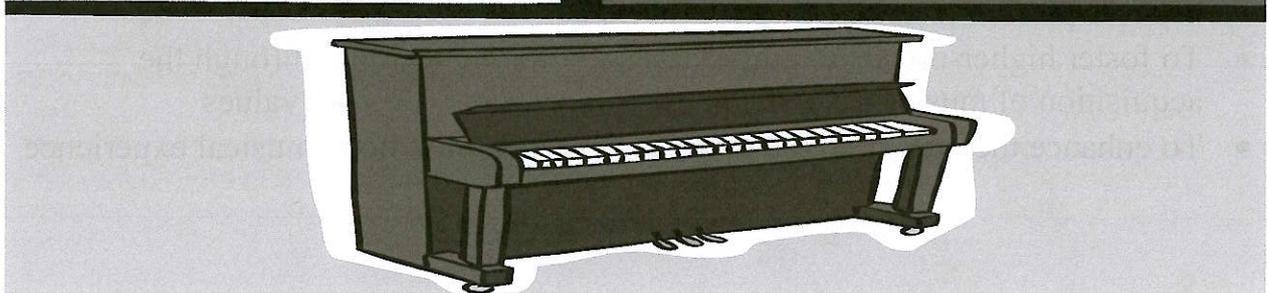
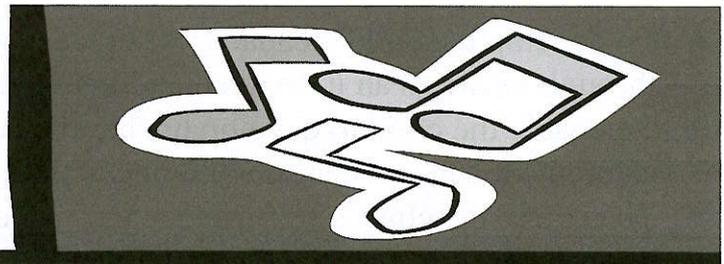
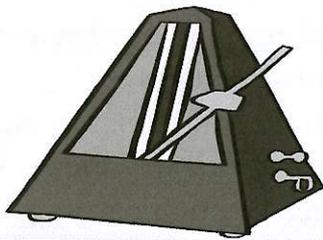


St. Joseph's N.S.

WHOLE SCHOOL PLAN FOR MUSIC



A WHOLE SCHOOL PLAN FOR MUSIC

INTRODUCTORY STATEMENT

This plan is drawn up in accordance with the revised Music curriculum. It aims to set out our approach as a school to music teaching. This plan will form the basis for teachers' long and short-term planning. It will also inform new or temporary teachers of the approaches and methodologies used in the school.

RATIONALE

Music is an indispensable part of the child-centred curriculum as one of the range of intelligences and as a special way of knowing and learning. It was decided to focus on the area of music for development in order to provide a coherent approach to the teaching of music across the whole school.

VISION

We seek to encourage in our school the holistic development of the child. Music contributes to the development of artistic awareness, self-expression, self-growth self-esteem and multicultural sensitivity and, therefore to the development of the whole child. The teaching of music in our school promotes the personal, social, mental and physical development of the child.

AIMS

We endorse the aims of the primary school curriculum for Music

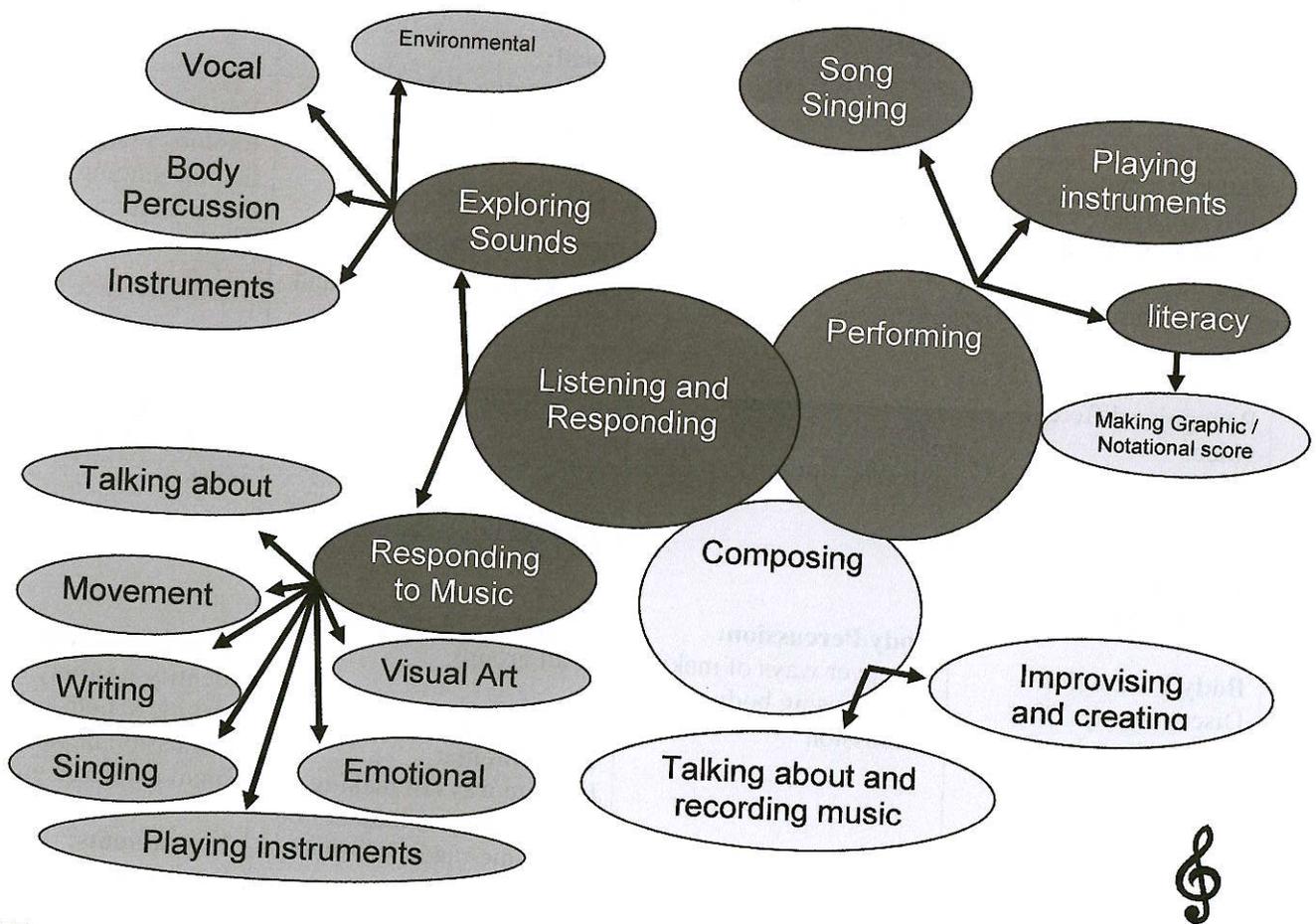
- To enable the child to enjoy and understand music and to appreciate it critically
- To develop the child's openness to, awareness of and response to a wide range of musical genres, including Irish music
- To develop the child's capacity to express ideas, feelings and experiences through music as an 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 core values
- To enhance the quality of the child's life through aesthetic musical experience

