

Music Plan

Music Plan

■ **Introductory Statement and Rationale**

Introductory Statement

This plan was originally formulated in September 2006 with all teachers present. It was circulated to all parents. This plan was reviewed in 2009.

We aim through this plan, drawn up in accordance with the music curriculum, to set out our approaches to the teaching and learning of music. It will form the basis for long and short-term planning. It will also inform new and temporary teachers of the approaches and methodologies used in our school. The plan was reviewed during the 2017/18 school year.

Rationale

- To conform to principles outlined in the primary curriculum.
- To create a whole school plan.
- We recognise Music as an integral part of the Arts curriculum. ‘Music is an art form deeply rooted in human nature. It is a discrete body of knowledge, a unique form of communication and a means by which feelings and interests are organised and expressed. It is a profoundly satisfying area of individual and shared experience. Music offers lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk-taking and enjoyment’ (Music Curriculum page 5)

■ **Vision and Aims**

(a) Vision

Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child’s intelligence. Music involves learning in the major domains of knowledge, skills, attitudes and feelings and the senses. It is our shared vision that music in our school will enable the pupils to develop these domains through this learning. It is our vision that Music in our school will be evident in the joy of the shared music experience and evident in the opportunities presented within our school to experience musical activity, alone or with others, which will contribute towards developing the child’s creativity and self-esteem.

(b) Aims

We endorse the aims of the Music Curriculum as outlined in the Music Curriculum document pg. 4.

- To enable the child to explore, clarify and express ideas, feelings and experiences through a range of arts activities
- To provide for aesthetic experiences and to develop aesthetic awareness in the visual arts, in music, in drama, in dance and in literature
- To develop the child’s awareness of, sensitivity to and enjoyment of visual, aural, tactile and spatial environments
- To enable the child to develop natural abilities and potential, to acquire techniques, and to practise the skills necessary for creative expression and for joyful participation in different art forms

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- To enable the child to see and to solve problems creatively through imaginative thinking and so encourage individuality and enterprise
- To value the child's confidence and self-esteem through valuing self-expression
- To foster a sense of excellence in and appreciation of the arts in local, regional, national and global contexts, both past and present
- To foster critical appreciation of the arts for personal fulfilment and enjoyment

■ Curriculum Planning

1. Strands and Strand Units

Each teacher is familiar with the strands, strand units and content objectives for his/ her relevant class level and indeed for other class levels. As we teach in a multi-class situation, communication between teachers regarding strands and content is essential. We feel this is important in order to ensure a coherent, progressive programme throughout the school.

Infants – 2nd Class

At these levels Music will be delivered through integrated themes in the context of the other ARTS subjects as much as possible as well as through integration with other curricular areas, therefore making the learning experience more holistic and meaningful for the child.

Infants, 1st & 2nd, 3rd & 4th, 5th & 6th: Pg. 13, 27, 43, 61 Curriculum

- We are aware that the content in music for all classes is confined to three strands and each will be covered:

- Listening and responding
- Performing
- Composing

2. Approaches and Methodologies

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

Listening and Responding

Children will be encouraged to listen actively and to focus on what happens in the music by experiencing enjoyable and varied music.

Music examples will be played several times and often to present the children the opportunity to respond in a variety of ways. E.g. drama, dance, art and verbally. Due to our SIP in oral language children have developed the necessary speaking skills and vocabulary to respond orally during and following musical activities.

Teachers will endeavour to include the following in the music material;

- Recorded music
- Tuned and untuned percussion instruments

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- Environmental objects – metals, wools and fibres
- A child in the class studying an instrument privately
- School instruments
- A musician
- Live music group, band or choir

Performing

Teachers will adopt the approaches as outlined in TG pg 70 – 88 for Performing- Song Singing and pg. 104 – 109 for Performing – playing instruments.

A wide repertoire of songs including both Irish and English will be taught. Performances will include solo/unison singing and simple part singing. Children are provided with regular opportunities to perform including assemblies, seachtain na gaeilge, school masses and school concerts.

Composing

Teachers will adopt the approaches as outlined in the TG pg 110 – 119 for the Composing Strand. Composing will include vocal, instrumental, body percussion and keeping a written record that may include symbols or notation.

3. Linkage and Integration

Music is linked and integrated with all the other curricular areas in our school.

Music is often used as a starting point in itself when presenting content from another curricular area, where the objectives are primarily drawn from other curricular areas. ie Music is used as a methodology.

4. Assessment and Record Keeping

As in all subject areas, assessment is an integral part of the teaching and learning of Music.

We as a staff have a common understanding of its purpose and the ways in which the progress of children in Music will be assessed, documented and reported.

Assessment in Music in our school will fulfil the following roles:

- A diagnostic role – to identify areas of difficulty in the child’s development of Music concepts in order to respond to the needs of the child.
- A summative role- to establish the outcomes of learning after completing a unit of music.
- An evaluative role – to assist teachers in assessing their own practice, methodologies, approaches and resources.

We recognise that assessment techniques used in Music must seek to assess progress in the pupils’ development of

- a) A sense of pulse
- b) A sense of duration
- c) A sense of tempo
- d) A sense of pitch
- e) A sense of dynamics
- f) A sense of structure
- g) A sense of timbre
- h) A sense of texture
- i) A sense of style

The assessment tools we will use will range from the informal means to the more structured approaches.

