




Courageous Creativity: Supporting a Diverse and Inclusive Approach to Curriculum Design KS2


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Listen to the music.
Pick a question to answer...

Teranga – Bah - Soar


1. What instruments can you hear?
2. How would you describe the style of the music?
3. How does it make you feel?
4. If you could picture a scene with the music, what would be happening?






Catrin Finch Seckou Keita


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- How can we foster greater **diversity** and **inclusion** within the music curriculum?
- What strategies can we use to **integrate** culturally responsive teaching and broaden repertoire?
- How can an inclusive curriculum **enhance** student engagement and cultivate creativity and a sense of **belonging**?




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D is for...Diversity

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Diversity... 3 Definitions

Diversity is... any dimension that can be used to differentiate groups and people from one another.

Diversity is... the presence of difference and process of including, celebrating and respecting people from a range of different backgrounds and groups.

Diversity is...the act of recognising appreciating and valuing the range of characteristics which make all individuals unique in an environment that promotes and celebrates their unique, collective achievement.

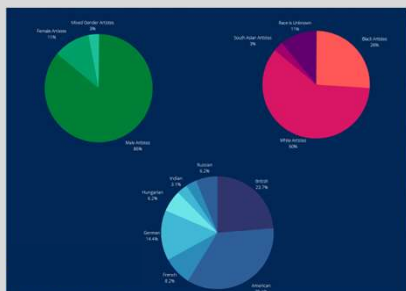
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D is for....DATA

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Representation



Gender

86% Male artists
11% Female artists
3% Mixed Gender artists

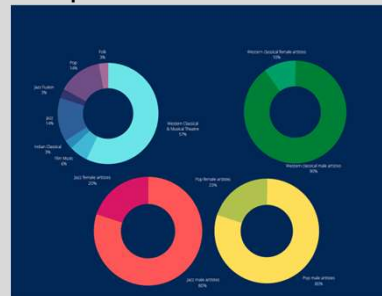
Race

60% White artists
26% Black artists
3% South Asian artists
11% Race unknown

Nationality

35.1% American artists
58% European artists
23.7% British artists
3.1% Asian artists

Representation & Musical Genres



Musical Genres

57% W. Classical/MT
14% Jazz
14% Pop

W. Classical - Gender

90% Male composers
10% Female composers

Jazz - Gender

90% Male composers
10% Female composers

Pop - Gender

80% Male Artists
20% Female Artists

What's the Problem? The importance of DATA

Diversity Dimension	Diversity Issue	Resulting in
Race	Lack of representation of Black, Asian, Mixed & Global Majority (be specific!) in Workforce Leadership Curriculum Governance	Homogeneity, group think, status quo, lack of relevance, lack of engagement, singular perspectives further marginalisation, tokenism, performative action, perpetuation of stereotypes, stagnation, saviourism and more.
Gender?		
Disability?		
Class?		

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Diversity



Composers

Differentiate between 'composers' and 'artists'

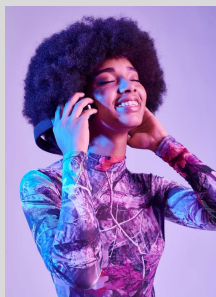
Race & Gender

Race, Transgender/Non-binary should be included in the categorisation of artists/composers

Genre

Be sure to define specific genres, alongside the names of individual pieces of music

INTRODUCING DIVERSE STYLES OF MUSIC TO YOUR STUDENTS



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INTRODUCING DIVERSE STYLES OF MUSIC TO YOUR STUDENTS

- Different musical genres
- Music from different parts of the world
- Music performed on your instrument or family of instruments including vocal
- Music performed by a variety of artists including those not represented in specific genres or on the specific instruments
- Music YOU like to listen to or play
- Music pupils like to listen to or play
- Music which represents the diversity within the class/school/local community
- Music by a range of composers / producers
- Music performed or written by people with protected characteristics
- Audio and visual examples



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30 WEEKS OF MUSICAL LISTENING

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WORKING COLLABORATIVELY

- What do your colleagues who teach in the same instrument family teach?
- How can you create more opportunities to pool or share resources?
- How and when can you observe your peers teach?
- Where, when and how can you engage with others who are musically from a different culture or background?
- Are our values led?

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NATE HOLDER

Diversification vs Decolonisation

DIVERSIFICATION

The act of diversifying the Music curriculum

Diversification aims to develop a **diverse, inclusive music curriculum** through critical engagement with the current curriculum to **identify how marginal voices, identities and perspectives can be heard** in order to make it more **inclusive and intersectional**. By also considering different approaches to assessment, performance and teaching styles, teachers can **better reflect the needs** of our diverse student population.

Diversifying **readdresses the balance** to be **representative in an authentic, non-tokenistic** way with awareness of how it impact all children and young people and primarily relates to **music, programmes and people**.

