



# Embedding Diversity across the Curriculum through Music

AKPS

Samantha Saville & Sandra Crowley



SHINE BRIGHT ★ REACH FOR THE STARS



*Diversity is recognising and respecting and **celebrating** each other's differences.*

*A diverse **environment** is one with a **wide range** of backgrounds and mindsets.*



# Our AKPS Music Vision...

For our school to openly **celebrate** and value all music and immerse our pupils in a rich and diverse musical experience. We want to remove any barriers to ensure pupils have full access to all music and ignite opportunities for the future. We want to ensure that all pupils at AKPS have access to a rich and **diverse** music curriculum whilst having the opportunity to learn an instrument and be able to read music.

**ASHTON KEYNES**  
Church of England VC Primary School

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# First stage: planning- ideas (including RAG)

- **Whole School Singing assemblies** ★
- Audit our **songs** we sing to ensure a **diverse** approach ★
- Contact peripatetic teachers- readdress **balance of gender** access ★
- Introduce Music Minute to all staff to **increase diversity of daily music** around the school ★
- Pupil leaders- ensure **feedback of pupils and cultures celebrated- including families** ★
- **Live musicians** to come into school - use **wider community** ★
- **Case study** of pupils across school to show impact/ overall impact, also use pupil and parent voice ★
- Promoting **local musicians** to address gender imbalance ★
- One **inclusive cultural event for community** ★

# Audit- what works well (start).

*Diversity and inclusion toolkit SW London Music Services – Music Mark*

- Inclusive instrument lessons for all in Year 2,3,4
- Variety of instrumental tuition
- Curriculum using Music Model Charanga scheme
- Weekly whole school singing assemblies
- Notation Policy
- Good community links
- Actively involved in local cluster group and Music Mark award



# Audit: Our Next Steps

- Introduce more gender balanced instrumental tuition
- Celebrate different cultures within the school community
- Increase diversity of instruments
- Inspire: providing opportunities for diverse live musicians
- Ensure all pupils learn an instrument, read music and receive a diverse diet of music



# Action plan (Time scale 1 academic year) RAG

1. Audit ★
2. Singing assembly adaptation for diversity ★
3. Ensure diverse live musicians visit ★
4. Tighten curriculum ★
5. Accessibility- SEND/disadvantaged pupils ★
6. First access provision development ★
7. Extend music connection with wider village community ★
8. Extending pupil leadership ★
9. Pupil and parent voice ★



# Impact ...

## 1. Curriculum

- Music Model scheme Charanga
- Whole School Singing assemblies
- Notation policy
- Class Composers

## 2. Instrumental Tuition

Gender barriers

## 3. Powerful Live Music opportunities

Some examples of the live music we have experienced throughout the year...

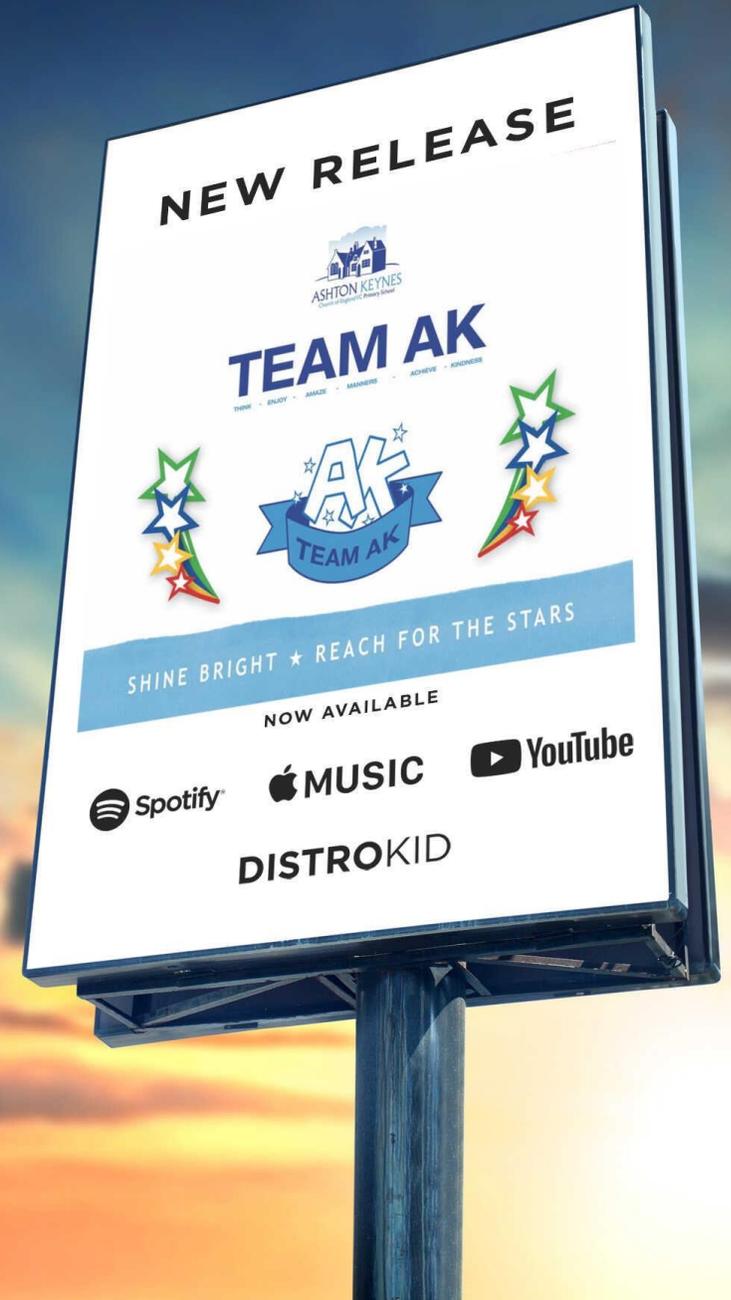
Our visit from  
Josh Record -  
song writer and  
producer  
And Ad\_Apt -Rap  
Artist





