## Galbally National School Music Plan

Introductory Statement and Rationale

 (a) Introductory Statement

This plan was updated in 2017. All teachers /staff were present and involved: Martin Kearney, Claire Byrnes, Bernadette Leahy, Sarah Cunningham, Caroline Cummins, Kate O’Connor and Niamh Donovan.

(b) Rationale

The purpose of the plan is:

* *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*

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Vision and Aims

**(a) Vision**

Music in our school should offer lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk taking and enjoyment.

(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 promote the participation of all classes 2nd to 6th in the School Band.

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:**

1. **Timetable**
2. **Resources and ICT**
3. **Health and safety**
4. **Individual teachers’ planning and reporting**
5. **Staff development**
6. **Parental involvement**
7. **Community links**

1. Strands and strand units

*(Refer to Curriculum)*

* Teachers are familiar with the strands/strand units/content objectives for their class level as part of school planning days on music.
	+ Infant classes pp. 14-25
	+ First and second class pp. 26-40
	+ Third and fourth class pp. 41-59
	+ Fifth and sixth class pp. 60-79.
* If new teachers join the staff they are provided with the school plan and are expected to familiarise themselves with the objectives for the class level.
* There is continuity, progression and consistency from class to class.
* 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.
* The three strands – Listening and responding, Performing and Composing, are comprehensively covered and afforded equal importance. Extra time is given to performing in discretionary time in the case of a class change.
* There are specific issues that are needed to be considered in multi-class/small schools ie pitching the lessons at a level suitable for both classes in the classroom, classes amalgamating for choral work and band.
* The school adopts a thematic approach at certain stages of the year e.g. Carol Singing, St Patrick’s Day Parade, Christmas Concert, School Masses.

**2. Approaches and methodologies**

* All children a reactively engaged in music education in our school.
* All Class teachers are actively involved in music education in our school.
* There is a positive musical environment that encourages and values sharing of ideas, skills and resources? *(See Teacher Guidelines p. 29)*
* All classes are given the same opportunities to play the range of musical instruments in the school. All classes are involved in every aspect of music in our school. Different ability groups and individual compositions are encouraged and form part of music classes.
* Opportunities are provided to enhance children’s lives through music – concert, parade, masses, competitions are played/sung by whole class.

**Listening and responding**

* Children are provided with opportunities to listen and respond to music *e.g. experience a wide range of musical styles, traditions and cultures ie visitors /musicians to school.*
* The teacher provides opportunities for active listening and responding *e.g. questioning, prompting suggesting, listening to short examples repeatedly, balanced responses between imaginative associations and structural elements are encouraged.*
* Children are given opportunities to respond to music in a variety of ways which 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.
* 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. *(See Teacher Guidelines p.69)*
* There are many opportunities provided for live performances – Concert, St Patrick’s Day Parade, Masses, End of Year etc.
* Listening Materials: There is a broad range of materials provided.
	+ Recorded music on CD or music technology, interactive whiteboard.
	+ Tuned and untuned percussion instruments – snare drums, bodhrán, beat box and selection of percussion instruments.
	+ Environmental objects, such as assortments of metals, wood or fibres
	+ Instruments of child/children in the class
	+ Melodic instruments – tin whistle, piano, guitar, accordion, glockenspiel etc.
	+ Instruments of a musician on the staff, among the parent body
	+ Performance of a group, ensemble, band, choir, orchestra visiting the school or at another venue.
* Selecting listening materials: Different CD’s and sounds available on IT equipment as well as the environment itself are selected for listening to and discriminating between environmental sounds and describing them in terms of their source, pitch, dynamics, duration and tempo.
* Selecting recorded music: Each class teacher selects pieces to be used from a range of CD’s in school and others available to them personally to suit music from written and unwritten traditions, classical and folk, music from Ireland and other countries, choral and instrumental, solo and ensemble, music for different occasions and purposes.

