance-of-the-sugarplum-fairy/>

**Energetic/frantic:**

Hungarian Dance No.5 by Brahms: <https://www.classical100.org/group/elements/duration/piece/15/hungarian-dance-no-5/>

The Sabre Dance by Khachaturian: <https://www.classical100.org/sort/story-telling/piece/45/the-sabre-dance/>

Mambo by Bernstein: <https://www.classical100.org/sort/story-telling/piece/12/mambo/>

Jupiter from The Planets by Holst: <https://www.classical100.org/sort/story-telling/piece/43/jupiter/>

Flight of the Bumble Bee by Rimsky-Korsakov: <https://www.classical100.org/group/elements/tempo/piece/67/flight-of-the-bumble-bee/>

**Sad/upset**:

Concierto de Aranjuez by Rodrigo: <https://www.classical100.org/group/elements/timbre/piece/69/concierto-de-aranjuez/>

The Lamb by Tavener: <https://www.classical100.org/group/elements/timbre/piece/87/the-lamb/>

Barber’s Adagio by Barber: <https://www.classical100.org/group/elements/texture/piece/6/barbers-adagio/>

Dido’s Lament by Purcell: <https://www.classical100.org/group/elements/pitch/piece/64/didos-lament/>

Nimrod by Elgar: <https://www.classical100.org/sort/story-telling/piece/28/nimrod/>

**Melancholic/calm/sleepy**:

Andante Molto by Clara Schumann: <https://www.classical100.org/sort/story-telling/piece/57/andante-molto/>

The Lark Ascending by Vaughan Williams: <https://www.classical100.org/sort/story-telling/piece/92/the-lark-ascending/>

Air on a G String by Bach: <https://www.classical100.org/sort/story-telling/piece/5/air-on-a-g-string/>

Concierto de Aranjuez by Rodrigo: <https://www.classical100.org/group/elements/timbre/piece/69/concierto-de-aranjuez/>

L’apres midi d’un Faune by Debussy: <https://www.classical100.org/sort/story-telling/piece/21/lapres-midi-dun-faune/>

Faure’s Berceuse by Faure <https://www.classical100.org/group/elements/texture/piece/31/faures-berceuse/>

Moonlight Sonata by Beethoven:

Barber’s Adagio by Barber: <https://www.classical100.org/group/elements/texture/piece/6/barbers-adagio/>

**Grumpy/angry/strong**:

Rachmaninov’s Piano Concerto No. 2: <https://www.classical100.org/sort/story-telling/piece/65/rachmaninovs-piano-concerto-no-2/>

Danse Macabre by Saint-Saens: <https://www.classical100.org/sort/story-telling/piece/73/danse-macabre/>

Symphony No. 5, 4th movement by Shostakovich: <https://www.classical100.org/sort/story-telling/piece/78/shostakovichs-symphony-no-5/>

Dance of the Knights by Prokofiev: <https://www.classical100.org/sort/story-telling/piece/61/dance-of-the-knights/> (to 1’33)

Night on a Bare Mountain by Mussorgsky: <https://www.classical100.org/sort/story-telling/piece/56/night-on-a-bare-mountain/>

Nimrod by Elgar : <https://www.classical100.org/sort/story-telling/piece/28/nimrod/> (Strong)