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Methods we will use;

- Teacher observation of the children's development in Music
- Music in the SALF.
- Peer-Assessment – discussion after performance.

These records will inform the teacher of the progress of the child; the effectiveness of teaching methodologies employed and will also inform future planning.

The assessment records will form the basis for reporting and discussing the child's progress with parents. This information will be relayed at Parent Teacher Meetings and in annual school reports.

5. Children with different needs

It is important that all children experience a rounded arts education. Music plays a pivotal role in this education and so we will do our best to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities. Music is particularly relevant to children with special needs because of its nature and the unique learning experience it has to offer.

- Teachers will use a mixture of whole-class teaching and group work, with different groups set tasks of various complexities.
- Teachers will be conscious of any physical and/or emotional restrictions that may inhibit the pupil from partaking in the music experience.
- Music will contribute to every child's self-esteem and allow each child, including those with special needs, scope for self-expression and self-realisation.

All teachers will familiarise themselves with the Guidelines for Children with General Learning Disabilities (NCCA) in this regard

6. Equality of participation and Access

- Equal opportunity will be given to every child to experience all strands
- All children will have equal opportunities to participate in music lessons and activities.
- Provision for children with physical difficulties will be made so that they can access the music curriculum.
- If we have children whose first language is not English, they will be supported in accessing the music curriculum also.

■ Organisational Planning

6. Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum of 2 ½ hours per week is devoted to Arts Education in infant classes and a minimum of three hours per week for classes 1st to 6th.

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One hour of this time will be spent on Music in Senior Classes, 45 minutes in Junior classes

*On occasion, time will be blocked as appropriate. This might occur when

- working on an integrated project

Teachers may use discretionary curriculum time for Music as appropriate.

Teachers have been given the flexibility to reduce time spent on Arts Education subjects as noted in our Literacy & Numeracy Strategy.

7. Resources & ICT

Instruments available in school: Guiro, cow bell (3), bongos (2), harmonica, maracas (7), triangles (2), castanets (4), tambourine, metal shaker (3), den den diaka, kuzuke (6), caxixi (3), pandeiro (2), shekere (20), stick bells (5), hand shaker (5), mini African drum (2), bell stick, 1 set boomwhackers (8), handbells (1 box), Thundertube, metronome, keyboard, tinwhistles. There is a wide variety of books to support the music curriculum available in our school.

Ms Kelly will have instruments in her room. Each teacher will have a copy of all musical resources available in the school. There are adequate resources for all classes. Resources will be purchased centrally. Tubbercurry library have music resources available for classroom use.

Each classroom is equipped with a laptop, whiteboard, access to the internet and adequate sound system.

Only teachers will have access to Internet to download music.

8. Health and Safety

We have a Health and Safety policy in place in our school which covers safety concerning various aspects of classroom organisation. Teachers will consult with the Principal/Deputy Principal whenever it is proposed to engage in any work outside the school grounds.

Teachers will risk assess and be aware of the safety implications of any work to be undertaken especially when handling musical instruments and/or making musical instruments.

9. Individual Teachers' Planning and Reporting

- Teachers will consult this whole school plan and the curriculum documents for Music when they are drawing up their long and short term plans.
- Each teacher will have a long-term plan for the year.
- 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
- Cuntas míosúil 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 end of year report cards.

11. Staff Development

- Teachers will have access to resource materials and websites on music.
- Staff will be encouraged to research and try out new approaches and methodologies.
- Teachers will be encouraged to attend in-service workshops and courses in music. They will up-skill other staff members in what they have learnt at staff meetings.

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- Our school has a culture where teachers share their expertise, good experience and practice with others.

12. Parental Involvement

- Parents are encouraged to support their children's music activities by encouraging active listening, discussing attitudes towards and taste in music, allowing time and space to practise or improvise on an instrument, and by encouraging positive attitudes to music in general and to school-based activities in particular. Parents are sometimes invited to attend school or classroom music events, playing the role of critical listeners or supportive audience members for children's performance, or assisting in the supervision of movements of children. At times, the skills of parent-musicians will be included when planning for live performances or when creating a class composition. At times also, parents may be involved in the organisation of visiting musicians.

13. Community Links

- There are musicians in the locality who can work with the children and/or perform for the children, and, on special occasions, they are invited to do so.

■ Success Criteria

We will review this whole school plan under the following headings

- Are individual teachers preparing planning and teaching according to this plan?
Are we using a variety of methodologies?
- How are the children's music skills progressing?
- How well is music knowledge being learned by the children?
- Are we assessing our music as outlined in the plan?
- Have we acquired the resources we needed?

Ways of assessing this plan will be

- Revisiting the plan as a staff
- Teacher feedback
- Parental feedback
- Children's feedback
- Inspectors reports and suggestions

■ Implementation

Roles and Responsibilities

The plan will be supported, developed and implemented by all staff members.

■ Review

- It will be necessary to review this plan on a regular basis to ensure optimum implementation of the Music curriculum. We aim to review this plan during the 2021/2022 school year.
- Those involved in the review will be Class Teachers, Principal & BOM.

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■ Ratification and Communication

This plan was communicated to all parents in September '06.

This plan was ratified in October '06 by the Board of Management.

This reviewed plan was ratified by the BOM on 15th of October 2018 and is available to view on our school website.

Signed: _____