**Performing**

* In the Performing strand the following are emphasised:-
	+ Active enjoyable participation
	+ Development of skills, understanding, knowledge
	+ Fostering of children’s attitude and interests
	+ Development of creativity.
* Songs are taught using the following methods:
* Using voice, recording, instrument, sheet music
* Teaching by ear
* Songs are selected taking the following into consideration:

Matching the vocal range of the children

Resources available.

* Singing skills are developed effectively by: *(See Teacher Guidelines pp. 76-81)*.
	+ Modifying Methodology of teaching to suit class level/class ability.
* Using simple but effective conducting.
* Improving vocal quality by encouraging good posture, mouth shape and breath control
* Practising/Using vocal exercises before singing.
* The following are encouraged - part singing, rounds, partner songs (duet) and part songs. In each case the teacher ensures the time is completely secure before moving on. *(See Teacher Guidelines pp. 84-85).*
* The whole school approach on overcoming singing difficulties is working with groups/individuals through reinforcement and repetition, regular and energetic singing in the first few weeks of term to revitalise vocal music making.
* The approaches to music literacy used are sharing child’s own music with others and observing how others interpret and perform it.
* Opportunities are provided for playing instruments in all classes.
* Melodic instruments are introduced as follows:- Tin whistle; 2nd to 6th – children have opportunity to learn accordion and glockenspiel, melodic in 5th & 6th.
* Opportunities are provided to perform for an audience:
	+ Within class – individual and group performances during music lesson.
	+ Other classes – in school concerts.
	+ Parents –Concert and Masses and Open Night.
	+ Wider community – concert and St Patrick’s Day and Mass and Old Folks party.

**Composing**

* Opportunities are provided for children to develop their creativity in music.
* Children are encouraged to improvise, discuss, evaluate and record music as part of the Composing strand.
* Opportunities are provided to improvise and/or compose 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 are given opportunities to compose/improvise using vocal sounds, body sounds, instruments and environmental sounds.
* Management issues need to be considered when organising composing activity ie availability of percussion instruments, availability of hall (when space is required for body percussion etc.
* Children are given opportunities to contribute to the setting of ground rules for creative music activity eg:-
	+ Starting and stopping signals
	+ Handling of instruments
	+ Sound level
	+ Time spent at each activity

**3. Linkage and integration**

* Linkage:
* The strands of the curriculum are – Listening and responding, Performing, and Composing interrelated and interconnected e.g. exploring sounds in the listening, responding strand may lead directly to improvising in the composing strand.
* Integration:
* Music is integrated with another subject in a way that complements curriculum aims and objectives in both subjects e.g. Art – concepts such as lines , shapes and patterns can be illustrated through music since music like line can be jumpy, smooth or broken.
* Theme based activities are used to support integration and can be listed as part of the plan e.g. theme of trees, shoes, water.

**4. Assessment and record keeping**

* Assessment informs the teaching and learning of music by determining where adjustments are needed, no instruction and identifying short comings in pupil achievement, no music.
* Listening, Responding, Performing, Composing should be assessed.
* Teacher observation - within a single lesson teacher can observe child’s ability to hold an instrument, listen, follow directions, concentrate on a particular task, work successfully with a partner.
* Other assessment tools used:-
	+ Teacher-designed tests and tasks
	+ Projects
	+ Recordings of the children’s work
* Progress is recorded through the pupils own work samples, projects and self assessment.
* This progress is communicated to parents through parents attendance at school, classroom events, parent/teacher meetings.

**5. Children with different needs**

* Activities are adapted and modified so that all children can participate meaningfully in classroom music.
* A special needs assistant (SNA) has a wider role/responsibility during some music activities.
* The school provides challenges for children of exceptional ability by encouraging them to proceed at their own pace, by allowing them to pursue personal projects and teacher designed tasks.
* Specific provisions are in place for children with disabilities eg additional time is allowed to practise a skill. Encouragement and repetition of instructions is given. Instruments can be adapted, visual symbols, clues help to reinforce theoretical concepts.