CURRICULUM PLANNING-1. STRANDS AND STRAND UNITS

Teachers will ensure that all three strands of the music curriculum are comprehensively covered and afforded equal importance each year.

- **Listening and Responding**
- **Performing**
- **Composing**

Progression, continuity and consistency will be encouraged from class to class.



The musical elements outlined below will be developed as work is completed on the three strands of the curriculum.

Pulse(steady beat)

Tempo(fast/slow)

Dynamics(loud/soft)

Timbre(tone colour)

Texture(one sound/several sounds)

Duration(long/short,patterns,rhythm)

Pitch(high/low)

Structure(same/different)

Style(Classical, jazz, traditional etc.)

Strand: Listening and Responding Strand Unit: Exploring Sounds

Infant Classes	1st and 2nd classes	3rd and 4th classes	5th and 6th classes
<p>Environmental: Listen to, identify and imitate familiar sounds in the immediate environment from varying sources</p> <p>Describe sounds and classify them into sound families</p> <p>Vocal: Recognise the difference between the speaking voice and the singing voice and use these voices in different ways</p> <p>Recognise different voices</p> <p>Use sound words and word phrases to describe and imitate selected sounds</p> <p>Body Percussion: Discover ways of making sounds using body percussion</p> <p>Instruments: Explore ways of making sounds using manufactured and home-made instruments Experiment with a variety of techniques using manufactured and home-made instruments</p>	<p>Environmental: Listen to, identify and describe sounds in the environment with increasing awareness</p> <p>Recognise and classify sounds using different criteria</p> <p>Recognise and demonstrate pitch differences</p> <p>Vocal: Identify pitch differences in different voices</p> <p>Explore the natural speech rhythm of familiar words</p> <p>Body Percussion: Discover ways of making sounds using body percussion</p> <p>Instruments: Explore ways of making sounds using manufactured and home-made instruments</p> <p>Explore how the sounds of different instruments can suggest various sounds and sound pictures</p>	<p>Environmental: Listen to and describe a widening variety of sound form and increasing range of sources</p> <p>Classify and describe sounds within a narrow range</p> <p>Recognise and demonstrate pitch differences</p> <p>Vocal: Discover the different kinds of sounds that the singing voice and the speaking voice can make</p> <p>Imitate patterns of long and short sounds vocally</p> <p>Body Percussion: Discover ways of making sounds using body percussion, in pairs and small groups</p> <p>Instruments: Explore ways of making sounds using manufactured and home-made instruments</p> <p>Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures Curriculum pages:P.48&49</p>	<p>Environmental: Listen to sounds in the environment with an increased understanding of how sounds are produced and organised</p> <p>Vocal: Explore a range of sounds that the singing voice and the speaking voice can make</p> <p>Distinguish and describe vocal ranges and tone colours heard in a piece of music</p> <p>Body Percussion: Identify a variety of ways of making sounds using body percussion in pairs and in small and large groups</p> <p>Instruments: Explore ways of making sounds using manufactured and home-made instruments</p> <p>Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures Curriculum pages:P.66&67</p>

