

# Music Policy Doolin National School

## **Introductory Statement and Rationale**

### **(a) Introductory Statement**

Inservice was provided for music during the school years 2004-2006. The existing approach to music was reviewed and changes necessary to implement the music curriculum were identified. In collaboration with the teaching staff, the following plan was drawn up. The plan was reviewed in 2014.

### **(b) Rationale**

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
- It is intended to guide teachers in their individual planning for music.

## **\_ Vision and Aims**

### **(a) Vision**

The vision for teaching music at Doolin National School is:

- To provide equal access to develop skills, knowledge and understanding
- To provide equality of opportunity for every child to experience and share in a wide variety of music and songs from different styles and cultures

We understand music to be:

- An expressive art through which one can communicate and share sounds regardless of age, gender, race or class

- A vehicle for personal and communal expression through performing and composing
- A fundamental and life enhancing experience which is practiced in all cultures and societies
- An assistance with artistic and aesthetic development through a cross curricular and multi-cultural approach.

### **(b) Aims**

We endorse the aims and objectives of the curriculum for music and in addition we aim:

- 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 experiences.

### **Underpinning Principles**

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

- Music is for all teachers, special needs assistants and pupils.

- Active enjoyable participation is fundamental to the music curriculum.
- The three strands of the curriculum are equally important (1) Listening and Responding, (2) Performing and (3) Composing and can be explored over periods of time.
- Music lends itself easily to integration with other areas of the curriculum and planning for this integration in advance allows the teacher to reinforce musical concepts in other areas of the curriculum.

### **\_ Curriculum Planning**

All teachers will teach each of the three strands in each class each year.

#### **Listening and Responding**

The Listening and Responding strand of the music curriculum aims to give children opportunities to experience a wide range of musical styles, traditions and cultures. Through enjoyable and varied listening experiences the children are encouraged to listen actively and to focus on the actual music.

All classes will explore sounds (environmental, voice, body, instruments) as per objectives for that class level.

All classes will listen to extracts from a variety of genres and respond in a variety of ways. These may include:

- 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
- Composing
- Singing or playing along with music
- Musical games and/or action songs

The teacher will endeavour to ensure that the pieces chosen for his/her class will have a balance of Irish, classical, modern and other music.

**Performing:**

In the Performing strand the following will be emphasised:

- Active enjoyable participation
- Development of skills, understanding, knowledge
- Fostering of children's attitude and interests
- Development of creativity.

Songs may be taught using the following:

- Using voice, recording, instrument, sheet music
- Teaching by ear
- Selecting the song
- Matching the vocal range of the children
- Resources

The following may be used for effective singing skills being developed. (See Teacher Guidelines pg. 76-81).

- Methodology of teaching
- Conducting
- Improving vocal quality
- Vocal exercises

Encouragement of the following can be found in the Teacher Guidelines pg. 84-85.

- Part singing
- Teaching rounds
- Partner songs (duet) and part songs

This strand also includes giving the children the opportunity to play an instrument and to acquire basic literacy skills in music.

### **Tin Whistle:**

The tin whistle will be taught from 1st -6th class this year. Letter notes (A, B, C, D, E, F, G) and staff notation will be used in the teaching of the tin whistle.

Children place their left hand on top of the tin whistle and their right hand at the bottom.

The following approaches to music literacy are used throughout the various class levels

(Teacher Guidelines pg. 93):

- Graphic notation
- Stick notation
- Staff notation
- Note value
- Note name
- Rhythm syllable

### **Composing:**

This strand includes giving children the opportunity to improvise and/or create their own music in a variety of contexts:

To accompany a nursery rhyme, song, poem or story

- To explore the musical concepts/elements
- To experiment with sound
- To portray a character, mood or setting
- To illustrate events

- To convey an abstract concept
- To explore melody

Children will also have the opportunity to discuss, evaluate and/or record their own music as part of the Composing strand.

