

Arts and Music Education

Proving it should be a core subject

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The Power of Music (2022)

Sue Hallam and Evangelos Himonides

- “As research into the wider benefits of music is not a high priority for research funders, it may be many years before it is possible to provide clear guidance on which musical interventions might lead to particular outcomes, and what qualities in the delivery of those interventions are key to success.”

The value of music education

Research on an intervention for vulnerable young people:

- Before and after SDQ scores showed improvements with a reduction of 44% for emotional symptoms and 28% for behavioural difficulties
- Using a **Creative and Cultural Learning Impact Framework** to analyse how artistic activity causes those changes means it can be replicated

Evidence Base for Impact Framework

- [Research for Ofsted Inspection Framework \(2019\)](#)
key personal development outcomes identified by Ofsted
- [DfE Mental Health and Behaviour in Schools \(2018\)](#)
protective factors which support mental health and improved behaviour in children and young people
- **Children's Society How to Help Your Child's Well-being (2016)**
results of the Children's Society research into how the five ways to wellbeing are applied to children: "Giving" in the adult version was replaced by "Be Creative", which makes all five ways relevant for creative wellbeing

Creative and Cultural Learning Impact Framework

- Engagement and Enjoyment
- Learning and Progress
- Decision Making
- Expressing Themselves
- Connecting to Others

See handout for details of the framework and how it provides evidence of impact mechanisms

Survey scores: insights and developing practice

Activity Year	YEF 2021	YPP 2022	YPP 2023	MEH 2022	MEH 2023	MEH 2024	CW 2024
Engagement and Enjoyment	2.6	2.4	2.7	2.5	-	2.6	2.6
Learning and Progress	2.5	2.3	2.5	2.2	2.3	2.6	2.4
Decision Making	2.0	2.1	2.3	1.3	1.2	1.8	1.9
Expressing Themselves	2.5	1.9	2.3	1.7	1.6	1.9	2.0
Connecting to Others	2.4	1.6	2.3	1.8	1.8	1.9	2.0
Future Artistic Journey	2.6	2.1	2.7	-	2.4	2.7	2.3

MEH high engagement as had chosen to take part

Activity Year	YEF 2021	YPP 2022	YPP 2023	MEH 2022	MEH 2023	MEH 2024	CW 2024
Engagement and Enjoyment	2.6	2.4	2.7	2.5	-	2.6	2.6
Learning and Progress	2.5	2.3	2.5	2.2	2.3	2.6	2.4
Decision Making	2.0	2.1	2.3	1.3	1.2	1.8	1.9
Expressing Themselves	2.5	1.9	2.3	1.7	1.6	1.9	2.0
Connecting to Others	2.4	1.6	2.3	1.8	1.8	1.9	2.0
Future Artistic Journey	2.6	2.1	2.7	-	2.4	2.7	2.3

Engagement high for new activity, sustained with co-creation

Activity Year	YEF 2021	YPP 2022	YPP 2023	MEH 2022	MEH 2023	MEH 2024	CW 2024
Engagement and Enjoyment	2.6	2.4	2.7	2.5	-	2.6	2.6
Learning and Progress	2.5	2.3	2.5	2.2	2.3	2.6	2.4
Decision Making	2.0	2.1	2.3	1.3	1.2	1.8	1.9
Expressing Themselves	2.5	1.9	2.3	1.7	1.6	1.9	2.0
Connecting to Others	2.4	1.6	2.3	1.8	1.8	1.9	2.0
Future Artistic Journey	2.6	2.1	2.7	-	2.4	2.7	2.3

Lower self-perception when focus on skills development

Activity Year	YEF 2021	YPP 2022	YPP 2023	MEH 2022	MEH 2023	MEH 2024	CW 2024
Engagement and Enjoyment	2.6	2.4	2.7	2.5	-	2.6	2.6
Learning and Progress	2.5	2.3	2.5	2.2	2.3	2.6	2.4
Decision Making	2.0	2.1	2.3	1.3	1.2	1.8	1.9
Expressing Themselves	2.5	1.9	2.3	1.7	1.6	1.9	2.0
Connecting to Others	2.4	1.6	2.3	1.8	1.8	1.9	2.0
Future Artistic Journey	2.6	2.1	2.7	-	2.4	2.7	2.3