<p>Curriculum pages:P.19 STRAND:</p> <p>Infant Classes</p>	<p>Curriculum pages:P.32 LISTENING&RESPONDING</p> <p>1st and 2nd classes</p>	<p>STRAND UNIT:</p> <p>3rd and 4th classes</p>	<p>LISTENING&RESPONDING TO MUSIC</p> <p>5th and 6th classes</p>
<p>Listen to a range of short pieces of music or excerpts</p> <p>Respond imaginatively to short pieces of music through movement</p> <p>Talk about pieces of music, giving preferences and illustrate responses in a variety of ways</p> <p>Show the steady beat in listening to live or recorded music</p> <p>Recognise and show the difference between fast and slow tempos</p> <p>Recognise and show the difference between loud and soft sounds</p> <p>Recognise and show the difference between high and low sounds</p> <p>Listen and respond to patterns of long and short sounds</p> <p>Curriculum Pages:P.20&21</p>	<p>Listen to a range of short, familiar and unfamiliar pieces of music or excerpts</p> <p>Respond imaginatively to pieces of music through movement</p> <p>Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways</p> <p>Show the steady beat in listening to a variety of live or recorded music, accompanying songs or chants</p> <p>Differentiate between steady beat and music without a steady beat</p> <p>Identify and show the tempo of the music as fast or slow, getting faster or slower</p> <p>Differentiate between sounds at different dynamic levels(Loud&Soft, getting louder&softer)</p> <p>Perceive the difference between long and short sounds</p> <p>Identify obviously different instruments</p> <p>Curriculum Pages:P.33&34</p>	<p>Listen to and describe music in various styles and genres, including familiar excerpts, recognising in function and historical context where appropriate</p> <p>Describe initial reactions to, or feelings about his/her compositions and the compositions of others(recordings or live performances) giving preferences</p> <p>Respond imaginatively to longer pieces of music in a variety of ways</p> <p>Show the steady beat in listening to live or recorded music accompanying songs or chants</p> <p>Differentiate between steady beat and music without a strong beat in music</p> <p>Recognise strong and weak beats illustrating them through gestures</p> <p>Identify and describe the tempo of the music as fast or slow, or getting faster or slower</p> <p>Distinguish between sounds of different duration while listening to music</p> <p>Identify some families of instruments</p> <p>Respond appropriately to</p>	<p>Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context</p> <p>Listen to his/her own compositions and the compositions of others (recordings or live performances) and evaluate in terms of personal response, choice of instruments and expressive qualities</p> <p>Respond imaginatively to music in a variety of ways</p> <p>Identify families of instruments</p> <p>Examine the effects produced by different instruments</p> <p>Distinguish the main instrument heard in a piece of music</p> <p>Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance</p> <p>Recognise strong and weak-beat patterns, illustrating them through gestures</p> <p>Identify two-beat or three-beat time in moving to music</p>

		<p>obviously different sections of a piece</p> <p>Discover two-beat time(march) and three-beat time(waltz) by using gestures to accompany music</p> <p>Experience six-eight time(like a jig)</p> <p>Curriculum Pages:50&51</p>	<p>Identify six-eight time in moving to music</p> <p>Determine simple form and represent through gestures</p> <p>Experience dotted rhythms or syncopation (emphasis on normally weak beats) in familiar tunes through gestures and movement</p> <p>Curriculum Pages:68,69,70</p>
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STRAND: PERFORMING STRAND UNIT: SONG SINGING

Infant Classes	1st and 2nd classes	3rd and 4th classes	5th and 6th classes
<p>Recognise and sing familiar songs and melodies from other sources</p> <p>Recognise and imitate short melodies in echoes, developing a sense of pitch</p> <p>Show the steady beat in listening to or accompanying songs or rhythmic chants</p> <p>Show while singing, whether sounds move from high to low or from low to high</p> <p>Perform songs and rhymes with a sense of dynamic(loud/soft) control where appropriate Curriculum Pages:P.22</p>	<p>Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies</p> <p>Recognise and imitate short melodies in echoes</p> <p>Show the steady beat when performing familiar songs, singing games or rhythmic chants</p> <p>Understand the difference between beat and rhythm</p> <p>Perceive the shape of melodies as moving upwards, downwards or staying the same</p> <p>Select the dynamics most suitable to a song</p> <p>Notice obvious differences created between sections of</p>	<p>Unison singing: Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression</p> <p>Show greater control of pulse and tempo while singing well known tunes</p> <p>Understand the difference between beat and rhythm</p> <p>Perform familiar songs with increasing understanding and control of pitch and extended vocal range</p> <p>Perform familiar songs with increasing awareness of dynamics, phrasing(appropriate breaks in the music) and expression</p> <p>Notice differences</p>	<p>Unison Singing: Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural contexts</p> <p>Sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture</p> <p>Perform familiar songs with increased control of dynamics, phrasing and expression</p> <p>Relate words and mood of a song to style of performance</p> <p>Notice the differences created between the sections of songs in different forms</p> <p>Explore structural elements within familiar</p>

	<p>songs in various forms Curriculum Pages:P.35</p>	<p>between the sections of songs in various forms</p> <p>Simple part-singing: Perform a rhythmic or melodic ostinato(repeated pattern) or a drone(long, held notes) to accompany a song</p> <p>Perform in groups simple rounds in two or more parts Curriculum Pages:P.52&53</p>	<p>songs</p> <p>Simple part-singing: Perform a rhythmic or melodic ostinato or drone in accompanying a song</p> <p>Distinguish individual parts in a round by singing, listening, moving ,or by observing notational cues</p> <p>Performing a round in several different textures</p> <p>Perform as part of a group two songs sung individually and as partner songs</p> <p>Perform as part of a group arrangements of songs that include simple countermelodies or harmony parts</p> <p>Identify unison parts(playing or singing the same line) and harmony parts(two or more independent parts together) visually and aurally Curriculum Pages:P.71&72</p>
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STRAND: PERFORMING STRAND UNIT: LITERACY

