



MUSIC WHOLE SCHOOL PLAN

Review April 2023

Signed: _____
Conan Daye (Principal), Claire Russell (Co-ordinator)

Signed: _____ (Chairperson B.O.M.)

Due for Review: April 2025

MUSIC PLAN

Introduction:

This Plan was developed by staff in January 2020 and reviewed in 2023 before being ratified by the Board of Management.

This plan will form the basis of each teacher's long and short term planning in music and will so influence teaching and learning in individual classrooms.

Rationale:

We teach music to provide children with opportunities to engage with a wide range of musical styles and traditions, to become involved in moving, dancing, illustrating, story telling and making drama. Our music curriculum introduces children to music reading and writing, to song singing and to using instruments.

The rationale for this plan is to:

- Benefit teaching and learning of music in our school
- Provide a coherent approach to the teaching of music across the whole school
- Review the existing plan for music
- Create a core curriculum for all aspects of music for all class levels

Vision and Aims:

Vision

Our school recognises that Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence. We also seek to develop the child's aesthetic, intellectual, emotional, creative and cultural development through engagement in positive musical experiences.

Aims

We endorse the aims of the Primary Curriculum for music, which are:

- to enable the child to enjoy and understand music and to appreciate it critically
- to develop the child's openness to, awareness of and response to a wide range of musical genres, including Irish music
- to develop the child's capacity to express ideas, feeling and experiences through music as an individual and in collaboration with others
- to enable the child to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity

- to nurture the child's self-esteem and self-confidence through participation in music performance
- to foster higher-order thinking and lifelong learning through the acquisition of musical knowledge, skills, concepts and values
- to enhance the quality of the child's life through aesthetic musical experience

Underpinning Principles

The guiding principles which inform the teaching and learning of Music in our school are:

1. Music is for all children
2. The three strands are equally important –
 - i. Listening and Responding
 - ii. Performing and
 - iii. Composing
3. Active enjoyable participation is fundamental to the Music curriculum
4. Music enhances and enriches the child's life.

1. Strand and Strand Units

Music Curriculum:

Infants: p.14-25

1st and 2nd class: p.26-40

3rd and 4th class: p.41-59

5th and 6th class: p.60-79

- Teachers are familiar with the three strands (Listening and Responding, Performing and Composing), strand units and content objectives for their class level, ensuring that they are comprehensively covered and afforded equal importance.
- Familiarity of the music programme is maintained when teachers change class or if new teachers join the staff through the music curriculum and this school plan.
- Continuity, progression and consistency from class to class is ensured through following the music curriculum and this school plan.
- Through engaging in the strands and strand units teachers should enable the child to develop a sense of the Musical Concepts of pulse, duration, tempo, pitch, dynamics, structure, timbre, texture and style.

2. Approaches and Methodologies

All children will be actively engaged in music education in our school. Approaches and methodologies used will be based on the active learning strategies recommended in the curriculum:

- talk and discussion
- active learning
- collaborative learning
- problem solving
- skills through content
- use of environment

We will ensure that the approaches and methodologies used will:

- Foster enjoyment in music making.
- Seek to develop the skills, understanding, knowledge and attitudes of the child.
- Allow for musical growth and the development of creativity in the child.

3. Linkage and Integration

Integration

Particular attention will be given to possibilities for integration.

As a staff we see possibilities for integrating our work in music with the following aspects of other subject areas:

- Oral language (English/Gaeilge)
- Design and make (Science)
- Energy and forces- Sound (Science)
- Visual arts: Construction, Drawing, Painting
- P.E: Dance - Exploration, creation and performance of dance
- History - stories that go with particular songs, songs relating to historical events
- Geography - songs relating to different countries or counties
- Religion - songs from religion programme, Preparation for sacraments, School Choir

Integration may also be approached through planning on a thematic basis e.g. Aistear

As a staff we will avail of opportunities for linkage between strands when planning individual music activities.

4. Assessment and Record Keeping

We will use the following assessment tools for assessing pupils:

- Teacher observation
- Teacher designed tasks and tests e.g. rhythmic dictation, visual arts response to music etc
- Events/Performances e.g. composition projects, Christmas carol service/concert, Choir etc

5. Children with Different Needs

It is the policy of our school that all children in mainstream classes will participate in music activities. Music activities will be differentiated in order to meet the needs of all the children in each class.

We recognise that some children in our school learn musical instruments. Teachers will encourage such children to play for their classmates, so that the other children will have opportunities to listen and respond to live music.

6. Equality of Participation and Access

Equal opportunities will be given to all children regardless of gender, ethnic background, socio-economic status across all strands and activities.

7. Timetable

All classes will have one hour per week of Music. This time allocation may be broken down at the discretion of the individual teacher. We recognise that in the junior classes, the time allotted will be of shorter duration on a more frequent basis, while senior classes may divide the hour into longer time spans.

Teachers may also choose to block times for music at particular times of the year. Timetables will all record the time allocation for Music.

There are two hours of discretionary time available each week that teachers can occasionally use to support the Music curriculum.