### **Linkage and Integration:**

The linkage of all strands (Performing, Composing, Listening and Responding) in music is encouraged, as there are opportunities to develop themes that cover the strands. We recognise the inter-related nature of the music curriculum and acknowledge that while the children are engaged in the other strands Performing and Composing they will frequently be Listening and Responding. The music curriculum can be integrated with Visual Arts, Mathematics, Gaeilge, P.E., History, Geography and the Oral Language programme.

### **Assessment**

The main assessment tool used for music will be teacher observation and teacher designated tasks.

The following may also be used by the class teacher:

- Projects( on composers/ musical instruments)
- Recordings of the children's work
- Graphic/pictorial scores.

### **Children with Different Needs:**

The music programme aims to meet the needs of all children in the school. This will be achieved by teachers by varying the pace, content and methodologies to ensure learning for all pupils.

### **Equality of participation and access:**

All the children in our school will participate in all aspects of the music curriculum. All children are provided with equal opportunities.

### **School Choir**

We have a strong tradition in Doolin NS where our school choir participate in church and community events as well as school events. All children in the senior classes are invited to participate and they practice regularly.

### **Organisational Planning**

#### **Timetable**

All classes will have a minimum of 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 allocated may be of shorter duration on a more frequent basis while senior classes may be divide the hour into longer time spans such as two thirty-minute sessions or three twenty-minute sessions. Teachers may also choose to block times for music at particular times of the year.

### **Resources and ICT**

The instruments are stored in our store room upstairs and book resources are stored in teacher's classrooms.

Text books

*\*\* (All class textbooks will be reviewed at the end of each school year).*

### **ICT**

Each classroom is equipped with an I.W.B. with internet access. Teachers may use these to access useful sites to support the music programme (*see appendices at back*). All classrooms are also

equipped with CD players. Requests for additional resources should be made to the principal who will coordinate the purchases.

### **Health and Safety**

Teachers will at all times be mindful of the school's Health and Safety Policy. Children will be encouraged to safeguard their own well being. Children will be encouraged to show respect for musical instruments and to play them at an appropriate volume.

### **Individual Teachers' Planning and Reporting**

Each teacher's planning reflects a balanced approach to all strands. At each class level the teacher prepares a long-term plan for music. The detail of the work completed is then recorded in the *Cuntas Miosiuil*. The school plan is designed to be spiral and cumulative. This ensures that concepts and skills are developed from year to year and that activities are not repetitive for children.

### **Staff Development**

Teachers will be notified of any opportunity for further professional development available such as courses run by the Education Centre and/or other parties. Teachers may also apply to the Board of Management for funding for such courses. The skills and expertise of the school will be shared in Music as in other curricular areas through input at staff meetings as well as on an informal basis.

### **Parental Involvement**

Parents are asked to give support to their children's music activities by encouraging active listening, discussing attitudes and taste towards music, allowing time and space to practice 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 listener or supportive audience members for children's performance.

### **Community Links**

The parish of Doolin has a rich musical tradition. Children from the school regularly sing and play at community events, in particular on the occasion of Christmas Masses / First Holy Communion Masses / Confirmation Masses etc.

### **Success Criteria**

The success of this plan will be measured using the following criteria:

- Continuity of content and methodology through the strands and class levels.
- On going assessment will show pupils are developing a level of appreciation of music appropriate to their age and ability.
- Children will develop a repertoire of songs to sing and tunes to play.

**Roles and Responsibilities-** class teachers are responsible for the implementation of the Music programme for their own classes. The management team ensures the implementation of the music programme and is responsible for the purchase, distribution and monitoring of resources.

### **Review**

It is intended that this policy will be reviewed in Autumn 2018

### **Ratification and Communication**

This plan was ratified by the staff of Doolin NS in May 2014.

This plan was ratified by the Board of Management in

Signed \_\_\_\_\_ Chairperson B.O.M.

This plan will be communicated to all relevant parties.

