



Whole School Music Plan



Introductory Statement and Rationale

Introductory Statement:

The staff of Scoil San Eoin have collaboratively drawn up this whole school music plan. This plan is for the information of all teachers and staff, BOM and other relevant members of the school community.

Rationale:

In Scoil San Eoin, we believe that the music curriculum should provide the pupils with the opportunities to engage with a range of musical styles, through listening and responding, composing and performing. We also strive for them to become involved in movement and drama through music.

This area was chosen for development in order to:

- Benefit the teaching and learning of music in our school especially with regard to individual teacher planning.
- Provide a coherent approach to the teaching of music across the whole school.
- Review the existing plan for music in light of the new curriculum
- Create a core curriculum for all aspects of music for all class levels
- To link in with our school development planning research which alluded to the need for more comprehensive and structured approach to music within the school.

Vision and Aims

Vision:

In line with the ethos of Scoil San Eoin, we believe that education in music can enhance the pupil's development through the use of their imagination, using music as another means of communication and expression. It can also develop their talents and skills in another curricular area, which may not be as structured or involve as much literacy skills as other subjects. It also develops their listening, physical, and creative skills.

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
- develop the child's openness to, awareness of and response to a wide range of musical genres, including Irish music
- develop the child's capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others

Vision and Aims

Aims:

- Enable the child to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity
- Nurture the child's self-esteem and self-confidence through participation in musical performance
- Foster higher-order thinking-skills and lifelong learning through the acquisition of musical knowledge, skills, concepts and values
- Enhance the quality of the child's life through aesthetic musical experience
- Foster a sense of community by singing together and performing
- Provide pupils with an opportunity to perform using their musical talents e.g. Christmas Concert, choir, Peace Proms, sacraments and community singing.

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

Curriculum Planning

Strands and Strand Units:

All teachers are familiar with the strands and strand units and content objectives of the curriculum.

We use 'The Right Note' as a framework to ensure that all aspects of the curriculum are taught.

Teachers are also encouraged to teach music using alternative methodologies and resources, as long as all the strands and strand units are covered throughout the year. We often also have outside workshops and classes in music during the year and it is the responsibility of the class teacher to work with the facilitator of these classes/workshops, and to adapt their individual plans, to ensure that all the strands and strand units are covered as recommended.

To ensure continuity, progression and consistency from class to class, teachers refer to 'The Right Note' and the curriculum when needed. Also, informal and formal meetings between class teachers may be utilised to assist in adequate planning. .

Teachers are familiar with the musical concepts - a sense of pulse, a sense of duration, a sense of tempo, a sense of pitch, a sense of dynamics, a sense of structure, a sense of timbre, a sense of texture, a sense of style - to be taught

All three strands – Listening and responding, Performing and Composing, should be comprehensively covered but emphasis will be given to Performing.

We recognise as a staff, that we need to develop in the area of Composition.

A thematic approach is adopted at certain stages of the year E.g. Christmas, Easter, Halloween and music integrated to Aistear in Infant classes when possible.

Approaches and Methodologies

- All children are actively engaged in music education in Scoil San Eoin
- All teachers are actively involved in music education in our school. In some cases, and at various stages during the year, teachers with particular musical talent will teach music in other classes while that teacher teaches another curricular area e.g. PE which, along with teachers sharing ideas, skills and resources creates a positive musical environment
 - Pupils are given the opportunity to engage in after school music lessons with a member of staff, where they learn to read music, play the tinwhistle and get opportunities to play/play with other instruments e.g. fiddle, keyboard and guitar.
- 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 the annual Christmas Concert, the Peace Proms and Music Generation choir performances, choirs for Sacraments and Carol Singing.

Approaches and Methodologies

Listening and responding

- Children are provided with opportunities to listen and respond to music both in the classroom and at other venues/events e.g. Christmas musicals. Teachers ensure that pupils experience a wide range of musical styles, traditions and cultures as evident in the selection of pieces for the core curriculum
- The teacher provides opportunities for active listening and responding through e.g. questioning, prompting suggesting, listening to short examples repeatedly and responding in some of the following ways:
 - Moving
 - Talking about ...
 - Listening for specific instruments and/or specific features
 - Drawing and painting
 - Following/creating a pictorial score of music
 - Writing in response to music o Composing
 - Singing or playing along with music
 - 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 Christmas Party; Carol Singing, Sacraments, Peace Proms, Music Generation performances.
- A broad range of materials is provided for listening and responding e.g.
 - Recorded music on video, audio tape, CD or music technology
 - Tuned and untuned percussion instruments
 - Environmental objects, such as assortments of metals, wood or fibres
 - Instruments of child/children in the class
 - Melodic instruments – tinwhistle.
 - Performance of a group, ensemble, band, choir, orchestra visiting the school or at another venue.
 - Materials are selected for listening to and discriminating between environmental sounds and describing them in terms of their source, pitch, dynamics, duration and tempo
 - Recorded music is selected from a wide range of sources e.g. classic folk, traditional Irish, music from other countries, choral and instrumental and music for different occasions.

Approaches and Methodologies

Performing

- In the Performing strand all the following are emphasised
 - Active enjoyable participation
 - Development of skills, understanding, knowledge
 - Fostering of children's attitude and interests
 - Development of creativity.
- Effective singing skills are developed through
 - Different Methodologies of teaching
 - Conducting
 - Improving vocal quality
 - Vocal exercises
 - Encouraging the following - part singing, teaching rounds, partner songs (duet) and part songs
- Approaches to music literacy include pictorial representation of rhythm, stick notation, tonic solpha and reading music for tin whistles
- Children are provided with opportunities to play untuned and tuned percussion instruments in all classes.
 - Currently tin whistle is taught in the senior class and we are investigating ways to introduce it in the lower classes.
- Children have many opportunities to perform for an audience
 - Within class
 - Other classes
 - Parents and Wider community

Composing

- Children encouraged to compose music as part of the Composing strand through
 - Composing melodic composition by using some sort of tuned instrument
 - Children from Juniors to 6th use numbers to compost short pieces (refer to core curriculum)
 - Children from 4th to 6th compose by putting a melody to a rhythm
 - Children from 4th to 6th compose melodic tunes on a melodic instrument
- Children are given opportunities to compose a rhythmic piece by using vocal sounds, body sounds, and percussion instruments
 - We recognise a need to develop teaching skills in this area, and will pay particular attention to this strand, within our monthly individual plans.

