



## Dishforth Airfield Primary School: Music Vision Statement

**Music is a wonderful method to remind us each day of the power of personal accomplishment. We believe that music brings people together, allowing us to share the same experiences.**

At Dishforth Airfield, we encourage all children to participate in a range of music lessons, and employ two peripatetic music teachers to ensure the children have a lifelong skill that they can take around the world with them.

We believe that it is important for all our children, from Early Years to Year 6 to have the opportunity to play, perform in a variety of contexts. Through Christmas shows, performances to parents and end of key stage shows.

Music is a skill that can travel with you where, ever you are in the world. To be able to play an instrument and read music with an appreciation and understanding is something that can only grow. Children in Key stage 2 learn a selection of tuned instruments from recorders, glockenspiels, clarinets and ukulele. Children are able to appreciate different styles of music and these are shared not only in music lessons but also through assemblies and in the classroom.

We have invested in a music shelter so the children are able to make music during playtimes and lunchtimes.

### Key principles: Child friendly



### Key Principles:

- Encourage children to **appreciate** and to **understand** a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Music is **fun, relevant** and **engaging** for children in our school.
- Music in our school is **hands on** and **practical**.
- To **play, compose and perform** using **tuned and un-tuned instruments**.
- Encourage children to **listen** with **attention to detail** and **recall sounds** with increasing **aural memory**.
- Aim to inspire our children to learn the **relevance of music in the world** in the past, now and in the future.

### Aims of the Music Curriculum at Dishforth Airfield Primary School:

- Develop children's ability to listen to, and appreciate a wide variety of music, including that which has a specific purpose.



- Provide opportunities for children to explore and express ideas and feelings about music in a variety of ways, for example through dance.
- Explore a range of musical elements, for example: pitch, pulse, tempo and dynamics.
- Encourage active involvement in creating and developing musical ideas using voices and instruments - both tuned and un-tuned.
- Develop a sense of group identity and togetherness through composing, rehearsing and performing music with others, to an audience.
- Increase self-discipline and creativity, aesthetic sensitivity and fulfilment.

## **The Music Curriculum**

### **Early Years Foundation Stage**

During their early years, the children will encounter a curriculum rich in opportunities to explore music, following the guidance in the Early Years Foundation Stage document. The children will be encouraged to listen to music and focus on how sounds can create feelings and ideas, as well as responding to musical stimuli through dance and movements. In addition, children will also create musical sounds of their own, through playing with musical instruments with increasing control and success.

### **Key Stage 1**

The emphasis on play and practical learning feeds into Key Stage 1, as children begin the Primary national Curriculum. Year 1 and 2 children focus on listening carefully, and responding physically to, a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

### **Key Stage 2**

In Key Stage 2, children sing songs and play tuned and un-tuned instruments with increasing confidence, skill and expression, as well as with an increasing awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their own thoughts and emotions through responding sensitively and intellectually, to a variety of music from different times, cultures and contexts.

In all classes there are children of differing abilities. We plan to provide suitable learning opportunities for all children, by matching the challenge of the task, to the ability of the child, as well as effectively deploying adult support.

## **Planning**

- Long term plans map out the units to be covered each term, during each Key Stage.
- Medium term plans identify learning objectives and outcomes for each unit, as well as indicating the skills being taught.



- Short term plans prepared by each teacher, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation. They also indicate key questions.

### **Structure of a lesson**

1. Warm-up activity to reflect and activate prior learning.
2. A metacognitive approach to teaching and learning:
  - Explicitly teach metacognitive strategies - activating prior knowledge, independent practice and structured reflection
  - Modelling by the staff, verbalising their thinking and scaffolding tasks
  - Setting an appropriate level of challenge
  - Promoting and developing metacognitive talk in the classroom – language development and acquisition
  - Explicitly teaching children how to organise and effectively manage their learning
3. Task – independent / paired / group
4. Plenary

### **Resources**

- Central resources are kept in the stock cupboard and in the hall.
- Different environments - classrooms, outdoor learning spaces, music shelter and the hall.
- A range of ICT software and apps to support the teaching of specific concepts

### **Assessment and Monitoring**

Teachers assess children against clear learning objectives and success criteria. Children are encouraged to self, and peer assess, throughout each unit. The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.