



Scoil Bhríde, Croghan Whole School Plan for Music

Reviewed
2019/2020

Introductory Statement

In Scoil Bhríde we are committed to supporting children in all aspects of their education and development. Music facilitates the development of personal, social, intellectual and physical skills. It is a powerful, unique form of communication that can transform the way pupils feel, think and act. This plan was devised and formulated by the staff of the school after a lengthy collaboration process involving all teachers of the school.

Rationale

Music helps pupils to develop creativity and expression of emotions. It can enhance a student's ability to reason and think critically. Music education is part of a balanced curriculum which aims to develop the whole spectrum of pupils intelligence. It is also an important part of social culture which can enrich the lives of individual pupils. Pupils are enabled to progress to a level where they can derive pleasure and enjoyment from participating individually or in group musical activities involving listening, responding, composing and performing. Music deepens the child's sense of humanity. These principles and the guidelines laid down by the DES (1999) formed the basis of our planning to ensure that the revised curriculum for music was introduced in our school in a well-planned and organised manner. This plan will benefit teaching and learning within our school.

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 Scoil Bhríde, endorse the aims and objectives for music as outlined in the music curriculum (pp. 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.

- Oral language (English/Gaeilge)
- Design and make (Science)
- Energy and forces – sound (Science)
- Visual Arts
- Construction
- Drawing
- Paint
- Elements of art: an awareness of line, pattern, shape
- PE
- Dance: Exploration, creation and performance of dance
- History
- Story: early people and ancient societies
- Continuity and change over time
- Local studies
- Feasts and festivals in the past
- Geography
- Religion
- Etc.

Integration may also be approached through planning on a thematic basis.

4. **Assessment**

Assessment will be governed by the school's policy on Assessment. The main assessment tool used for music will be teacher observation, teacher designed tasks and portfolios of work (assessment of learning/ assessment for learning). The assessment will be used by teachers to inform their planning and the management of the learning activities.

5. **Children with Differing Needs**

It is the policy of this school that all children will participate in music activities regardless of differences in ability. Music activities will be differentiated in order to meet the needs of the children in a particular class. Teachers will vary the pace, content and methodologies to try to ensure learning and success for all children. Where possible children who have difficulty in manipulating sound sources will have help from an SNA, teacher or peer. Every effort will be made to simplify the terminology and language so that any language difficulties children may have are able to participate. We recognise that some children in our school learn musical instruments. Teachers will encourage such children to play for their classmates so that other children will have opportunities to listen and respond to live music.

6. **Equality of Participation and Access**

Equal opportunities will be given to all children regardless of: gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community, across all strands and activities.

7. **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 junior classes the time allocated will be of shorter duration and on a more frequent basis, whilst senior classes may divide the hour into longer time spans, e.g. two thirty minute sessions or three twenty minute sessions. Teachers may also choose to block times for music at particular times of the year. There is discretionary time available each week (Infants: one hour, First to Sixth Classes: two hours) which teachers can occasionally use to support the music curriculum. Teachers should ensure that pupils attending supplementary teaching are included for as much of the music programme as possible.

Implementation

(a) Roles and Responsibilities

All teachers are responsible for implementing strands and strand units appropriate to the classes. There will be ongoing monitoring and evaluation of the plan. Teachers will be encouraged to present feedback during staff meeting of this plan.

(b) Timeframe

This plan will be implemented in 2019-2020 academic year.

This plan was ratified by the Board of Management of Scoil Bhríde Croghan.

Signed:

P. Sattler
Chairperson, Board of Management

Dated:

5. 2. '20

- Explore ways of making sounds using manufactured and home-made instruments
- Explore how the tone sound of suitable instruments can suggest various sounds and sound pictures

- Listen to a range of short, familiar and unfamiliar pieces of music or excerpts
- Respond imaginatively to pieces of music through movement
- Talk about pieces of music, giving preferences and illustrate responses in a variety of ways
- Show the steady beat in listening to live or recorded music
- Accompanying or chants
- Differentiate between steady music and music without a steady beat
- Identify and show the tempo of the music as fast or slow, getting faster or getting slower
- Differentiate between sounds at different dynamic levels (loud and soft, getting louder and softer)
- Perceive the difference between long and short sound
- Identify obviously different instruments

- Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate
- Describe initial reactions to, or feelings about, his/her compositions and the compositions. Giving preferences
- Respond imaginatively to longer pieces in a variety of ways through writing, art or dance.
- Show the steady beat in listening to live or recorded music