Infant Classes	1st and 2nd classes	3rd and 4th classes	5th and 6th classes
Pitch	Pitch	Pitch	Pitch
Match selected sounds with their pictured source(e.g. teacher hums	<p>Recognise the shape(Contour) of a simple melody</p> <p>Recognise and sing familiar tunes and singing games within a</p>	<p>Recognise the shape(contour) of melodies on a graphic score or in standard notation</p> <p>Recognise and sing simple tunes in a variety of ways</p>	<p>Recognise the shape(contour) of a melody and movement by steps or by leaps, from a graphic score or from notation</p> <p>Recognise and sing familiar tunes in and increasing variety of</p>

Twinkle, twinkle and child identifies picture of star.	range of two or three notes.	Use standard symbols to identify and sing a limited range of notes and melodic patterns	ways Use standard symbols to read, sing and play simple melodies from sight
Rhythm	Rhythm	Rhythm	Rhythm
Recognise and perform simple rhythm patterns from pictorial symbols Curriculum Pages:P.23	Identify and perform familiar rhythm patterns from memory and from notation	Identify and define the rhythm patterns of well known songs and chants Recognise and use some standard symbols to notate metre(time) and rhythm	Recognise longer and more complex rhythm patterns of familiar songs and chants Recognise, name and use some standard symbols to notate metre(time) and rhythm
Rhythm and Pitch	Rhythm and Pitch	Rhythm and Pitch	Rhythm and Pitch
	Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch Curriculum Pages:P.36&37	Use standard symbols to notate simple rhythm and pitch Discover how pentatonic tunes(based on five notes:d,r,m,s,l) can be read, sung and played in G doh, C doh, or F doh Curriculum Pages:P.54&55	Use standard notation with increasing fluency and accuracy to notate simple rhythm and pitch Recognise that melodies can be read, sung or played in different keys. Read, sing and play simple tunes from sight with G doh, C doh, or F doh Understand the function of major key signatures as indicating the position of doh. Curriculum pages:P.73-75

Music Literacy-Rhythm&Pitch

- Infants-Pictorial symbols-Pitch&rhythm
- 1st&2nd- Stick notation,crotchet note, rhythm syllables, (Ta-ti ti) (s,m,l)
- 3rd&4th-Time signature 2,3,4 beat time, crotchet rest & minim note (s,m,l,r,d)
- 5th&6th-Semibreve,Dotted minim, dotted crotchet (s,m,l,r,d,low lah,low soh)

STRAND: PERFORMING STRAND UNIT:PLAYING INSTRUMENTS

Infant Classes	1 st and 2 nd classes	3 rd and 4 th classes	5 th and 6 th classes
<p>Play simple percussion instruments</p> <p>Use simple home-made and manufactured instruments to accompany songs, nursery rhymes or rhythmic chants</p> <p>Curriculum Pages:P.23</p>	<p>Play some percussion instruments with confidence</p> <p>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</p> <p>Curriculum Pages:P.38</p>	<p>Discover different ways of playing percussion and melodic instruments</p> <p>Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants</p> <p>Identify and perform simple, familiar tunes from memory or from notation</p> <p>Curriculum Pages:P.57</p>	<p>Perform a range of playing techniques on a wide selection of percussion and melodic instruments</p> <p>Use percussion instruments with increasing confidence and skill to accompany tunes, songs and chants</p> <p>Identify and perform familiar tunes from memory or from notation independently</p> <p>Curriculum Pages:P.76</p>

STRAND: COMPOSING STRAND UNIT: IMPROVISING AND CREATING SOUNDS

Infant Classes	1 st and 2 nd classes	3 rd and 4 th classes	5 th and 6 th classes
<p>Select sounds from a variety of sources to create simple sound ideas, individually and in groups(vocal, body percussion, instruments,</p>	<p>Select sounds from a variety of sources to illustrate a character or a sequence of events, individually or in groups</p>	<p>Select different kinds of sounds to portray a character , a sequence of events or an atmosphere in sound stories</p>	<p>Select from a wide variety of sources for a range of musical purposes</p> <p>Invent and perform</p>

environment) Invent and perform short ,simple musical pieces with some control of musical elements Improvise new answers to given melodic patterns Curriculum Pages:p.24	Invent and perform short musical pieces with increasing ease and control of musical elements(e.g. pitch, dynamics, tempo, duration, structure etc.) Recall, answer and invent simple melodic and rhythmic patterns, using voices, body percussion and instruments Curriculum Pages:p.39	Invent and perform simple musical pieces that show a developing awareness of musical elements Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments Curriculum Pages:p.58	pieces that show an increasing awareness and control of musical elements Recall, answer and invent melodic and rhythmic patterns, using voices, body percussion and instruments Curriculum Pages:p.77
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STRAND: COMPOSING STRAND UNIT: TALKING ABOUT AND RECORDING COMPOSITIONS

Infant Classes	1 st and 2 nd classes	3 rd and 4 th classes	5 th and 6 th classes
Talk about his/her work and the work of other children Invent graphic symbols for single sounds and sound effects Record compositions on electronic media Curriculum Pages:p.29	Talk about his/her work and the work of other Children Invent graphic symbols or use standard notation to represent selected sounds Record compositions on electronic media CurriculumPages:p.40 &41	Describe and discuss his/her work and the work of other children Devise and use graphic symbols and /or use standard notation to record simple musical patterns and inventions Record compositions on electronic media Curriculum Pages:p.59	Reflect upon and evaluate his;/her work and the work of other children Devise and use graphic symbols and/or use standard notation to record different lines of musical patterns and inventions Record compositions on electronic media Curriculum Pages:p.70&71

2. APPROACHES AND METHODOLOGIES

All children will be actively engaged in music education in our school, providing opportunities to enhance the children's lives through music. Approaches and methodologies used will be based on the active learning strategies recommended in the curriculum:

- ***talk and discussion***
- ***active learning***
- ***collaborative learning***
- ***problem solving***
- ***skills through content***
- ***use of environment***

LISTENING AND RESPONDING:

- Through **active participation** the child will experience an **extensive range of music** and **respond** to the music in a **variety** of ways.
- Children are allowed to **experience a wide range of musical styles**, traditions and cultures e.g. **classical, traditional, jazz, world, sacred, pop, film.**

- Children are given the **opportunity to respond** to music in a **variety** of ways e.g. **movement, discussion, visual arts, following/creating a pictorial score, creative writing, composing, singing/playing along with music, musical games/action songs.**
- The child is encouraged to be an **active listener** rather than a passive listener. Teachers question, prompt, suggest, ask children to listen for specific instruments/features etc. to encourage active listening.
- Children work collaboratively in whole group, small groups and pairs as well as individually.
- A **broad range of listening materials is provided** e.g. recorded music, tuned/untuned percussion, environmental objects, melodic instruments (tin whistle, piano, keyboard), instrument of child in a class.
- Opportunities are provided for live performances with **assembly performances, music recitals, school choir recitals, Seachtain na Gaeilge concert and National Children's Choir.** Children attend and perform at class concerts, Christmas concerts, Grandparent's Day concert and 6th class graduation.
- The **Garda band and the army band** are invited to perform for the school when available.

PERFORMING:

- Children engage in performance with emphasis on **active, enjoyable participation** while simultaneously **developing musical skills** and knowledge e.g. pitch, pulse, dynamics, rhythm etc.
- Children from **Junior Infants-6th** are provided with opportunities to **play percussion** instruments on a weekly basis as each class is allocated a **time slot** to use the set of percussion instruments.
- Children perform with instruments **percussion/melodic** for their **class, other classes, and parents.** Percussion workshops are sometimes organized where children are allowed play various types of African drums or bodhráns.
- Children from various classes **perform songs** in **Class concerts, Christmas Concert, the Seachtain na Gaeilge concert, Grandparent's day and Graduation.**
- **The Garda band and the army band** are invited to perform for the school when available.
- **Songs are taught** using the **voice, instrument, sheet music and recordings.**
- The teacher should give a **starting note for singing** from a pitched instrument where possible e.g. chime bar/hand bell.
- Songs are chosen to **match the vocal range of the children** not the teacher.
- The voice is used for the **sheer enjoyment of performance** and as a means through which **musical skills** can be expanded.
- **Words, beat, rhythm, diction, style and expression** need to be worked on when approaching the teaching of a song.
- **Good posture, mouth shape, and breath control** are encouraged from the beginning in song-singing. Simple **vocal warm up exercises** can be used to teach these.
- Children with **singing difficulties** are encouraged to **attempt a range of vocal responses** that transcend their normal production and are then allowed to move up or down in pitch in small steps e.g. animal impressions, foreign accents, cartoon voices, engine noises
- **Part singing** is introduced through **ostinatos, drones, rounds, partner songs** and part songs
- **Conducting** is used to **stimulate and inspire confident song performance.** Initially only the teacher conducts but after a while children are taught how to conduct also.

COMPOSING:

- Children are encouraged to **improvise, discuss, evaluate and record music** as part of the Composing strand
- Children are given opportunities to **compose using vocal sounds, body sounds, environmental sounds and instruments.**
- Children's **creativity is encouraged** as they compose/improvise music in a variety of contexts e.g. **Accompanying story, poem, rhyme, song, portraying a character, mood, setting, illustrating events, exploring the musical elements, experimenting with sound, exploring melody, conveying an abstract context**
- Children need to be **carefully organized into small groups** for composing activities with **clearly assigned tasks**. When instruments are being used groups must **take turns choosing instruments** from percussion set and **replace them** when finished. **Each group** must be given **equal time to perform their compositions** and it's imperative that **time is allowed to discuss, evaluate and record compositions, modifying** them if necessary. Children should be encouraged to record compositions graphically as well as on CD/sound recorder or on laptop/Ipad.
- **Collaborative learning, talk and discussion, and active learning** strategies are used frequently throughout the composing strand.

3. LINKAGE AND INTEGRATION

- **Linkage:**

The **three strands of the music curriculum** lend themselves readily to integrated learning due to their **interrelated nature**. The strand unit **Exploring Sounds** in the Listening and Responding strand may lead directly to **improvising in the Composing** strand while the **Literacy** strand unit is complemented by work at the **recording stage of Composing**. A single recording of **vocal music** may provide a stimulus for **listening**, a stimulus for **responding** and **performing by singing along** and a stimulus for **composing by creating new music** using the same theme or structure. As a staff we will **avail of opportunities for linkage between strands when planning individual musical activities.**

- **Integration:**

Particular attention will be given to possibilities for integration. As a staff we see possibilities for integrating our work in music with the following aspects of other subject areas:

Oral language (English/Gaelige)(Talk and discussion responding to music heard and composed)

Creative writing (English)(Writing in response to music heard)

Design and make (Science)(Making home-made instruments)

Energy and forces (Science)(Exploring sound)

Construction/Drawing/Paint and colour (Visual Arts response to music)

Exploration of art elements-line, shape, pattern, space(Visual Arts)

Ordering and patterning sounds (Mathematics)

Fractions/decimals(Mathematics) (**Full beats and half beats-rhythm patterns and values**)

Story/Feasts and Festivals/early people and ancient societies(History)Songs and listening repertoire

Exploration, creation and performance of dance (P.E.)(movement response to music)

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

For example the themes of water, weather, seasons, food etc. could be explored as integrated themes, incorporating various subjects including music.

