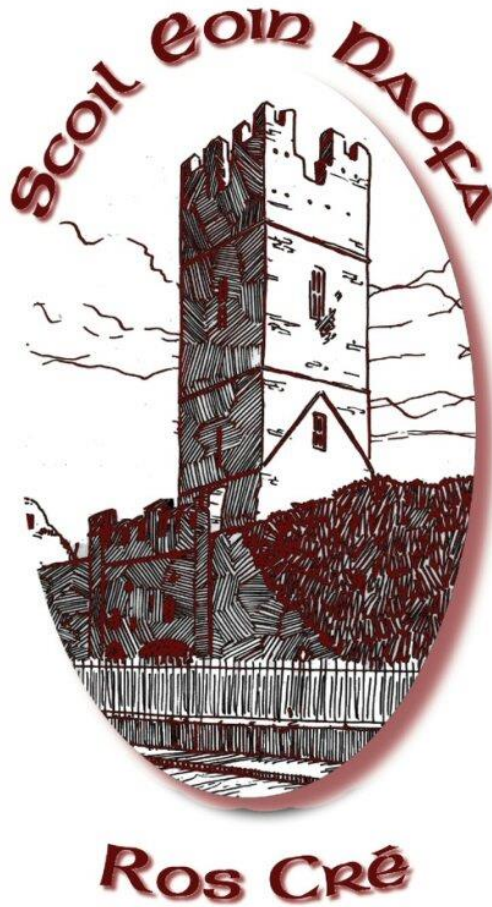


Whole School Music Plan



Introductory Statement and Rational:

a) Introductory Statement:

This plan has been formulated by the staff of Scoil Eoin Naofa during the school year 2023/24. It will guide and inform teachers in their preparation and planning for music. It will provide information for staff, parents, Board of Management and others on the teaching and learning of Music in this school

b) Rationale:

As music is a diverse and lifelong activity, enjoyed by people of all ages, we in Scoil Eoin Naofa 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 that 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.

Vision and Aims

a) Vision:

Music is a key curricular area in the holistic development of the child. It involves learning in the major domains of knowledge, skills, attitudes, feelings and the senses. Our vision for music education is to encourage children to appreciate and enjoy the hugely positive benefits that music can have on their lives. We also seek to develop the child's aesthetic, intellectual, emotional, creative and cultural development through engagement in positive musical experiences.

b) Aims

We endorse the aims of the primary music curriculum:

- 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

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:

1. Strands and Strand Units:

There are three strands in the music curriculum: Listening and responding, performing and composing. All teachers are familiar with the strands and strand units and content objectives of the curriculum. Each strand has equal importance. Each class level will cover all three strands of the Music Curriculum.

Teachers are also 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

Beginning in the school year 2023/24 we will use the Music education website www.dabbledoo.com as a framework and guiding resource to ensure that all aspects of the curriculum are taught and to ensure continuity, progression and consistency from class to class.

As a school we recognise the integrated nature of these strands and that they are not discrete categories but are interrelated concepts which will be reflected in our teaching of music.

A thematic approach will be adopted at certain stages of the year, e.g., Christmas, Halloween, Seachtain na Gaeilge

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.

All teachers are actively involved in music education in our school. In some cases, provision may also be made for teachers who may have a particular interest in music to 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. This may be arranged by mutual agreement between the relevant teachers and should be reflected in both teacher's planning and timetabling of music. It is considered best practice to inform the principal when such an arrangement has been agreed upon.

2. Approaches and Methodologies:

1. Listening and Responding:

- This strand includes exploring sounds and responding to Music.
- Sounds include instruments, environmental sounds, body percussion, and vocal sounds.
- Children in our school are provided with opportunities to listen and respond to music by experiencing a wide range of musical styles, traditions, and cultures. Our teachers provide opportunities for active listening and responding by questioning, prompting, suggesting, listening to short examples repeatedly etc., in line with Teacher Guidelines p.55.
- Children are given opportunities to respond to music in a variety of ways which include moving, talking about it, 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 action songs.
- Children are provided with opportunities to work in different groupings: whole groups, small groups, pairs, and individually; children are especially encouraged to work collaboratively and co-operatively.
- In both music and environmental recordings selected for listening, the focus is on discriminating between sounds and describing them in terms of their source, timbre, texture, structure, pitch, dynamics, tempo, duration, structure, and style.
- In selecting recorded music, a balance is maintained between music from Ireland and other countries, choral and instrumental, music for different occasions and purposes (e.g., religious ceremonies), solo and ensemble, classical and folk.

