

Doolin National School

Whole School Plan

Music

Introduction:

This policy was developed by the staff during the 202 / 2022 school year. It was further developed and ratified by the Board of Management at a meeting in May 2022. This plan will form the basis of each teacher's long and short term planning in music and so will influence teaching and learning in individual classrooms. It will inform new or temporary teachers of our approaches and methodologies in this subject area.

Rationale:

As music is a diverse and lifelong activity, enjoyed by people of all ages, we in Doolin NS consider music to be an indispensable part of the child centred curriculum. It is a discrete body of knowledge, another form of communication and means and assists in the development of the child's imagination and listening skills. It assists in the personal, social, mental and physical development of the child. Music offers lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk-taking and enjoyment. (Music Curriculum pg.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 activity, alone or with others, which will contribute towards providing many opportunities for them to enjoy, understand and appreciate music while nurturing their self esteem and confidence.

(b) Aims:

We, the staff of the Presentation Primary School, endorse the aims and objectives for music as outlined in the music curriculum (p. 12-13).

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

Strands and Strand Units

Infants p. 14-25, 1st and 2nd p. 26-40, 3rd & 4th p. 41-59 and 5th & 6th p. 60-79. The choice of content is determined by the previous musical experience and need of the student. At times this may be accommodated through attempting the content suggestions for an earlier level. When choosing strand unit/objectives, every effort is made to ensure that all the musical concepts are included resulting in a plan for music that is broad, balanced and coherent. Familiarity is maintained when teachers change classes or for new teachers by providing a template which lists what is expected at each class level. This ensures continuity and progression.

Individual classes use thematic approaches e.g. Christmas, seasonal themes, etc.

Planning

Each teacher will prepare a long term yearly plan for music which will be informed by this plan. Each teacher will ensure that the music content for their class will be covered at a minimum during the school year and will in their fortnightly plans and Cuntas Míosúil

Approaches and Methodologies (T.G. p. 52-127)

School planning for music takes into account a range of approaches, ensuring continuity where valuable work has begun and to provide support where weaknesses emerge. 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.

Music Literacy: Solfa will be used for song singing only, staff notation is introduced from 2nd class. Infants- pictorial - Symbols/Rhythm Patterns, 1st and 2nd - Stick Notation, 3rd to 6th -Staff Notation Whatever approach or methodology chosen is chosen to ensure enjoyment, develop knowledge and allow musical growth.

Instrumental Work: Tin Whistle introduced at 2nd class. Teachers within the School facilitate these classes. Opportunities for performance include taking part in the annual St. Patrick's Day Parade and sacraments.

Appropriate singing and listening materials: Teachers have a wide variety of materials in their classrooms which provides opportunities for listening and responding to a wide range of musical styles, traditions and cultures.

Song Singing: Songs are taught from CD, using keyboard, directly from the teacher, making every effort to choose songs which match the vocal range of the pupils. Older students combine learning songs by ear with the reading of music in 5th and 6th classes. Opportunities for performance include school choir, school concerts, singing Christmas carols, etc

Linkage and Integration

Music can be linked and integrated with all other areas of the curricular areas. Linkage: Listening and Responding- Exploring Sounds- Performing- Playing Instruments, patterns explored in music literacy incorporated into students improvisations and compositions. Integration: Cross-curricular connections Visual Arts, P.E. Science, History, Language, Language and Reading, S.E.S.E. and Maths.

Assessment and Record Keeping (Curr. Book p. 82-89)

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. Teacher Observation: The teacher observes the students participation in musical activities and their application skills taught and their knowledge and understanding. The students emerging understanding of invented or standard musical notation is noted. Distinctions are made between students solo and group performance. Literacy: Students efforts when composing, which illustrate musical knowledge (beats/sounds, stick/standard notation) are noted. Teacher designed tasks and tests: Playing a tune from memory, designing or making a musical instrument, composing a song, composing a dance sequence, singing from sight etc

Children with Differing Needs:

Approaches and methodologies employed by class teachers take into account students with differing needs. By using flexibility in their planning and preparation teachers in most cases allow students with differing needs to participate in classroom music with minor modifications. It is important that all children experience a rounded arts education. Drama plays a pivotal role in this education and so we will ensure that every child will have opportunities to engage in learning activities appropriate to their abilities. Drama 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 drama experience.

- Children may be able to explore and deal with questions of choice and conflict by distancing themselves in the fictional context.
- Drama 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.

Equality of Participation and Access:

All students and all teachers are actively engaged in music education within the school.

- Equal opportunities will be given to every child to experience all strands.

- All children will have an equal opportunity 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.

Timetable

The integrated approach to the teaching of music will be widely used at all levels of our school, the quality of the learning experience being more important than the time allocated to it. Time will be allocated in blocks for specific aspects of arts education. In keeping with the recommendations in the Primary School Curriculum Introduction (pg.70) a minimum two and half hours per week is devoted to Arts education in the infant classes and a minimum of three hours per week for classes for 1st to 6th.

ICT:

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

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. Consideration will be given to the following when planning for music:

- Hidden dangers if children are moving around the classroom.
- Care must be taken transporting and accessing the equipment.
- Ventilation of the classroom.
- Amount of space for children to sit or stand when doing choral or instrumental work. (see Ursula re: choral arrangements re: church activities).
- Appropriate volume levels when using audio equipment and instruments.
- Individual teachers planning and reporting

Individual Teacher's 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.
- 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 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

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.
- Miss C Rouine will be responsible for keeping resource material up to date and will arrange for opportunities for resources to be assessed for purchase and for new approaches to be piloted in the school.
- 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.
- Our school has a culture where teachers share their expertise, good experience and practice with others

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 and 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.

Community Links

Musicians in the community may be invited to play for the children. All such visits will be discussed in advance with the Principal and the teacher will be present in the class at all times. Within our school community the pupils will be provided with the opportunity to enjoy the music of students in our classes.

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 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 need? Ways of assessing this plan will be:
- Revisiting the plan as a staff.
- Teacher feedback
- Parental feedback
- Children's feedback
- Inspectors' reports and suggestions.

Roles and Responsibilities

All staff will :

- Implementation of whole school approaches in musical literacy.

- Purchase, maintenance and storage of resources - principal
- The development of ICT as a tool for teaching and learning music and the vetting of websites.
- Access to books, resource materials, instruments and equipment.
- Ms C Rouine will monitor any development in music curriculum.
- Information about in-service courses etc. is displayed on the notice board in the staff room / emailed to staff
- Colleagues who need assistance are given help and advice on the preparation and implementation of the music curriculum.

Ratification and Implementation.

This school plan will be ratified by the Board of Management. It will be reviewed as required.

Ratified By BOM: Signed: *Padraig Vaughan* Board of Management

Date: 14/5/22

Signed: *J. Mooney* Principal