4. ASSESSMENT AND RECORD KEEPING

Assessment is used to evaluate the teaching and learning of music and to gain information on the development, progress and achievement of pupils. This information is then used to plan for future learning and to improve teachers' teaching –pupils' learning. It ensures the music activities provided by the teacher meet the needs of the pupils.

The knowledge, skills, understanding and attitudes within the inter-related strands of listening & responding, performing and composing should be assessed as well as the integrated musical elements e.g. pitch, pulse, etc..

The following tools for assessment are used:

- **Teacher Observation**
- **Teacher designed music tasks and tests(Written and activity based)**
- **Work samples and portfolios (E-portfolios can be also used here)**
- **Music Projects(Written and activity based)**
- **Music checklists(Based on curriculum objectives)**

Pupil's progress is recorded in end of year summer reports and reports given at parent-teacher meetings in November. Work samples and portfolios could be shown at parent-teacher meetings as well as written reports.

5. CHILDREN WITH DIFFERENT NEEDS		
Potential area of difficulty	Implications for learning	Possible strategies
Listening skills	Constructive listening to sounds and music	<ul style="list-style-type: none"> • Work with short musical excerpts and single sounds initially • Give students something specific to listen for in musical extract • Make simple sounds more interesting by telling brief stories • Make the listening environment as free of other sounds as possible
Short term memory	Retention of rhythm sequences or song lyrics	<ul style="list-style-type: none"> • Use frequent repetition • Reinforce work from previous music sessions at the beginning of each new session • Take opportunities at transition times during the day to sing a song or clap a rhythm
Short attention span	Concentration and application	<ul style="list-style-type: none"> • Change activities often during music session • Involve students in movement to music at regular intervals during music sessions
Motor skills: fine and gross	Playing of instruments	<ul style="list-style-type: none"> • "Match" the instrument to the student
	Movement to music	<ul style="list-style-type: none"> • Watch the student as he/she moves to music and work on developing the movements that they seem most comfortable with gradually extending their range of movement.
	Recording of compositions in standard notation or pictorial/graphic form	<ul style="list-style-type: none"> • Use alternative means (e.g. CD player, computer software) • Cut out notes/pictures and have students place these in appropriate place on backing sheet for representation of

		note/rhythm sequence
Spatial awareness	Strategic use of space while moving to music	<ul style="list-style-type: none"> • Stress the importance of finding a space in which to move freely • Give students plenty of opportunities to move to music • Enlist the help of auxiliary staff to monitor movement and guard against accidental injury
Auditory discrimination	Appreciation of the use of musical elements (e.g. pulse, pitch, duration, rhythm, etc.)	<ul style="list-style-type: none"> • Accentuate elements in a musical piece, song or composition using visual aids and physical gestures
Visual discrimination	Ability to follow musical notation (standard, graphic/pictorial)	<ul style="list-style-type: none"> • Use tactile materials • Use clearly defined pictures and symbols for classroom display of pitch or rhythm sequences
	Ability to find notes on keyboard for short pitch sequences e.g. ostinato (constantly repeated note pattern) accompaniment	<ul style="list-style-type: none"> • Use coloured stickers on the notes to be played, withdrawing these as the player gets accustomed to the position of the notes to be played.

6. EQUALITY OF PARTICIPATION AND ACCESS

Equal opportunities will be given to all children regardless of gender, ethnic background, socio-economic status across all strands and activities of the music curriculum taught in this school. Teachers will need to bear this in mind when selecting songs and using instruments. The music class is used as an opportunity to integrate the culture of all pupils both national and international.

ORGANISATIONAL PLANNING:
7. TIMETABLE

Time allocated to Music should be spread over a number of days rather than as a single block. In infant classes musical activities should occur daily, while in senior classes, time for music should be divided over two or three days. Arts education is allocated nine hours per month in Infant classes and eight hours per month from 1st -6th classes. Some discretionary time may also be allocated periodically for Music, particularly in the context of integrated project work, celebration occasions or concerts.

8. RESOURCES AND ICT

An inventory of music resources, equipment and instruments is carried out and updated each year by the post holder with responsibility for music. It is clearly displayed on all boxes in the music press. A copy is also distributed to each staff member, for their class folder for the year. Teachers are notified of any new music purchases throughout the year at staff meetings and the inventory list is modified when necessary.

Music resources, equipment and instruments are all centrally stored in the music press. At the beginning of the year a timetable is distributed to each teacher for the use of percussion instruments. The post holder with responsibility for music maintains and updates all music resources in the school. Music resources are purchased by the school through the post holder with responsibility for music after discussion with the principal.

The **Dabledoo music programme** is used in each class from **Junior Infants-6th class** to reinforce the musical concepts taught and give each child adequate practice in each activity.

ICT:

ICT can broaden the child's understanding and experience of music in the classroom. Through using the internet websites and ipad apps children can have opportunities to see and hear various instruments, especially those which may not be readily accessible for them in their own environment. Children can explore sound through **electronic media**, acquiring skills at their own rate, recording compositions and reviewing their work alone or in collaboration with others.

The **internet** can be used by teachers in all classes for music class lessons, school music projects, linking up with other schools or downloading songs and sheet music. Karaoke websites like www.vanbasco.com can be used to encourage the children to perform songs in front of the class or school. www.classicsforkids.com provides good activities on listening and responding and information on composers and instruments with monthly highlights.

Interactive websites like www.dabledoomusic.com and www.sfskids.org are good websites to explore all strands of the music curriculum interactively on the interactive whiteboard.