2. Performing:

- This strand includes giving all children the opportunity to play an instrument, acquire basic music literacy skills and sing a range of songs.
- Opportunities for pupil performances are provided in class, at School Assembly, Holy Communion, Confirmation, School Mass, School Concerts, and other occasions.
- In the Performing strand, the following are emphasised:
 - Active enjoyable participation;
 - Development of skills, understanding, and knowledge;
 - Fostering of children's attitudes and interests;
 - Development of creativity.
- Song –Singing: Because the voice is everyone's first instrument, it forms the key to access to music education in the classroom. Our teachers are aware that the range of notes of a song should be within the range of the children's voices. Songs may be taught by ear, using a melodic

instrument or using a recording. In teaching song-singing, teachers keep in mind the recommendations of Teacher Guidelines pp.70-73, and 76-80. When teaching singing with the musical elements in mind, teachers refer to Teacher Guidelines pp.74-76.

- 3rd to 6th classes form a choir for Church ceremonies—Holy Communion, Confirmation, School Masses.
- All children are given the opportunity to use the percussion and melodic instruments which are available in the school.
- Tin whistle: Tin whistle will be taught from second to sixth class by class teachers. Notes are introduced in the following order: B, A, G, F#, E, D, C#, High D', High E', C, High F#, High G' High A', High B'. Keys to be learned: Key of G major and D major. Children will play a range of simple and traditional tunes, increasing in difficulty according to ability.
- The school will link with outside groups such as Music Generation, Sing Ireland and Peace Proms to provide additional lessons in singing and playing instruments and opportunities to perform. See also community links for further performance opportunities.

3. Composing.

- 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—e.g., to accompany a 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.
- Children are given opportunities to contribute to the setting of ground rules for creative music activity: when organising composing activities, teachers refer to pp.111-112 of Teacher Guidelines.
- Music Literacy Teachers will introduce both tonic solfa and staff notation in a phased manner to facilitate Music exercises and develop pupils' Music literacy. In Infants the children will recognize and perform simple rhythm patterns from pictorial symbols. Stick notation and simplified staff notation (two lines) will be introduced in First Class. Formal reading of the stave is introduced in Third Class. Support will be available to assist in the delivery of these lessons where class teachers feel they need support.

3. 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.:

- PE - dance/action songs
- Language - through sounds and symbols
- History - musical history and folk music
- Irish - Amhráin Gaeilge
- Science - instrument making and performance
- Drama – performing Action songs/attending musicals
- Geography – music from different countries
- Visual Arts – responding to music through art
- Mathematics – number songs and rhymes

4. Assessment and Record Keeping

Assessment informs the teaching and learning of music by determining the skills the children 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. Self-assessment tools, Teacher-designed tasks and Recordings of the children's work will also be used.

Assessment is recorded in teachers' notes/assessment folders. This is communicated to parents in the end-of-year report or at parent teacher meetings.

5. Children with Different Needs

It is the policy of our school that all pupils will participate in music activities. Teachers will, when required, vary the pace, content and methodologies to ensure learning and success for all pupils. Every effort will be made to simplify language for EAL children.

Where a teacher recognises that a child displays a particular ability in Music, this will be nurtured as far as possible and this will be communicated to the

parents, so that they may nurture the talent e.g., the child may have opportunity to take out of school music lessons, circumstances permitting.

We recognise that some children in our school learn musical instruments. Teachers will encourage such children to play for their classmates, so that the other children will have opportunities to listen and respond to live music.

In Scoil Eoin Naofa we have an Early Intervention Class for children with ASD. While music is an integral part of the class, the individual needs of the children... (sensitivity to noise...ear defenders??)