Teachers should ensure that pupils attending supplementary teaching are included for as much of the Music programme as possible.

8. Resources and ICT

The following publications and the main scheme in use in all classes is Folens 'The Right Note'. This is done on a Year A/B rota:

- Year A: Senior Infants, 2nd class, 4th class, 6th class
- Year B: Junior Infants, 1st class, 3rd class, 5th class

Currently the whole school is undertaking a week trial of the interactive music programme 'Dabbledoo'; after the trial and discussion with all staff it will be decided if this should be our whole school scheme going forward.

Other resources and Instruments: Piano, Keyboard, Chime Bars, Set of Percussion Instruments, Children's own instruments used where appropriate.

ICT: All classrooms in the school are furnished with an interactive white board; children can listen to music, explore and learn about music through the use of IT in the classroom.

Assembly: Recognition and praise of the musical achievements of the children forms a central part of assembly. We sometimes include part singing, music and movement activities in assembly.

An appropriate amount of money may be requested from the Board of Management to fund our music programme. Grants from the DES allocated for the music will be used specifically for this subject. Contributions may also be requested from the Parents' Association, and sponsorship from local businesses.

9. Health and Safety

Care and attention will be given to the following:

- Hidden dangers if children are moving around the classroom
- Storage facilities
- Access to, and transport of, equipment/instruments
 - Ventilation of the classrooms
 - Amount of space for children to sit or stand when doing choral or instrumental work
 - Appropriate volume levels when using audio equipment and instruments.

10. Individual Teachers' Planning and Reporting

- Teachers will refer to the whole school plan and the curriculum documents for music when preparing long and short term plans.
- Each teacher will have a long term plan
- Music will be a regular and evident element of the child's classroom experience.
- Where it is meaningful and suitable music will be taught in a thematic way to integrate with the other subjects.
- Teachers will plan using the strands and strand units as outlined by the primary school curriculum 1999.
- The Cuntas Míósúil will assist in recording work covered, in evaluating progress in music and in informing future teaching.
- Parents are informed of children's progress in music at parent teacher meetings and in the end of year report cards.

11. Staff Development

- Teachers will have access to reference books, resource materials and websites dealing with music.
- Staff will be encouraged to research and try out new approaches and methodologies.
- Staff will be encouraged to attend in-service workshops and courses in music and share with other staff members what they have learned.
- Staff who have particular musical ability will offer help and advice to colleagues as required.
- Staff will also avail of training as provided by the Department of Education and Science.

12. Parental Involvement

- Parents can and do support their children in fostering an interest in music through attendance at concerts/performances/choir, giving permission to attend out of school events and general encouragement of their child's talent.
- Parents are sometimes invited and encouraged to view the children's performances in music wherever possible e.g. carol singing, Peace Proms, sacraments etc.

13. Community Links

The local community and musicians living locally will be considered as valuable resources as support for the Music Curriculum.

Listed below are activities/initiatives involving music which happen in our school:

- Mass
- Christmas carol service/Nativity Play in local church
- Carol Singing in Mount Usher
- Confirmation
- Communion
- Seachtain na Gaeilge – Ceolchoirm
- Peace Proms
- Music Generation

SUCCESS CRITERIA

This plan will make a difference to the teaching and learning of music in our school because teachers will use it to inform their planning and teaching. The following criteria will indicate success.

We will know that the plan has been implemented if:

- Teacher's preparation is based on this plan
- Procedures outlined in this plan consistently followed

Means of assessing the outcomes of the plan include:

- Teacher/parent/pupil/community feedback
- Cuntas Míosúil
- Inspectors' suggestions/report

We will know if the plan has enhanced pupil learning if:

- Children have a positive attitude and appreciation of music
- Children have an interest in expression through music
- Children engage in listening and responding, performing and composing music
- Children have explored sound including vocal sound, body percussion, instruments and environmental sounds
- Children have listened and responded to music from a wide variety of genres and cultures in a variety of ways
- Children sing songs appropriate to their vocal range from a wide variety of genres and cultures
- Children play a variety of instruments
- Children experience a variety of ways of recording music which may include graphic, pictorial, ICT and traditional music notation
- Children improvise and create music using a variety of sound sources
- Children talk about, evaluate and record their work.

Implementation

- (a) Roles and Responsibilities: The plan will be supported, developed and implemented by the staff and the Principal who will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings. He will also delegate tasks as appropriate to the musical interests of members of staff. It will be monitored and evaluated each year.
- (b) Timeframe: Beginning February 2020, Reviewed 2023.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the music curriculum in the school.

(a) Roles and Responsibilities: Each teacher and the staff as a group will evaluate the progress in Music by referring back to our set of stated objectives as stated in this plan.

(b) Those involved in the review will include Teachers, Pupils, Parents, BoM/DES

Ratification and Communication

This school plan for music was last ratified by the Board of Management in 2023

Due to be reviewed in 2025.

All teachers on the staff will be responsible for informing the principal of any amendments they think should be made.