

Whole School Plan for

Music

Scoil Iosagáin

Curriculum Plan

Music

■ Introductory Statement and Rationale

(a) Introductory Statement

This plan was formulated in 2012, in consultation with all staff members of Scoil Iosagáin, through discussion and review of our existing music plan. We aim through this plan to set out our approach to the teaching and learning of music in Scoil Iosagáin.

(b) Rationale

Music is a diverse and lifelong activity enjoyed by people of all ages. Music is a non-verbal communication that conveys ideas, images and feelings through selected sounds and symbols. Music is an indispensable part of the child-centred curriculum. Music contributes to the development of artistic awareness, self-expression, self-growth, self-esteem and multicultural sensitivity and therefore to the development of the whole child.

It was decided to focus on this area for development.

- To benefit teaching and learning of music in our school
- To provide a coherent approach to the teaching of music across the whole school
- To review the existing plan for music in light of the 1999 Primary School Curriculum

■ Vision and Aims

(a) Vision

In Scoil Iosagáin we seek to assist the children in achieving their potential through developing his/her talents in the area of music. Active, enjoyable participation is fundamental to the music curriculum in our school. We seek to develop the child's aesthetic, intellectual, emotional, creative and cultural development through engagement in positive musical experiences.

(b) Aims

We endorse the aims of the Primary School Curriculum for Music

- 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, feelings 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 musical performance
- To foster higher-order thinking-skills 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
- To provide children with opportunities to perform using their musical talents e.g. Christmas Concerts, Carol services, school band, school choir, sacraments

of confirmation and communion and Scór na bpáistí.

■ Curriculum Planning

This Music plan will be addressed under the following headings

Curriculum Planning:

1. Strands and strand units
2. Approaches and methodologies
3. Linkage and integration
4. Assessment and record keeping
5. Children with different needs
6. Equality of participation and access

Organisational Planning:

7. Timetable
8. Resources and ICT
9. Health and safety
10. Individual teachers' planning and reporting
11. Staff development
12. Parental involvement
13. Community links

1. Strands and Strand Units

- Teachers are familiar with the strands/strand units/content objectives for their class level.
- Familiarity of the music programme is maintained when teachers change class or if new teachers join the staff through the curriculum and school plan.
- Continuity, progression and consistency from class to class is ensured through following the curriculum and school plan.
- Teachers are familiar with the musical concepts and the three strands - Listening & Responding, Performing and Composing, ensuring that they are comprehensively covered and afforded equal importance
 - The school adopts a thematic approach at certain stages of the year, e.g. Christmas, St Patricks day, Halloween etc.

2. Approaches and Methodologies

All children are actively engaged in music education in our school

- All teachers are actively involved in music education in our school. In some cases teachers with particular musical expertise will teach music in other classes while that teacher teaches another curricular area e.g. Science which, along with teachers sharing ideas, skills and resources creates a positive musical environment.
- A variety of approaches and methodologies are used to foster active enjoyable participation in the music curriculum
- Opportunities are provided to enhance children's lives through music through performing in school choir, school band, Christmas Carol service, Christmas concerts, Scór etc

Listening and responding

- Children are provided with opportunities to listen and respond to music in the classroom. Teachers ensure that children experience a wide range of musical styles, traditions and cultures.
- The teacher provides opportunities for active listening and responding through e.g. questioning, prompting suggesting, listening to short examples repeatedly, responding in some of the following ways:
 - o Moving
 - o Talking about ...
 - o Listening for specific instruments and/or specific features
 - o Drawing and painting

- o Following/creating a pictorial score of music
- o Writing in response to music
- o Composing
- o Singing or playing along with music
- o Musical games and/or action songs

- Children are provided with opportunities to work in different groupings, e.g. whole group, small groups, pairs, individually
- Children are provided with opportunities to work collaboratively/co-operatively
- Children are provided with opportunities to offer varying and creative solutions to presented problems
- Opportunities provided for live performances include Christmas Concerts, Choir Performances, Carol Singing Band Performances (St Patrick's day parade in Thurles, escorting bishop to the church on confirmation day, special school celebrations/events, team parade for lunch-time league finals)
- A broad range of materials is provided for listening and responding e.g.
 - o Recorded music on DVD or CD
 - o Tuned and untuned percussion instruments
 - o Environmental objects, such as assortments of metals, wood or fibres
 - o Instruments of child/children in the class
 - o Melodic instruments – recorder, tin whistle, accordion, violin, keyboard, guitar, etc.

Performing

- In the Performing strand all the following are emphasised
 - o Active enjoyable participation
 - o Development of skills, understanding, knowledge
 - o Fostering of children's attitude and interests
 - o Development of creativity.
- Effective singing skills are developed through
 - o Different Methodologies of teaching, e.g using voice, C.D recording, instrument
 - o Conducting
 - o Improving vocal quality
 - o Vocal exercises
 - o Encouraging the following - part singing, teaching rounds and part songs
- Approaches to music literacy include pictorial representation of rhythm, stick notation, tonic solfa and reading music for tin whistles
- Children are provided with opportunities to play percussion instruments in all classes. Melodic instruments are experienced from 1st-6th class, e.g. tin whistle, chime bars, recorder
- Children have many opportunities to perform for an audience
 - o Within class
 - o Other classes
 - o Parents and Wider community

Composing

- Children are encouraged to improvise and/or compose music as part of the Composing strand in a variety of contexts; e.g.
 - To accompany a nursery rhyme, song, poem, story
 - To explore the musical concepts/elements (high/low, fast/slow, loud/soft, long/short rhythms)
 - To experiment with sound e.g percussion instruments, body , vocal and environmental

sounds.