Teachers are emailed with frequent updates and resources from the dabledoo music website.

Notation software like "Finale" can be used to record children's music in standard or graphic notation which allows them to print it for future sharing, performing and reviewing. "Finale" can be downloaded for free from www.finalemusic.com.

School ipads contain many useful apps for music such as **garageband** which allow children to explore sounds, create and perform compositions. Ipad apps are timetabled for weekly use.

The **school website** and school social media account is used to inform parents and others of musical events in the school and music performances undertaken by children outside of school e.g. School choir recitals, school music recitals, tin whistle recitals, Music workshops given by external musicians, Christmas Concerts, Grandparent's day concert, Seachtain na Gaeilge concert, Graduation concert, etc.

Digital Pictures/videos are taken of children engaging in various musical activities, allowing all children to share their musical experiences with others in the class, school and at home.

9. HEALTH AND SAFETY

When planning music activities in the school, teachers consider the following Health and Safety Issues:

- The hidden dangers posed by unsuitable furniture or equipment if children are moving around a classroom.
- Safe storage for Music equipment allowing easy access
- Safe transport of Music equipment
- Ventilation of classrooms
- Amount of space available for children to sit or stand e.g. when doing choral or instrumental work
- Using appropriate volume levels when using audio equipment and instruments

10. INDIVIDUAL TEACHERS PLANNING AND REPORTING

Teachers should base their yearly and short-term plans on the approaches set out in the whole school plan for music aided by the music scheme they are currently using in the classroom. Teachers will need to consider the previous musical experiences of the children when planning music activities for their class. This will determine the level at which the teacher should begin. Teachers will plan using the strands and strand

units as well as thematic approaches especially at festive times of year. Music work covered in class will be outlined in the Cúntas Míósúil which will be submitted to the principal.

11. STAFF DEVELOPMENT

All teachers have access to music reference materials, resource materials and instruments as provided in the music press in staff room. Teachers have also been given a list of music websites by the post-holder for music. Teachers are made aware of any opportunities for further professional development through participation in music courses available in **Education centres, online or other venues**. They are also made aware of any up coming musical events. Skills and expertise within the school are shared and developed through inputs at staff meetings. The music post-holder is available to give any colleagues who need assistance, help and advice on the preparation and implementation of the music curriculum including assistance with resources. There are opportunities for whole school engagement with the Performing strand and the Listening and Responding strand during the school year e.g. **Assembly performances, Christmas concerts, Christmas carols, Granparent's day concert, Seachtain na Gaeilge concerts, Graduation concert and Class concerts**.

12. PARENTAL INVOLVEMENT

Parents are encouraged to support their child in fostering an interest in music through supporting the school's program for music. Musical experiences acquired at school may be extended at home by parents and the child through

- Singing together songs learned at school
- Listening to music together at home
- Exploring music websites and music apps at home
- Playing with different sounds (Vocal, Body percussion, Environmental, home-made instruments)

Parents can involve themselves with music activities of older children by

- Encouraging active listening
- Discussing attitudes towards and taste in music
- Allowing time and space to practice or improvise on an instrument
- Encouraging positive attitudes to music in general and to school based activities in particular.

Parents are encouraged to attend school music events both within school and outside of school where they play the role of critical listeners or supportive audience. Parents are invited to assist the supervision and movement of children at music events held at venues outside the school. Parents with particular musical expertise may be invited to work with classes or perform for the school.

13. COMMUNITY LINKS

Music workshops may be provided by external teachers from time to time. Local composers and performers may be invited to work with the children or perform for the children. Proposed invitations must be discussed in advance with the principal. The local library can offer support for classroom projects through books and audio-visual resources. Children can loan music CDs from the local library to enrich and broaden their listening experience. School choir perform at local nursing homes and locality. Garda and Army band are invited to play for the whole school when available.

14. SUCCESS CRITERIA

The success of this music plan will be measured in the following ways:

- Evidence of reference to the music plan in teachers' preparation and monthly reports.
- Approaches and methodologies outlined in music plan will be consistently followed.
- Formal and informal on-going assessment will show that pupils are acquiring an understanding of musical concepts and a proficiency in musical skills appropriate to their age and ability.
- The music plan will enhance pupil learning through fulfilling the aims of the music curriculum as mentioned in the section on aims at the beginning of this plan.

15. IMPLEMENTATION, REVIEW AND RATIFICATION

Class teachers are responsible for the implementation of the Music plan for their own classes. The post holder with responsibility for music supports the implementation of the music plan and is responsible for the distribution and monitoring of music resources. It will be his/her remit to liaise with others within the school community on the matter of music development within the school. Each teacher and staff as a group will evaluate the progress of the plan by referring back to the list of stated objectives outlined in the plan.

The School Music plan will be reviewed regularly to ensure optimum implementation of the music curriculum in this school.

Ratified by the BOM on

5/02/26

Signed:

Chairperson

Principal

APPENDIX 1

What can you do with a song?

- Sing
- Chant
- Sing with inner voice
- Sing in canon or as a round
- Add an ostinato

- Add a Drone
- Play percussion accompaniment
- Arrange
- Perform
- Record

Frère Jacques

Frère Jacques, Frère Jacques
Dormez –vous? Dormez-vous?
Sonnez les matines! ti-ti-ti-ti-ta-ta
Sonnez les matines! ti-ti-ti-ti-ta-ta

Ding dang dong!

Ding dang dong!