Higher self-perception with focus on co-creation

Activity Year	YEF 2021	YPP 2022	YPP 2023	MEH 2022	MEH 2023	MEH 2024	CW 2024
Engagement and Enjoyment	2.6	2.4	2.7	2.5	-	2.6	2.6
Learning and Progress	2.5	2.3	2.5	2.2	2.3	2.6	2.4
Decision Making	2.0	2.1	2.3	1.3	1.2	1.8	1.9
Expressing Themselves	2.5	1.9	2.3	1.7	1.6	1.9	2.0
Connecting to Others	2.4	1.6	2.3	1.8	1.8	1.9	2.0
Future Artistic Journey	2.6	2.1	2.7	-	2.4	2.7	2.3

MEH tuition didactic, improve when co-creation elements added

Activity Year	YEF 2021	YPP 2022	YPP 2023	MEH 2022	MEH 2023	MEH 2024	CW 2024
Engagement and Enjoyment	2.6	2.4	2.7	2.5	-	2.6	2.6
Learning and Progress	2.5	2.3	2.5	2.2	2.3	2.6	2.4
Decision Making	2.0	2.1	2.3	1.3	1.2	1.8	1.9
Expressing Themselves	2.5	1.9	2.3	1.7	1.6	1.9	2.0
Connecting to Others	2.4	1.6	2.3	1.8	1.8	1.9	2.0
Future Artistic Journey	2.6	2.1	2.7	-	2.4	2.7	2.3

Research results from intervention supporting young people at risk of serious youth violence

Creative and Cultural Learning Survey	
Engagement and Enjoyment	2.8
Learning and Progress	2.4
Decision Making	2.3
Expressing Themselves	2.4
Connecting to Others	2.1
Future Artistic Journey	2.7

Before and After SDQ Scores	Change
Emotional Symptoms	- 44%
Conduct Problems	- 28%
Hyperactivity	- 28%
Peer Problems	+ 19%
Total Difficulties	- 25%

Risk Factors identified in Serious Youth Violence Thematic Review (2024)

- Emotional and behavioural difficulties
- Struggling with identity and belonging
- Having learning needs which have not been met
- Suffering trauma through adverse childhood experiences
- Inequality and discrimination which lead to disproportionality linked to ethnicity, gender and deprivation

Balancing the curriculum through a strategic approach to arts education

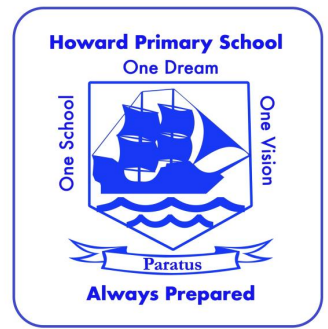
- Understanding the natural world through scientific processes
- Understanding the human world through artistic processes

The Arts at Howard Primary School



Presentation Outline

- - School context and values
- - Curriculum
- - Leadership
- - Goals



Howard Primary School Context



- - Located in central Croydon, South London.
- - Very high mobility.
- - 2 form entry school. 389 enrolled
- - 52% EAL
- - 16% SEN + additional 5% being monitored / awaiting diagnosis.
- - 35% Pupil Premium
- - High Staff retention

School Core Values

- Be prepared
- Be safe
- Be kind
- Be respectful





What does our Arts Curriculum look like?

- - Weekly Music lessons and Singing Assemblies for all.
- - Whole class instrumental lessons for Y3 and Y5
- - Termly Art fortnight
- - Performance poetry units
- - Reading for performance embedded in English curriculum
- - Drumba in PE
- - Performance assemblies
- - Extra curricular opportunities

Teaching and Learning features

- - Thinking Routines
- - Slow looking and listening
- - Gallery year / Performance year trip rotation
- - Teaching sentence stems for appraisal and development of oracy
- - Precise vocabulary teaching
- - Concept threads

Which of these Music concept threads have we used today?

composing



improvising

expression



culture

genre



audience



mood

and

atmosphere



notation




performance



elements

Timbre	Sound quality	
Pitch	High or low sounds	
Texture	How many sounds?	
Tempo	Fast or slow?	
Duration	Long or short?	
Structure	The musical plan	
Dynamics	Loud or quiet?	

Retrieval: How did we explore these concept threads in our last Music unit?

composing 

 improvising


expression 

 culture

genre 








audience 

mood
and
atmosphere 

notation 

performance 

elements

Timbre	Sound quality	
Pitch	High or low sounds	
Texture	How many sounds?	
Tempo	Fast or slow?	
Duration	Long or short?	
Structure	The musical plan	
Dynamics	Loud or quiet?	