- To portray a character, mood or setting
- To illustrate events e.g. in a story, historical setting etc

3. Linkage and Integration

- There is natural linkage across the strands of the curriculum – Listening and responding, Performing, and Composing – particularly if the main emphasis of the lesson is song singing.
- Music is a subject that lends itself easily to integration across the curriculum and 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 making percussion instruments (Science),
 - Energy and Forces - sound (Science)
 - Visual arts – construction, drawing, paint
 - P.E (Dance; exploration, creation and performance of dance)
 - History – story, historical events, local studies, feasts and festivals in the past
 - Geography – music in other countries (traditional music/composers)
 - Religion – Alive O, hymns for sacramental celebrations.
 - Drama – music to accompany dramatic scenes/movement
 - Integration may also be approached through planning on a thematic basis.

4. Assessment and Record Keeping

- Assessment informs the teaching and learning of music by determining the skills the children already have and enabling teachers to identify what needs to be reinforced, consolidated or the next skill to be taught.
 - Children’s overall musical ability, interest and participation level is assessed as well as individual aspects of each strand.
 - Teacher observation is the main assessment tool
- Other assessment tools used are;
- Teacher-designed tasks
 - Recordings of the children’s work
 - Graphic/pictorial scores.
 - Assessment is recorded in teachers’ notes and in the end of year report
 - Progress is communicated to parents in parent teacher meetings and the end-of-year report

5. Children with Different Needs

All children participate in classroom music. Teachers adapt and differentiates the curriculum according to the needs and talents of the children and a special-needs assistant provides support to some children if necessary/allocated. In Scoil Iosagáin children with exceptional musical ability will be encouraged and given the opportunity to play and perform in the school band, school choir/instrumentals, scór na bpáistí, Christmas concert ensemble. Teachers will encourage some children to play for their classmates, so that children have opportunities to listen and respond to live music.

6. Equality of Participation and Access

- All children are given equal access to the curriculum.
- The music class can be used as an opportunity to integrate the culture of all pupils

■ Organisational Planning

7. Timetable

- Time is allocated as per the Primary school curriculum. In this curriculum, music is included in the time allowance for arts education.
- This time allocation may be broken down at the discretion of the individual teacher e.g. in Junior classes – lessons of shorter duration on a more frequent basis may be timetabled.
- Teachers may also choose to block times for music at particular times of the year, e.g. Christmas concert, religious celebrations, band practice.

8. Resources and ICT

- An inventory of resources, equipment and instruments is available for music – see appendix 1.
- The post-holder is responsible for ensuring that adequate resources are available, that resources are maintained and updated.
- The internet is available as a resource. The code of practice to ensure safe internet usage is recorded in the ICT Acceptable Usage Policy

9. Health and Safety

- Teachers always do their utmost to provide safe learning environments across all areas of the curriculum. Consideration is given to the following when planning for music:
 - Safety of children 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

The whole-school plan and the curriculum documents for music provide information and guidance to individual teachers for their long and short term planning.

- Teachers plan using the objectives as laid out in the strands and strand units
- Each teacher will record their month's work in their Cuntas Miosuil which will serve in reviewing and developing the whole school plan/individual preparation for following years

11. Staff Development

- Teachers have access to reference books, resource materials, instruments, equipment and websites dealing with music.
 - Alma Quinn (post holder) will take responsibility for monitoring developments.
 - Staff are consulted about the purchasing of instruments and materials for music
 - Information about in-service courses, musical events are communicated to all.
 - Teachers are encouraged to attend in-service courses.
 - Staff with expertise in the areas of music share their ideas with other staff members e.g. teaching music in other classes
 - Time is allocated at staff meetings to discuss aspects of the music curriculum
 - Colleagues who need assistance are given help and advice on the preparation and implementation of the music curriculum e.g. to write out a piece of music, to change the key of a piece of music, to locate pieces of music.
 - There are opportunities for whole school engagement with particular strands e.g. Christmas/Nativity concert, Christmas Carol Service, school marching band, school choir etc

12. Parental Involvement

- Parents can and do support their children in fostering an interest in music through attendance

at concerts/performances/choir, encouragement of tin-whistle practice and general encouragement of their child's talent

- Parents are invited and encouraged to view the children's performances in music wherever possible e.g. Carol singing, Christmas Concerts, Sacraments

13. Community Links

We would encourage members of the local community to become involved in music in our school e.g. local musicians/singers to assist with choir for sacramental celebrations and special occasions, class visit from local musicians/singers.

■ 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
 - o Teachers' preparation is based on this plan
 - o Procedures outlined in this plan consistently followed
 - Means of assessing the outcomes of the plan include
 - Teacher/parent/pupil/community feedback
 - Cuntas Miosuil
 - 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 school staff, pupils, parents and the board of management. The post holder for music will co-ordinate the progress of the plan, through the cuntas miosuil and interaction with staff, and will encourage and accept feedback on its implementation and report to staff on findings during staff meetings

(b) Timeframe

This plan will be implemented from September 2012

■ 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

The plan will be reviewed by;

- Teachers
- Post holder — co-ordinator of plan/review
- BOM/DES.

(b) Timeframe

This music plan will be reviewed in 2014.

■ Ratification and Communication

- This plan was ratified by the board of management on 11th Sept 2012.
Date

Signed *D. Cunningham*
Chairperson Board of Management

This plan will be made available as part of the whole school plan. Each teacher will have a copy of this music plan. The music plan is available to parents from the school office.