



The Song Making Project - Dalry Primary School

Summary

Between November and April for 120 P5-6 students engaged in an interdisciplinary project to create an original song. Through drama, music, writing and technology the children devised, performed, recorded and presented their Song. Dalry Primary School went on to achieve the 'Creative Learning Award' at the Scottish Education Awards 2015.

The project was the pilot for Create and Connect Learning and was led by Patrick Boxall and Phillip Thorne in partnership with staff at Dalry.

Aims

1. To make a Song using original words and music
2. To develop Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors
3. To support Skill Development
4. To support the Multi-Cultural Community of the School

Context

The stimulus for the project was the theme of "Welcome". This was explored from the children's perspective using the signs, traditions and language of each tradition that they bring to the classroom. The stimulus was initially be through drama, music and story. The recent visit of the Soweto Melodic voice provided an initial inspiration and stimulus from the students' own experience.

Activities

- 1 Drama and story telling to show signs, traditions and words of welcome from their background
- 2 To write lines of poetry and song individually and in groups
- 3 To improvise and invent melody
- 4 To present using writing, drama and music
- 5 To perform the final song

Pupil Evaluations Examples:

“best day ever” “I think it was really fun and interesting” “it was fun and it was amazing and everybody liked it” “it was fun and extraordinary since we haven’t done it in school before” “We should have it one a week” “ Brilliant” “Awesome” “a great adventure and I wish we could do it more often”

School Leadership Evaluation is based on How Good is Our School?

| 2.1 Learner’s Experiences | 6 | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|----------|
| ➤ Learners were motivated | | | | | | |
| ➤ Learners had control over their learning | | | | | | |
| ➤ Learners were ‘actively involved in their own learning’ | | | | | | |
| ➤ Learners contributed ‘ actively to the life of the school and the wider community’ | | | | | | |
| 5.2 Teaching for Effective Learning | | | | | | |
| ➤ Building on the shared values of the school a ‘stimulating learning climate’ was created using ‘skillful and well-paced teaching and learning approaches’ | | | | | | |
| ➤ The learners had opportunity to ‘be curious and creative’ | | | | | | |
| 5.3 Meeting Learner Needs | | | | | | |
| ➤ The needs of the learner were at the centre of the project | | | | | | |
| ➤ The tasks and activities provided ‘support and challenge’ | | | | | | |

Head teacher, Grant Gillies

“Working with Create and Connect was energising, exciting and it changed the way we work with specialists. Involving the class teachers in planning alongside the music teacher was crucial. This up-skilled everyone involved and made sure the creative journey worked on various levels. Patrick and Phill lead sensitively and skillfully throughout. The song is a legacy and has helped Dalry reach out to the wider community but the real legacy is the skills we all developed along the way.”

Conclusions:

- The process was highly successful and evaluations were positive
- An integrated approach to learning led to high quality expressive arts outcomes, skill development and developed very positive attitudes to learning
- The technology for the music is accessible and can be used to achieve quality outcomes
- Time scale and practical organisation should be focused over a shorter timescale to help viability and pace
- Collaboration with staff to facilitate leadership and build capacity is a key to success
- The process could be applied to other contexts, disciplines and skills.

Patrick Boxall September 2015