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DECOLONISATION

The act of decolonising the Music curriculum

Decolonising the curriculum aims to **reflect wider global and historical perspectives** through a process of **questioning sources of knowledge, theories and intellectual traditions**, identifying how **knowledge production** can reproduce power hierarchies and how new perspectives can emerge from **sustained engagement in dialogue and discussion** around this.

Taking a critical look at what **pedagogy** is used, **language, context**, who and what is missing and **taking action to address this disparity and inequity at all levels** within the music education sector from **policy makers to exam boards**.

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Diversification - Do's and Don't

Do

- Review the music listened to/played through the lens of representation
- Explore the full historical context of ALL composers/artists
- Acknowledge the role colonialism has to play.

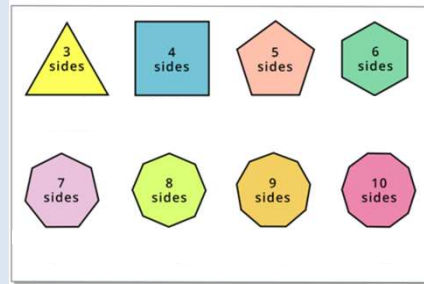
Don't

- Simply slot in some 'World Music' or composers of colour
- Only highlight these artists during **specific times of the year**
- Chuck out loads of Western European classical music



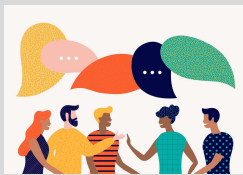
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THE POLYGON SONG ST ANN'S PRIMARY - JAMAICA



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Discuss...



- How does your school /service /hub define Diversity?
- What is the level of representation in your music curriculum?
- What could you do to ensure greater diversity in your work?
- Which groups are underrepresented?

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I is for....Inclusion

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Inclusion... 3 Definitions

Inclusion is... about making each individual feel welcome and valued because of their differences not tolerated despite them.

Inclusion is... the extent to which various team members, employees, students and other people feel a sense of belonging and value within a given setting.

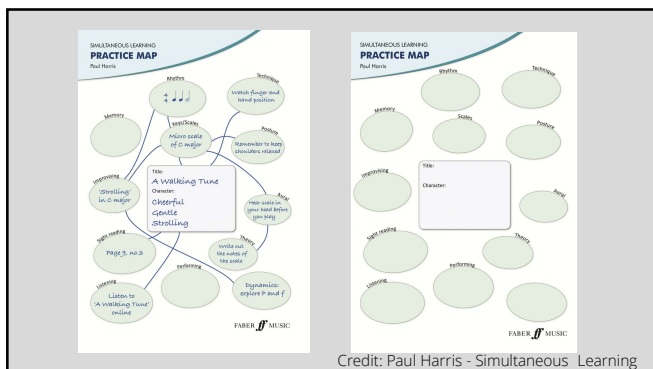
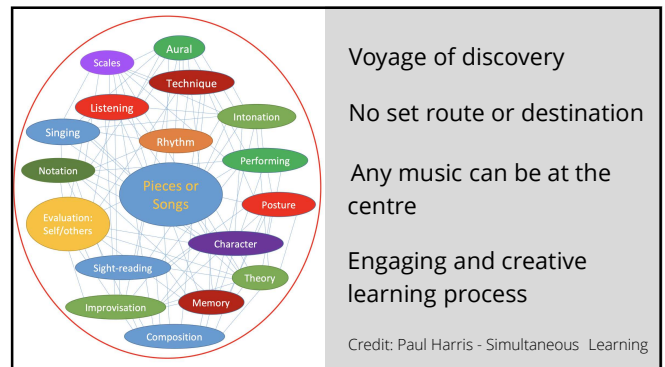
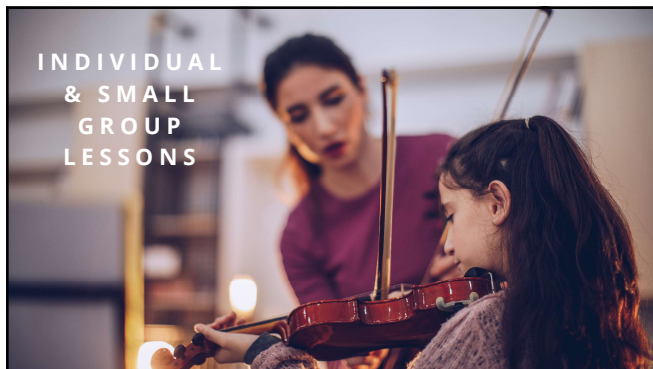
Inclusion is...the achievement of a felt environment where stakeholder populations, especially underserved and marginalised populations, feel valued and a sense of belonging, and trust to be respectful and accountable.

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WHAT'S YOUR FLAVOUR?





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What's next for you?

- What small **action** can you take that would have a big impact?
- How can you **lead** the change?
- What could be the **outcome**?



THANK YOU!

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Samantha Stimpson
Empowering leaders to disrupt the status quo & be a force for...



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