

**“How are you as a school  
adapting and moving  
forwards with music in light of  
the pandemic?”**

**Frazer Hinchley  
Croft Primary School**

# Brief background into music at Croft Primary

- Music is a timetabled session every week from F2 – Year 6.
- 1 hour sessions.

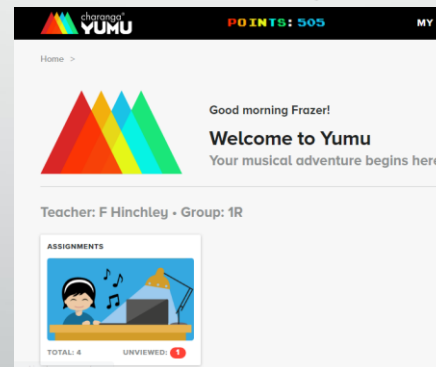
## Pre-pandemic:

- 3 choirs (KS1, Lower KS2 and Upper KS2)
- Took part in many events outside of school – some of which were Inspire events.
- Inspire came in ever year to provide a term of free instrumental sessions - Doods, Ukuleles.



# How has music at Croft been adapted?

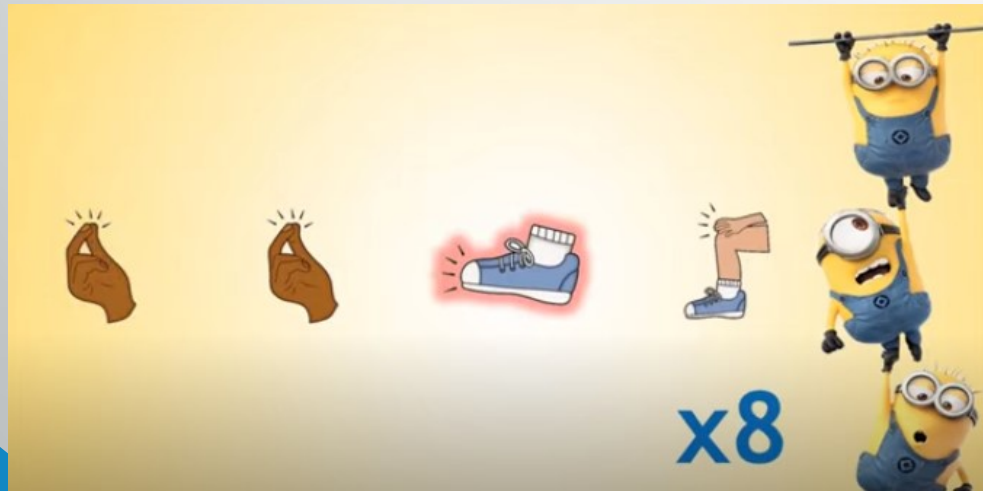
- Until recently, music sessions have included no singing.
- There has been an instrument timetable to allow all classes chance to build on previous instrumental skills.
- However, these instruments have not been able to be shared across the school so there is not as much instrumental work going on at the moment.
- During lockdown, every child was set-up with their own online account on Charanga and they were still able to access musical learning from home.



These accounts are still active and used if children are self-isolating.

# How has music at Croft been adapted?

- Initially, body percussion was used throughout school.
- Great rhythm play along videos on YouTube – content increasing tenfold during the pandemic.



# How has music at Croft been adapted?

- What it meant was a music curriculum which heavily focused and relied on rhythm, composition and notation.
- It was an opportunity for greater exploration of music styles.
- Pre-pandemic – RockSteady music company were providing lessons (paid by parents/carers) to children and we had one bursary place.
- Since they have come back into school, we are now being offered many more bursary places, meaning that 30 children were able to experience these sessions.

# How has music at Croft been adapted?

- We took advantage of free resources being offered by Inspire.
- During lockdown, the online music lessons for EYFS that Inspire used were well received by parents.