Years 5 and 6 wrote and recorded their own raps based upon our vision:  
*Shine Bright and Reach for the Stars*

Year 5 and 6 classes released their own rap singles on Spotify!





Our Visit from Zangi a  
Kenyan Music artist...



# Visit from Womad

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- Whole school assembly and class workshops
- Impact: integrating use of our djembe
- Share our Ising pop







Increased community engagement.

Our Project concluded with a celebratory Shine Festival. Past pupils of many ages including transgender pupils performed alongside community choirs and current pupils celebrating music together.



# Pupil Voice – Music listening and live musicians

We loved hearing the rapper then recording our own rap! Y5

*I like the diverse music we listen to.* Y6

We learnt about how to be a professional opera singer at the opera magic concert. Y5

Zangi taught us about putting a lot of heart into music – he used lots of his religion in his songs.

We always have different music in assembly from different times and places.  
Y3



It doesn't matter what country you're from you can always make music. Y3

I like how we worked as a team to make up our own rap songs.  
Y6

At school we listen to music we wouldn't listen to at home. Y6

*The music Zangi taught us (Kenya) was different to our music, Zangi used his body and voice without other instruments.* Y3

I liked learning about our Year Composer Y2

# Pupil Voice – Instrumental tuition and music lessons/first access

I love playing the steel pans.  
Y1

I love that we all get to join in (whole class ukuleles)  
SEND -Y4

*I love that we all get to join in, especially with the actions. (iSingPop)*  
Y4

Anyone can play music of any sort!  
Everyone has a chance, you just have a go and learn. Y3

*You don't have to be a certain age to learn an instrument. Y3*

I like learning new notes – I can play London's Burning Y3

*My Mum can't stand it! – (Recorders)*



# Parent Voice

The support of the school for children with SEND means my child has been able to access all activities available to the extent he is capable to cope with. The use of ear defenders provided by the school and the recognition that some children may need to step out if noise or excitement becomes overwhelming means my child can access activities with reduced anxiety and greater enjoyment.



The offering is very varied with lots of opportunities for children to explore different musical genres and try things they would not normally have access to e.g. African drumming and rapping.

He particularly loved the opportunity to work the mixing desk during the rapping workshop.

I've loved the iSing pop concerts I've attended and the children have obviously really enjoyed taking part as demonstrated in assemblies.

Affordability



# Next steps:

- Monitor and embed
- Class creating diverse song lists
- Bollywood into school
- West End Musical
- gender imbalance- female drummer
- Apply principles and findings to other subjects



# Quick wins to improve E D and I in your school

- Audit toolkit
- Diverse Composers in focus
- Use singing assembly as teaching time
- Use all funding from hub available
- PPG funding to access instrument tuition
- Develop a simple notation policy
- Use the musical skills of parents and community groups
- Be aware of cultural festivals
- Ensure all info passed onto parents is accessible
- Create a school vision song
- Music Mark Award
- iSing PoP
- Pupil leaders



# Any questions?