6. 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 may be used as a means of integrating different cultural backgrounds, which may exist in the class at the time.

Organisational Planning:

7. Timetable:

Time is allocated per week as per the guidelines for the Arts curriculum. In keeping with the recommendations in the Primary School Curriculum Introduction, a minimum of 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. 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. Music may be integrated with other subjects. This will be reflected in teachers planning. Teachers may choose to block times at particular occasions during the year. Teachers should ensure that pupils who attend SET are included for as much of the music curriculum as possible.

8. Resources:

There are many resources which a teacher can consider when planning the music curriculum for a class. Some examples are:

- Recorded music (online videos/streaming/websites)
- Available instruments (See Appendix)
- Music books
- A child in the class who plays an instrument
- A musician within the school community
- Technology in the classroom

There is an inventory of Musical Instruments and Resources (Appendix A) attached to this document. These are all available to the classroom teachers from the staff room. Each teacher is responsible for maintaining the resources.

9. 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.

10. Individual Teacher's Planning and Reporting

The whole-school plan, core curriculum and the curriculum documents for music provide information and guidance to individual teachers for their long- and short-term planning.

Each teacher will have a long term and short-term plan for music. Teacher's plan using the objectives as laid out in the strands and strand units and assess ability using assessment documents, as outlined by the NCCA.

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 Míosúil will assist in recording work covered in evaluating progress in music and in informing future teaching.

11. Staff Development:

Teachers have access to reference books, resource materials, instruments, equipment and websites dealing with music.

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 the school principal or through the staff notice board in the staff room.

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.

Time is allocated at staff meetings to discuss aspects of the music curriculum, when needed.

There are opportunities for team-teaching in music e.g. Peace Proms

There are opportunities for whole school engagement with particular strands e.g. Christmas Carol Service, Christmas/Nativity Play, Trip to the Panto/Musicals.

12. Parental Involvement:

Parents are encouraged to support their children's activities in music by encouraging active listening, discussing music, allowing time and space to practice an instrument and encouraging positive attitudes to music.

Any parents who have a skill or interest in music may be invited to showcase this skill to the pupils where possible.

Progress in the music curriculum will be discussed with parents/guardians at the annual Parent Teacher meetings and in the end of year report.

Parents are sometimes invited to attend school or classroom music events, as supportive audience members for children's performances.

The Parents' Association are involved in the organisation of the Christmas Concert.

13. Community Links

Children from the school are often involved in musical activities in the parish and locality – e.g. sacraments, carol-singing, fundraising events.

The school is also involved in musical initiatives such as Music Generation and Sing Ireland.

The local library invites us to attend music workshops that it organises from time to time.

We as a school are open to a member of the local community who wishes to share their musical talent/skill with the pupils and will facilitate this where possible.

We attend annual musical in the local secondary school and where possible the Christmas pantomime produced by the local musical society.

Where possible the school organises music workshops e.g. drumming workshop.

Success Criteria

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

- Staff/pupils/parent feedback
- Cuntas Míosúil and Individual Plans
- Inspectors Reports

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/have experienced playing 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

As we do not have a music post-holder, all teachers, under the guidance of the principal, will be responsible for overall development of the music curriculum. All teachers will be responsible for resources.

Timeframe

This plan has been reviewed in the school year 2023/24 and is currently being implemented.

Review

Roles and Responsibilities

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

Timeframe

This plan will be reviewed in full by in the school year 2026/27 or sooner if required. Amendments may be made where needed to meet the needs of the school.

Ratification and Communication

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

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

Signed: _____

Chairperson Board of Management

Date: _____

Appendix A: Music Resources

- Large Percussion Box (stored in staff room)
- Small Percussion Box (stored in staff room)
- Keyboard (stored in Ms Ryan's room)
- Music Stands (stored in PE storeroom)
- 40 Ukuleles (stored in back office)
- Junior Infant percussion box
- Tús Maith Percussion Box
- Microphones and audio system (in hall)
- Dabledoo Programme (in all classes as a guiding resource)