Linkage and Integration

We recognise that there is a natural linkage across the strands of the music curriculum e.g. while pupils are engaged in a Performing and Composing lesson, they will also be Listening and Responding.

Music is a subject which lends itself easily to integration across the curriculum e.g. Visual Arts, Drama, Literacy, Numeracy, Science.

Assessment and Record Keeping

Assessment informs the teaching and learning of music by determining the skills the pupils 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.
 - Performance at a particular school event e.g. Christmas Concert
- Assessment is recorded in teachers' notes and in the end of year report
- This is communicated to parents in the end-of-year report and at the annual Parent-Teacher meetings.

Children with Different Needs

In Scoil San Eoin, all pupils participate in music within the classroom. Teachers will, if required, vary the pace, content and methodologies to ensure learning and success for all pupils. Every effort will be made to simplify the language and technology for non-Irish pupils. Equally, where a teacher recognises a musical talent within a pupils, this will be nurtured as far as possible and the teacher will communicate this with the parents/guardians so that they may nurture the talent e.g. after school class.

Equality of Participation and Access

Equal opportunities are given to all pupils regardless of gender, ethnic background or socio-economic status across all strands and activities. Music class may be used as a means of integrating different cultural backgrounds, which may exist in the class at the time.

Organisational Planning

Timetable

Time is allocated per week as per the guidelines for the Arts curriculum. This time allocation may be broken down at the discretion of the individual teacher. In the Junior Classes, the time may be shorter and more frequent and in the Senior classes the time may be divided into longer sessions. Teachers may choose to block times at particular occasions during the year. Teachers should ensure that pupils who attend Spec. Ed teacher are included for as much of the music curriculum as possible.

Resources and ICT

There is an inventory of Musical Instruments and Resources (Appendix A) attached to this document. These are all available to the classroom teachers and those holding workshops from the multipurpose room. Each teacher is responsible for maintaining the resources. Resources are funded from fundraising and BOM monies when required.

Health and Safety

Teachers are constantly aware of health and safety when conducting lessons. When planning and during Music lessons, consideration will be given to the following:

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

Individual Teacher's Planning and Reporting

- This whole school plan, core curriculum and the curriculum documents for music, provide information and guidance to individual teachers for both their long and short term planning.
- Teachers plan using the objectives as laid out in the strand and strand units.
- Each teacher will record their month's work in their Cuntas Miosúil which will serve in reviewing and developing the whole school plan/individual preparation for following years.
- These will be reviewed and signed by the Principal.

Staff Development

- Teachers have access to reference books, resource materials, instruments, equipment and websites dealing with music. Resources are available in different centres as listed above
- Linda Greene (Principal) will take responsibility for monitoring developments.
- Staff are consulted about the purchasing of instruments and materials for music
- Information about in-service courses, school visits, musical events are communicated to all by Ms Greene or through the staff notice board in the hall.
- Teachers are encouraged to attend in-service courses.
- We are always looking at opportunities for staff with expertise in the areas of music to share their ideas with other staff members e.g. co-operative teaching.
- Time is allocated at staff meetings to discuss aspects of the music curriculum
- There are opportunities for team-teaching in music e.g. Peace Proms, Music Generation etc.
- There are opportunities for whole school engagement with particular strands e.g. Christmas Carol Service, Christmas/Nativity Play, Trip to the Panto/Musicals.

Parental Involvement

- Parents are encouraged to foster an interest in music through attending events and enrolling them in after school activities.
- Parents and community members are invited to attend and assist with events throughout the year such as Christmas Concert and trips to musicals, Peace Proms.
- Any parents who has a skill or interest in music is invited to showcase this skill to the pupils and set up workshops where possible.
- All progress in the music curriculum will be discussed with parents/guardians at the annual PT meetings and in the end of year report.

Community Links

The staff of Scoil San Eoin are very open and encouraging to any member of the local community who wishes to share their musical talent/skill with the pupils, and will facilitate this where possible. Community members are invited to attend school events. Local people who hold workshops or classes for school age pupils are invited to come to the school for a period of time where finances and timetabling allow. Performances in music are uploaded on the school website, for parents/guardians and community members to view.

Success Criteria

The success of this whole school plan will be monitored and assessed, through the following means:

- Staff/pupils/parent feedback – Positive
- Cuntas Miosuil and Individual Plans – Teachers will have used this plan as a guide for planning.
- Inspectors Reports – Procedures in the plan have been followed consistently

Success Criteria

We will know if the plans have 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

Roles and Responsibilities

The Principal, Ms Linda Greene, has responsibility for the development of music within the school.

Timeframe

This plan will be implemented as soon as it is ratified by the BOM in 2017 and will be evaluated by the staff on a bi-annual basis.

Review

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

Roles and Responsibilities

Those involved in the review are:

- Teachers
- Pupils
- Parents
- BOM/DES/Others

Ratification and Communication

This plan was ratified by the Board of Management of Scoil San Eoin on: _____

It will be communicated to the parents through the school website along with any amendments in the future.

Signed:

Henry Fleming
(Chairperson)

Date _____

Linda Greene
(Principal)

Date _____