<https://www.inspireculture.org.uk/services-schools/music-teaching/inspire-music-resources/>

## Early Years - Musical Adventurer



Find Early Years and Foundation music resources [here](#)

## Key Stage 1 - Music Explorer



Find Key Stage 1 music resources for 5-7 year olds [here](#)

## Key Stage 2 - Music Pathfinder



Find Key Stage 2 music resources for 8-11 year olds [here](#)



# How has music at Croft been adapted?

- We signed up for the 'Big Red Rock' musical to give children the chance to engage in new musical experiences upon returning to school.

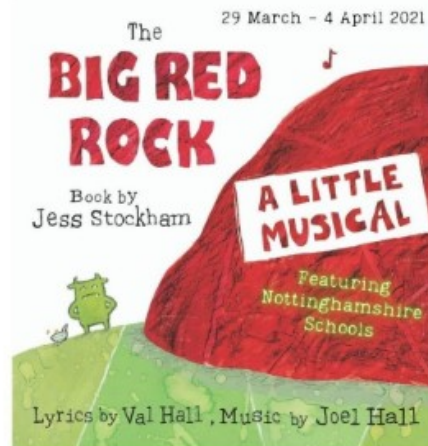
## The Big Red Rock - an Early Years musical!

The Big Red Rock - A little musical for Early Years pupils, their teachers and families.

Inspire has developed an exciting Early Years musical experience with Stream Park and Child's Play for EYFS / KS1. Designed around Covid-19 restrictions, the event will take place on the 29 March – 4 April at Stream Park Online. FREE for Nottinghamshire schools.

New Musical for EYFS & KS1

FREE



With Peppa Pig LIVE's  
Iona Crampton



And National Theatre's  
Khalid Daley

### Services for Schools

[Education Library Service](#)

[Inspire Music: Teaching](#)

[Theatre and drama: for schools with Inspire libraries](#)

[Nottinghamshire's Cultural Education Partnership - Captivate](#)

[Nottinghamshire Music Hub](#)

[Charanga Digital Resources For Music Teachers and Schools](#)

[Take Part](#)

[Experience](#)

[Services for Schools Privacy Policy](#)

# How will music move forward at Croft?

- We have started to bring singing back!
- This is the single biggest change.
- Going outside when the weather is right for singing sessions if a whole class.
- Once restrictions have been lifted, choirs will hopefully begin to operate again.



# How will music move forward at Croft?

Initial findings with children's singing and things to consider:

- Most importantly – Children have loved the experience of singing together (albeit spaced out in a more unnatural experience).
- Those children who were less confident singers have needed a lot more encouragement since last the last time we sang in groups.
- The basics – posture, diction, breathing, projection – these are singing techniques that need to be built up again.
- Singing in school is something that our children may not have done for 15+ months.

# How will music move forward at Croft?

Our youngest children in schools may have never taken part in a communal singing session.

***Children develop language** through watching, listening and practice. **Singing** to young **children** can help them **develop** early **language** and literacy skills, such as phonological awareness, auditory discrimination, and vocabulary **development**. ... providing the music and words, and helping your child do the motions to the songs* - <https://www.childwellbeingcentre.net.au/speech-pathologist/singing-and-language-development/#:~:text=Children%2odevelop%2olanguage%2othrough%2owatching,auditory%2odiscrimination%2C%2oand%2ovocabulary%2odevelopment.&text=providing%2othe%2omusic%2oand%2owords,the%2omotions%2oto%2othe%2osongs>

# How will music move forward at Croft?

What can we all do to move forward:

- Singing and music making does not always need to be part of a dedicated music session.
- Songs for different times of the day – tidying up songs, washing hands songs, good morning songs, end of the day songs...
- We can continue to build the children's skills in this way.

# Moving forward:

- Taking part in free online events put on by Inspire - such as the upcoming music festival.



# Moving forward:

- If we move forward as it looks at the moment - choirs reforming and meeting weekly.
- Leading a Singing Hub School so looking to communicate with schools in the area to build up a wealth of experiences, knowledge and resources.