**6.** **Equality of participation and access**

* There are gender issues that need to be considered in relation to the teaching of music *e.g. selection of songs, use of instruments …*
	+ Equal opportunities are given to boys and girls to participate in classes/activities.
	+ Boys and girls have equal access to and opportunities to experience all strands.
* The music class is used as an opportunity to integrate the culture of all pupils e.g. international pupils eg polish, Chinese songs.
* Provision is provided, as and where necessary, for children experiencing any form of disadvantage eg additional time to practise a skill, instruments can be specifically designed, seating arrangement in class, resource materials eg magnetic counters, encouragement, repetition of instructions. Activities will be structured, have specific rules, clear instructions. The choice of instrument should be appropriate to pupils’ abilities. These pupils are allowed use of school instruments and band uniform.
* The school has an agreed policy with regard to dispersing available funds to ensure that every child has access to and opportunity to participate in all music activities provided by the school.
	+ In line with Dept of Education and Science recommendations, it is the policy of Galbally NS not to charge for in school curriculum activities.

Organisational Planning:

7. Timetable

* In Infant classes musical activities occur daily while in senior classes is divided over 2 days.
* Time is allocated in blocks for specific aspects of arts education. Opportunities are identified for integration with other subjects well in advance.
* Time is allocated in blocks before the Christmas concert and band outings eg. St Patrick’s Day.

**8. Resources and ICT**

* There is an inventory of resources, equipment and instruments available for music.
* The band teacher is responsible for it.
* Each teacher has a copy.
* Resources are centrally stored in the lock up. There a timetable for their use.
* There are adequate resources for all classes eg CD’s and Music Box. These resources are maintained and updated as necessary.
* Resources are purchased generally by individual band teacher from local music store- Danny Ryan’s Music Store, Tipperary. There is a supply of CD’s in school and personal CD’s are also used by teachers.
* Additional resources are provided when needed.

**ICT**

* The value of I.T. is recognised by individual teachers and used at their discretion.

9. Health and safety

* Consideration is given to the following when planning for music:
	+ Hidden dangers if children are 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 will plan using the strands and strand units and using a thematic approach.
* The Cuntas Míosúil will serve as a prompt for the review of the whole school plan. Continuity of class work will be reviewed at next music review.

11. Staff Development

* Teachers have access to reference books, resource materials, instruments, equipment and websites dealing with music.
* Band teacher will take responsibility for monitoring developments.
* School personnel can research new methodologies etc. They can arrange for demonstrations, opportunities to try out materials/instruments and assess whether or not they should be purchased.
* Information about in-service courses, school visits, and musical events is communicated to all.
* Teachers are encouraged to attend in-service courses. There is a sharing of the expertise acquired at these courses.
* Time is allocated at the beginning of the year at staff meetings to discuss aspects of the music curriculum.
* Teachers can avail of internal and/or external expertise to inform and upskill the school community on these issues.
* Colleagues, who need assistance, are given help and advice on the preparation and implementation of the music curriculum.
* There are opportunities for team-teaching eg for Christmas concert, St Patrick’s Day Parade and End of Year mass.
* Opportunities for whole school engagement with particular strands include:- performance with concerts etc. Listening and Responding to music, visiting musicians, out of school excursions eg. Cork Pops.

**12. Parental involvement**

* Ways in which parents can support their child in fostering an interest in music are:-
	+ Singing together songs learned in school.
	+ Encouraging and listening to them practising and performing.
* Parents can be involved in supporting the music programme in the school by helping out with concerts etc.
* Parents are invited to view the children’s performances in music at in school concerts etc.
* Events are held, e.g. Sports Day, Corpus Christi Procession.

**13. Community links**

* Members of the community are involved in supporting the music programme e.g. Composer in the Classroom, local music organisations and societies, with the Christmas concert, Old Folks Party, St Patrick’s Day Parade, Visiting.
* There venues where the children are brought to listen to and appreciate music eg Excel Theatre, Tipperary Town, Cork Opera House.

