

Scoil Ide Music Policy 2018

Guiding Principles: The guiding principles which inform the teaching and learning of music in our school are:

1. Music is for all teachers and all children
2. The three strands are equally important
 - (i) Listening and responding
 - (ii) Performing
 - (iii) Composing
3. Active enjoyable participation is fundamental to the Music Curriculum.
4. Music enhances and enriches the child's life and that of the teacher and the community.

Introductory Statement and Rationale:

The development of the school plan in Music commenced with an audit of existing music resources in the school and a general appraisal of musical activity in the school. While it was accepted that a huge amount of musical activity takes place within each class grouping, it was recognised that a cohesive overall school approach needed to be defined and implemented. In particular the strand unit of Literacy was the source of much discussion regarding approaches/methodologies.

The main objective was to make this plan relevant to all teachers as a useful tool in their delivery of the revised music Curriculum.

(b) **Rationale:** This plan is a record of our decisions regarding Music and it reflects the Primary Curriculum. It is intended to guide teachers in their individual planning for Music.

Vision and Aims: (a) Our school recognises that Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence. Scoil Íde has a long tradition of music making and will continue to 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 Curriculum for music which are:

- 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, feeling 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 music performance.
- To foster higher-order thinking 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 foster a sense of intercultural tolerance and appreciation through music and hence to recognise that music and musical experience is a fundamental human 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. Resource and I.C.T.
9. Health and Safety
10. Individual teachers planning and reporting
11. Staff development
12. Parental Involvement
13. Community links

Content of Plan [Strands/Approaches and Methodologies]

Musical Concepts:

A Sense of pulse (Show a steady pulse or beat marching, tapping, clapping)

A sense of duration (Listen to and imitate patterns of long and short sounds)

A sense of tempo (Understand/differentiate between fast/slow rhythmic and melodic patterns)

A sense of pitch, (Understand/differentiate between high/low sounds. Imitate melodies)

A sense of dynamics, (Understand/differentiate between loud and soft sounds.

A sense of structure, (Understand 'Start' and 'Stop')

A sense of timbre, (Play with and explore a variety of sound making materials. Classify sounds by the way they are produced)

A sense of texture, (Listen and respond to sounds from one source and from more than one source)

A sense of style, (listen and respond to music in different styles)

Strand: Performing:

Strand Units:

- Playing instruments
- Song singing
- Literacy

Playing Instruments:

Infants: Play simple percussion instruments

- *Holding a suspended triangle and striking with a stick*
- *Shaking a tambourine*
- *Beating a drum*
- *Taking turn, playing in ones and twos*
- Use simple home-made and manufactured instruments to accompany songs, nursery rhymes or rhythmic chants.
e.g. when singing a traditional tune (Pop Goes The Weasel) the children play a note on an instrument for 'pop'.

First and Second:

- Play some percussion instruments with confidence – playing long and short notes on the triangle, tambourine or drum; taking turns, alone or in small groups
- Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants.
- Use of maracas, claves, shells, tone block and drums to enhance musical performance of 2nd class “Nativity”
- Identify and perform simple two-note or three note tunes by ear or from simple notation.
- *Using tuned percussion instruments (e.g chime bars, glockenspiel), to play 2 or 3 notes in a melody*
 - Formal introduction of Tin Whistle
 - Attending violin and accordion lessons provided in school

Third and Fourth:

- Discover different ways of playing percussion and melodic instruments.
- *Letting the stick bounce on the chime bar to create a long vibrating sound.*
- *Clamping the sound on a triangle by placing a hand on it.*
- *Scraping or striking a drum*

- *Covering a number of holes on a whistle to eliminate squeaky sounds.*
- *Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants*
- *Play a rhythmic ostinato (pattern repeated over and over) to accompany familiar melody.*
- *Play children's own melodies on instruments*
 - *Identify and perform simple, familiar tunes from memory or from notation.*
- *Using tuned percussion instruments, selected chime bars, handbells, glockenspiel or xylophone.*
- *Using melodic instruments e.g. tin whistle, keyboard, accordion, violin*
- *Participation in school orchestra during recitals for parents and in the community*

Fifth and Sixth Class:

- *Perform a range of playing techniques on a wide selection of percussion and melodic instruments.*
- *Flicking, rolling, slapping or shaking a cabasa*
- *Use percussion instruments with increasing confidence and skill to accompany tunes, songs, chants.*
- *Identify and perform familiar tunes from memory or from notation independently.*
- *Instruments may include: tuned percussion instruments (chime bars, glockenspiel, xylophone) tin whistle, accordion, guitar, keyboard.*
- *Repertoire may include simple melodies of familiar songs learned in previous years.*
- *Participation in school orchestra during recitals for parents and in the community.*

Approaches and Methodologies:

The school has a stock of percussion instruments and will use these to fulfil the objectives outlined above. Below are some examples of how we use the percussion instruments:

- Accompanying poems and stories
- Playing rhythms
- Accompanying pieces of music
- Tin-Whistle Scheme introduced in 1st class
- School Orchestra
- Telling a story in sound using as many musical elements as possible

Song Singing: Objectives.