- Sing with **rhythmic ostinato** from lines 3&4
- Introduce another group tapping pulse also
- Sing also with **melodic ostinato**-notes FCF
- Arrange song in round and with ostinatos
- Add Drone-Doh

Appendix 2
Traditional Irish songs to be taught annually

CLASS LEVEL	SONG
Junior Infants	Bualadh Bos Dilín ó deamhas
Senior Infants	Oíche ciúin baidin fheilim Ireland's Call
1 st Class	Oró 'sé de bheatha abhaile Oró mo bhaidin Molly Malone
2 nd Class	Trasna na dtionta An Poc ar buile Danny Boy
3 rd Class	Amhrán na bhFiann Beidh aonach amárach Galway Girl
4 th Class	Mo Ghile Mear Grace Bean Pháidín
5 th Class	Your choice of 3 of the following: Peigín Litir Mór Hills of Donegal The Old Bog Road Foggy Dew The town I loved so well
6 th Class	Your choice of 3 of the following: Téir abhaile riu Séamuisín Green Fields of France The Curragh of Kildare

APPENDIX 3

Composing

- Make a list of all the sounds you associate with the story.
- What sounds will you make?
- How will you make them? (vocal, body percussion, instruments, environment,)
- Who will make them?
- When will you make them? (one by one, altogether, build up, fade out, AB, ABA)
- How will you remember your music? (Symbols, written word, Graphic score, formal notation)

Bring in various musical concepts here

Percussion Instruments(t.v. station

- Divide instruments into wood, metal and plastic categories
- Discuss duration, timbre, dynamics
- Children form groups and use instruments to create music for T.V. programmes they've been assigned, e.g. News, Sport, Weather, Nature, Music, Soap etc.
- Children perform compositions in succession to create T.V. station



Rain and thunder storm

- Make sounds freely with sheets of paper-varying tempo/dynamics
- Then crumple them to make rain sounds
- Use straight sheets to make thunder sounds
- Organise into rain and thunder groups
- Pupil conducts groups using hand signals-varying dynamics and texture
- Thunder and Rain storm is created
- Link to exploring sound strand unit and performing

APPENDIX 4

Literacy:

A Sequenced approach using some simple songs-

From: *so, mi, to la, so, mi, to la, so, mi, re, do.*

#

Suas Síos: *so, mi, (A, F#)*



Blue Bells, Cockle Shells: *la, so, mi, (B, A, F#)*



Blue bells, coc-ckle shells, co-ver iv-er o-ver, my mo-ther said that I was born in...

A Tisket, a Tasket: *la, so, mi, (B, A, F#)*



A - tis-ket, a tas-ket, a green and yell-ow bas-ket, I sent a let-ter to my love and on the way I dropped it. I dropped it

Here Comes a Bluebird: *la, so, mi, re, do, (B, A, F#, E, D)*



Here comes a blue bird, in through my win-dow ,Hey did-dle dee a day day day
Take a lit - tle part-ner, hop in the gar-den, Hey, did-dle dee a day day day.

Pass One Window, tideo: *la, so, mi, re, do, (B, A, F#, E, D)*



Pass one win-dow ti-de-o, pass two win-dows ti-de-o, pass three win-dows ti-de-o, jin-gle on the win-dow ti-de-o

Pease Porridge Hot : *so, mi, (A, F#) plus crotchet rest (one beat)*



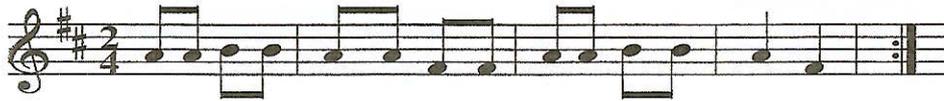
Pease porr-idge hot ,Pease porr-idge cold, Pease porr-idge in the pot, nine days old

Snail, Snail: *la, so, mi (B, A, F#)*



Snail, snail, snail, snail creeps a - round and 'round and 'round
Dog, dog dog dog runs a - round and 'round and 'round
Snake, snake, snake, snake, Sneaks a - round and 'round and 'round
Rab - bit, Rab - bit, hops and hops a - round and round
Horse, horse, horse, horse, gall - ops round and round and round
Lamb, lamb, lamb, lamb, leaps a - round and round and round

Lucy Locket lost her Pocket: *la, so, mi, (B, A, F#)*



Lu-cy loc-ket lost her poc-ket, Kit-ty Fish-er found it,
Not a pen-ny was there in it, On-ly rib-bons 'round it.

Doggie, Doggie: *la, so, mi, (B, A, F#)*



Dog-gie dog-gie where's your bone? Some-one stole it from my home. Who stole your bo - ne? I stole your bo - ne.

APPENDIX 6

Rhythm patterns

- Ta-ta-ta-ta
- Ta-ta-ta-Rest
- Ta-ta-ti-ti-ta
- Ta-ti-ti-ta-a
- Ti-ti-ta-ti-ti-ta
- Teacher claps rhythm and pupil calls out rhythm pattern
- Pupils write out some rhythms in stick notation
- Pupil matches pattern clapped to stick notation card
- Pupils make shapes of rhythms using body
ta(stand tall) ti-ti(2 kids make arch)

APPENDIX 7

Primary Curriculum Support Programme, Ceol

Listening and Responding to Music.

Consider the following questions while listening to the two pieces of music.

1. Has it a steady beat?
2. Are there short notes, long notes or a mixture?
3. Is it fast or slow?
4. Is it loud or soft?
5. Are there any repeated sections?
6. Name any instrument or family of instruments you hear.
7. Is the music happy, sad, exciting, etc.?
8. Give the piece of music a suitable name.

Piece A	Piece B
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8