

Musicians of Change

Session 2 of 2: Diverse Cultures and Communities in Music Education

Suggested Pre-Reading

Guidance: The texts outlined below provide varying perspectives on inclusive practice. Ideas highlighted in the texts will feed into our second session.

Item	Title	Description	Page Reference
Case Study (included below).	Case Study 1	Task for session	Full case study
https://www.classical-music.uk/opinion/article/trinity-laban-s-call-for-change-in-conservatoire-training	Trinity Laban's Call for Change in Conservatoire Training. Szram, A. (2025).	Article on an evolving curriculum.	Full article
https://eprints.whiterose.ac.uk/id/eprint/203625/1/Fitting in and Sticking Out_Natasha Hendry Jan 23.pdf	Fitting in and sticking out: An exploratory study of the Whiteness of the school music curriculum and its effects on Global Majority musicians. Hendry, N. (2023).	Article on the music curriculum and effects on Global Majority musicians.	Abstract p.3. 2.1 Not belonging and not fitting in p.22 - 29. Conclusions and implications p.30 - 31.
https://www.ukmusic.org/wp-content/uploads/2026/03/Black-Music-Means-Business.pdf	Black music means business: driving economic growth in the UK. UK Music Cave, W. et al. (2026).	Music Industry Report on the economic contribution of music of Black origin to the UK Music Industry.	Economic highlights p.10. Black music definitions p.19. Music genres p.20.
https://www.cambridge.org/core/journals/british-journal-of-music-education/article/understanding-curriculum-design-in-the-perceptions-and-practices-of-classroom-music-teachers-in-the-lower-secondary-school-in-england/42F841B9BE179A01AC6995418ECDD204	Understanding curriculum design in the perceptions and practices of classroom music teachers in the lower secondary school in England. Anderson, A. (2021).	Article on curriculum design in classroom music teaching.	How music teachers conceptualise music curriculum.



Case Study 1

The background of the pupils in this case study cannot be assumed and the purpose of the case study is to consider how we engage parents / carers, the individual circumstances of the pupils and their families, our own biases & stereotypes that we might hold.

Discussion points during break out session:

- 1. What do you perceive to be the main issues / areas for further action in this scenario?**
- 2. What steps might Jo the instrumental teacher, qualified for 2 years take to address some of these issues?**
- 3. How might Jo the instrumental teacher work to ensure all learners feel seen, valued and experience a feeling of belonging?**
- 4. To what extent do these circumstances feel familiar?**

Context: Jo is an instrumental teacher who has been qualified for 2 years. Jo is teaching WCIT (whole class instrumental teaching) on the trumpet, to a year 5 class in a primary school, in a diverse community in Leeds.

Scenario: In this year 5 class, the instrumental teacher Jo is aware of a drummer who plays weekly at church and has been asking all term to show what she can play, however Jo unfortunately has not yet found the opportunity to hear her play.

A group of 4 pupils come into the music lesson singing each week, but are struggling to produce a good-quality sound on their trumpets during the lesson. Jo, who has been qualified for 2 years, has agreed to support the class teacher in organising a school trip to perform at the Leeds Grand Theatre. Jo is teaching an orchestral brass instrument to this class of year 5 pupils. Not all pupils have returned reply slips for the final showcase, two weeks prior to the final performance.

Some parents have expressed to the class teacher that they don't know where the concert venue is and all parents have been advised that concert dress for pupils is black bottoms, a white shirt and black shoes.

One parent, a professional musician who regularly gigged with a well-known professional international saxophonist, has volunteered to attend as a chaperone.

Three children who are quiet and always stick together during the lesson say that they are not available for the final showcase, although they appear to have enjoyed learning this term.

A pupil has been playing on a dented trumpet, all term. This instrument was originally issued in moderate condition by the music education hub. The slide is stuck, and he sounds almost a semitone out of tune.

Although there has been some uptake, ticket sales for the final showcase are low amongst pupils in the class.

Another pupil in this class plays weekly as part of the community Dhol group in their area, but hasn't yet mentioned this to their instrumental or class teacher. During the WCIT lesson, the pupil continually puts down their trumpet on a nearby table and taps out rhythms on their legs. The class teacher overhears this pupil talking to another pupil who owns his own violin and has recently passed his grade 4 ABRSM examination, as they both comment that this lesson doesn't feel like it's for them and they wish they could have a chance to show their own instruments to the class.