

HMS Music for Wellbeing framework

Teachers will	Secure early experiences of success for all pupils, particularly the most vulnerable.	Establish simple, easy-to-follow and familiar routines in lessons.	Communicate what is important and what is expected. Communicate frequently.	Build a strong sense of belonging in and through every lesson.	Listen and reassure.
Pupils will					
Connect with each other, re-establish relationships.	Activities; Singing, body percussion, call & response with individual contributions, sharing solo performances, listening to each other.				
Be physically active; move, stamp, dance.	Activities: Singing, body percussion, action songs, STOMP performance. Move to music (Dalcroze) according to tempo etc				
Learn new skills, broken into manageable steps.	Activities; Create units of work which are built over several lessons, 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.				
Help each other, promote kindness.	Activities; Listening activities, how does the music make you feel, creating music to show how you feel. Joint work creating a response to an external stimulus, performing to each other, providing feedback.				
Live in the moment, rediscover self.	Activities; Mindful listening activity in every lesson				

HMS Music for Wellbeing – Outcomes Framework

Teacher behaviour	Secure early experiences of success for all pupils, particularly the most vulnerable.	Establish simple, easy-to-follow and familiar routines in lessons.	Communicate what is important and what is expected. Communicate frequently.	Build a strong sense of belonging in and through every lesson.	Listen and reassure.
Wellbeing outcomes	Success breeds self-efficacy, increasing a pupil's motivation to learn in future situations	This helps pupils think less about the how of their learning and more about the what of their learning. What pupils think about is what they end up learning.	By creating a compelling purpose that the whole class can identify with, and highlighting examples of behaviours that help achieve this, pupils will be drawn towards values and norms that will help them settle into an effective mindset for learning.	Pupils will have had a wide range of experience during lockdown; their school should be a place where they feel immediately welcome, experience togetherness and understand the critical role they each play.	Space will be created to help pupils express themselves and to open conversations about anxiety.
Musical outcomes	Early success will increase pupil confidence, encourage them to express themselves creatively and be willing to try to develop new skills.	Units will be scaffolded with lots of supporting activity to ensure pupils can create, perform and respond to music.	By placing greater emphasis on musical rather than specialist technical skills, progress and success will be more easily achieved and	Lessons will individual and group activity as well as whole class work. Pupils will sing, perform and respond to music. They will	Musical listening activities will provide space to express how music makes them feel. Pupils will be encouraged to express their own

			confidence restored in the ability to learn.	value each other's creative contributions.	feelings through music.
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