Say it, explain it, give an example.

composing



improvising

expression



culture

genre



audience



mood

and

atmosphere



notation



performance



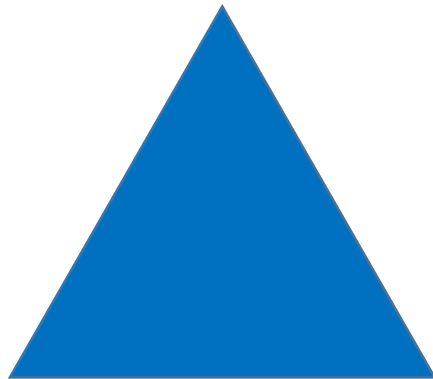
elements

Timbre	Sound quality	
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Leadership

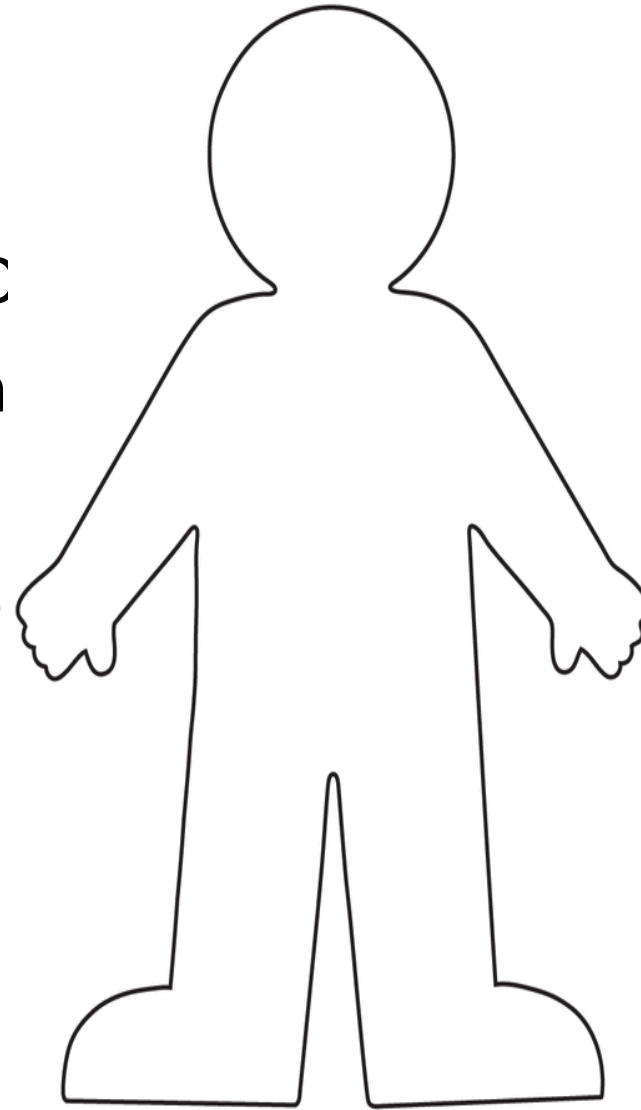
- - Subject leader groupings. Art, Music, D
- - Half termly focus: building creativity an
- - Impact of pupil voice
- - What do we want our curriculum to do

School Culture



Curriculum

Teaching & Learning



Artists for Life

- - The arts as something wider than school subjects.
- - Community partnerships
- - Family creativity trails / sessions
- - Howard Arts Passports



Related developmental interventions in Education Endowment Foundation toolkit

- Oral language interventions (+6 months)
- Social and emotional learning (+3 months)
- Metacognition and self-regulation (+ 8 months)
- Collaborative learning approaches (+5 months)

Teacher Development: one step at a time

- Use impact framework to develop practice, building on teacher literacy and creative writing expertise
- Use teacher's preferred art form to understand progression framework for children's artistic development and apply that across art forms where they may have less expertise or confidence
- Use co-creation building on children's interests and expertise, including children modelling activity for others

Piloting the approach

- Including choice and cross arts collaborations
- Using the arts to enhance Relationships and Health Education

Next steps

- Trial the full programme in schools, using SDQs to demonstrate impact on vulnerable children
- Disseminate approach through Centre for Arts and Music Education and Music Hub network

Arts and Music Education: Proving it should be a core subject

Replicating the research findings through school arts provision will demonstrate that:

- Understanding the human world through artistic processes

is as important as:

- Understanding the natural world through scientific processes