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Success criteria

This plan will make a difference to the teaching and learning of music in our school. The criteria that will indicate success are:

* **We will know that the plan has been implemented by:**
* Teachers’ preparation based on this plan
* Procedures outlined in this plan consistently followed
* **We will know that the plan has achieved its aims by:**
* Teacher/parent/pupil/community feedback.
* Inspectors’ suggestions/report.
* Children’s confidence in musical performance.
* Children’s awareness and response to different musical genres.
* **The plan will enhance pupil learning by:**
* *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.*

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Implementation

(a) Roles and Responsibilities

 The plan will be supported, developed and implemented by:

* + Teachers/SNA’s
	+ Community Links
	+ Parents
	+ Board of Management

The plan will be evaluated annually at staff meetings.

(b) Timeframe

The plan will be implemented in March2017.

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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

Those involved in the review

* + Teachers
	+ Pupils
	+ Post holders/plan co-ordinator – Mrs Leahy
	+ Board of Management/DES/Others

Mrs Leahy has responsibility for co-ordinating the review.

(b) Timeframe

 This Policy will be reviewed at Staff Meetings and earlier if it is not seen to be working properly.

Ratification and Communication

This Policy will be officially ratified by the Board of Management at the earliest opportunity.

It is available for inspection by appointment with the principal.

Signed………………………………………….. Date……………………………………

 Chairperson

**Appendix 1 -Inventory of Music Resources**

|  |  |
| --- | --- |
| Accordians | 5 |
| Melodicas | 10 |
| Glockenspiels | 5 |
| Snare Drums | 10 |
| Bodhráns | 2 |
| Small drum | 1 |
| Beat Box | 1 |
| Bongos | 1 |
| Tin whistles | 1 |
| Didgeridoo | 1 |
| Guitar | 1 |
| Keyboards | 2 |
| Music stands | 2 |
| **Concert Resources** |  |
| Amplifier |  |
| Microphones |  |
| Speaker stands |  |
| Microphone stands |  |
| Radio microphones |  |
| **Percussion Box** |  |
| Selection of the following:  |
| Tambourines |  |
| Claves |  |
| Castanets |  |
| Maracas |  |
| Triangles |  |
| Bells |  |
| Tubular bells |  |
| Woodblocks |  |
| **Band Accessories** |
| Band Uniforms |  |
| Flag |  |
| Banner |  |
| Plumes, hats |  |
| Whistle |  |
| Gloves |  |
| Pumps |  |
| Pom poms |  |
| Conducting stick |  |
|  |  |

Each teacher has a selection of:

* Music on CD’s, DVD’s etc
* Books

**Appendix 2 - Reference Section**

* Primary School Curriculum: Music (1999)
* Primary School Curriculum. Your Child’s Learning: Guidelines for Parents

Websites:

|  |  |
| --- | --- |
| PCSP  | [www.pcsp.ie](http://www.pcsp.ie)  |
| SDPS | [www.sdps.ie](http://www.sdps.ie) |
| NCCA | [www.ncca.ie](http://www.ncca.ie) |
| DES | [www.education.ie](http://www.education.ie) |
| INTO | [www.into.ie](http://www.into.ie) |
| IPPN | [www.ippn.ie](http://www.ippn.ie) |
| NPC Primary | [www.npc.ie](http://www.npc.ie) |
| Other sites: |  |
|  | [www.teachnet.ie](http://www.teachnet.ie) |
| [www.mudcat.org](http://www.mudcat.org) |
| [www.kidsloveclassics.com](http://www.kidsloveclassics.com) |
| [www.vanbasco.com](http://www.vanbasco.com) |
| [www.playmusic.org](http://www.playmusic.org) |
| [www.thirteen.org](http://www.thirteen.org) |
| [www.bbc.uk](http://www.bbc.uk)gonoodle.comdabbledoo.com |