Small School. Big Hearts. Big Ambitions

Music Statements

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. *Philippians 1:9*

'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum)

Why we teach Music

At Dry Drayton C of E Primary School, our intent is for all of our children to have a wide variety of musical experiences from listening, singing, composing, performing and evaluating. Through all of our teaching of music and the use of music in collective worship, we aim to develop children's listening skills and their appreciation of a wide range of music styles and genres, from all periods throughout history up to modern day and music from Europe and around the world. This provides an opportunity to link music to other areas of the curriculum, to deepen their understanding of culture and history. We hope too that the integral nature of music and the learner will foster a life-long love of music, learning how it makes them feel and using it as tool for expressing their emotions and to connect with others.

Creativity in music provides an opportunity for children to have a sense of achievement outside of their normal classroom activities and to gain self-confidence.

We wish for our children to gain an understanding of musical techniques and structures to enable them to analyse the music they hear and to create music for themselves. They will have the opportunity to learn and to play tuned and un-tuned instruments.

By listening and responding to different musical styles, finding their voices as singers and performers and as composers, it will enable them to become confident, reflective musicians. Music should be experienced as an individual and also in groups from small numbers to the whole school.

How we teach Music

Our curriculum makes time to prepare, to practice and to take pride in performing.

Our music curriculum follows the National Curriculum and we use The Charanga Musical School and the specialist teacher's own resources to support weekly lessons. In these, children sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as in the weekly singing collective worship, various concerts and performances, the learning of instruments and the joining of the choir. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom children learn

how to play various un-tuned and tuned percussion instruments and as a class, the ukulele, recorder and djembe drum. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Instrumental tuition is also available to all children with a payable fee for a range of instruments including piano, singing, ukulele and recorder. We have a well-established choir who perform throughout the year, in school and in our church services.

Both children and staff take pride and enjoyment in our many performances during the year, including the Harvest Festival, Remembrance, Christingle and Easter services in church, the Infants' Christmas performance, KS2 summer production and involvement in Young Voices.

'I will sing and make music with all my soul' *Psalm 108*. Singing is an important part of our week at Dry Drayton, in collective worship, in singing practice with our visiting music specialist and in music and other lessons too. Singing brings us together and makes us feel good.

We plan to support children with SEN and EAL through differentiated resources. This will ensure they have equal access to all aspects of the music curriculum, keeping aspirations high.

Assessing Music

This mostly takes the form of teacher assessment against the progression of skills document at the end of each unit of work.