<i>Curriculum</i>	
1 st & 2 nd Classes	<ul style="list-style-type: none"> • Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies • Recognise and imitate short melodies in echoes • Show the steady beat when performing familiar songs, singing games or rhythmic chants • Understand the difference between beat and rhythm • Perceive the shape of melodies as moving upwards, downwards or staying the same • Select the dynamic most suitable to a song • Notice obvious differences created between sections of songs in various forms
<i>P Curriculum</i>	35

3 rd & 4 th Classes	<p>Unison singing</p> <ul style="list-style-type: none"> • Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression • Show greater control of pulse and tempo while singing well known tunes • Understand the difference between beat and rhythm • Perform familiar songs with increasing understanding and control of pitch and extended vocal range • Performing familiar songs with increasing awareness of dynamics, phrasing and expression • Notice obvious differences created between sections of songs in various form <p>Simple part singing</p> <ul style="list-style-type: none"> • Perform a rhythmic or melodic ostinato or drone in accompanying a song • Perform, in groups, simple rounds in two or more parts
<i>P 52/53 Curriculum</i>	
5 th & 6 th Classes	<p>Unison singing</p> <ul style="list-style-type: none"> • Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts • Sing independently with increasing awareness and control of pulse, tempo, pitch, diction and posture • Perform familiar songs with increased control; dynamics, phrasing and expression • Relate words and mood of a song to style and performance • Notice the differences created between the sections of songs in different forms • Explore structural elements within familiar songs <p>Simple part singing</p> <ul style="list-style-type: none"> • Perform a rhythmic or melodic ostinato or drone in accompanying a song • Distinguish individual parts in a round by singing, listening, moving or by observing notational cues • Perform a round in several different textures • Perform, as part of a group, arrangements of songs that include simple countermelodies or harmony parts • Identify unison parts and harmony parts visually and aurally
<i>P 71/72 Curriculum</i>	

Strand Unit: Literacy
<p>Teacher guidelines – teachers should refer to the Teacher Guidelines for advice on the following topics related to the strand unit “literacy”</p> <ul style="list-style-type: none"> • P89-103 General guidelines for Literacy • P90/91 Graphic notation

	<ul style="list-style-type: none"> • Read, sing and play simple tunes from sight with C G F as doh • Understand the function of major key signatures as indicating the position of doh
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Performing	
Strand Unit: Playing Instruments	
Teacher guidelines Teacher guidelines – teachers should refer to the Teacher Guidelines for advice on the following topics related to the strand unit “playing instruments”	
<ul style="list-style-type: none"> • P104-109 General guidelines for playing instruments • P106 The Recorder • P109 Tin Whistle • P130/131 Musical instruments suitable for primary school • P132-135 How to hold and play some percussion instruments 	
Objectives	
Infant Classes <i>P Curriculum</i> 23	<ul style="list-style-type: none"> • Play simple percussion instruments • Use simple home-made and manufactured instruments to accompany songs, nursery rhymes and rhythmic chants
1 st & 2 nd Classes <i>P Curriculum</i> 38	<ul style="list-style-type: none"> • Play some percussion instruments with confidence • Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants • Identify and perform simple two-note or three-note tunes by ear or from simple notation • Play the scale and simple tunes on the tinwhistle with confidence
3 rd & 4 th Classes <i>P Curriculum</i> 57	<ul style="list-style-type: none"> • Discover different ways of playing percussion and melodic instruments • Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants • Identify and perform simple, familiar tunes from memory or from notation
5 th & 6 th Classes P76 Curriculum	<ul style="list-style-type: none"> • Perform a range of playing techniques on a wide selection of percussion and melodic instruments • Use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants • Identify and perform familiar tunes from memory or from notation independently

3. Composing

Strand Unit: Improvising and Creating
Teacher Guidelines Teacher guidelines – teachers should refer to the Teacher Guidelines for advice on the following topics related to the strand unit “improvising and creating”
<ul style="list-style-type: none"> • P110-119 General guidelines for Improvising and creating • P113 Exemplar 20 Accompanying a story, song or game • P114 Exemplar 21 Accompanying a poem • P115 Exemplar 22 Using musical elements • P116 Composing with rhythmic elements • P118 Composing using melodic elements
Objectives

<i>P</i> 59 <i>Curriculum</i>	
5 th & 6 th Classes	<ul style="list-style-type: none"> • Recognise and sing from memory a more demanding repertoire of songs. • Engage in part-singing. Perform rounds and partner songs. • Use percussion instruments with increasing confidence and skill to accompany tunes / songs. • Invent and perform pieces that show an increasing control and awareness of musical elements. • Reflect upon and evaluate their work. • Record compositions on electronic media.