Infants:

- Recognise and sing familiar songs and melodies from other sources [Nursery rhymes and songs, Rainn Gaeilge, Action songs, Playground or street games and songs, Popular tunes from television and radio]
- Recognise and imitate short melodies in echoes developing a sense of pitch. [Simple two note/three note tunes and singing games, learned through imitation, without awareness of solfa names – Suas Síos, Rain Rain, High up in the sky, Ring a Ring (s l m) Little Sally Saucer]
- Show the steady beat in listening to or accompanying songs or rhythmic chants. Marching, clapping, tapping the beat.
- Show, while singing, whether sounds move from high to low or low to high.
- *crouching from low sound*
- *stretching up for high sound.*
- *Perform songs and rhymes with a sense of dynamic (loud/soft) control where appropriate.*
- *- soft, gentle singing for a lullaby*
- *Land, for a march or action song*

1st and 2nd:

- Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies.
- *Playground songs and games*
- *Folk tunes*
- *Action songs*
- *Amhráin Ghaeilge*
- *Popular tunes*
- *Themes from T.V./Radio.*

These should include pentatonic tunes (d, r, m, s, l)

- Recognise and imitate short melodies in echoes.
- *This old Man*
- *Feileacáin*
- Show the steady beat (pulse) when performing familiar songs, singing games or rhythmic chants.
- *singing the tune while clapping or tapping the beat/chanting e.g. 'Who Stole the Cookie'*
- Understand the difference between beat and rhythm.
- *Marching to the beat while clapping the rhythm or words of a song, ti-ti tah, ti,ti,ti,ti, ta,ti,ti, ti,ti,tah*
- *One group keeps the beat, another taps the rhythm, or words of a song, another sings the song.*
- Perceive the shape of melodies as moving upwards, downwards or staying the same. E.g. Melody moving downwards: 'Joy to the World'

- Select the dynamics (loud/soft) most suitable to a song.
- *Soft, gentle singing for a lullaby*
- *Loud for march/action song*
- Notice obvious differences created between sections of songs in various forms.
Verse and refrain, call and response
Solo choirs, question and answer.

Third and Fourth Classes:

- Sing from memory a widening repertoire of songs with increasing vocal control, confidence and expression.
 - *Amhráin Gaeilge*
 - *Playground songs/games*
 - *Folk tunes from other countries*
 - *Action songs*
 - *Simple sound/canons*
 - *Call and response type songs*
 - *Simple hymns/carols*
 - *These should include pentatonic songs, songs in major/minor keys*
 - *Participation in the school choir*
- Perform familiar songs with increasing understanding and control of pitch (accurate intervals) and extended vocal range
- Perform familiar songs with increasing awareness of dynamics, phrasing and expression.
 - Notice differences created between the sections of songs in various forms.

Understand the difference between beat and rhythm

- Show greater control of pulse (steady beat) and tempo while singing well-known tunes
- Perform a rhythmic or melodic ostinato or a drone to accompany a song. One group sings 'Freres Jacques' while another holds the note 'doh'.
- Perform in groups, simple rounds in two or more parts

5th and 6th Classes:

- ❖ Recognise and sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical and cultural context.
- *Amhráin Ghaeilge*
- *Folk tunes and dances from other countries*
- *Simple rounds or canons*
- *Call and response type songs*
- *Add on songs*
- *Hymns and carols*
- *Ballads*

- *Songs from musicals*
- *Popular songs*
- *Participation in the school choir*
- Sing independently, with increasing awareness and control of pulse, tempo, pitch, diction and posture.
- Perform familiar songs with increased control of dynamics, phrasing and expression and relate words and mood of a song to a style of performance
- Pronounce words clearly with broad vowel sounds and crisp, clear consonants.
- Breathing at the appropriate points
- Maintaining correct singing posture
- Choose appropriate dynamic level to emphasise phrases, bars or notes
- Notice the differences created between the sections of songs in different forms
 - verse and refrain
 - call and response
 - solo/choirs
- Explore structural elements within familiar songs
- identify the direction of the melody in notation
- state whether the tones of a melody move by steps, by leaps or by repeats.
- Recognise similar and contrasting melody patterns
- 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 textures: e.g. Freres Jacques performed with various and whistles and/or glockenspiel, chime bars, bells etc.
- Perform as part of a group, two songs sung individually and as partner songs
- Perform, as part of a group, arrangements of songs that include simple counter melodies or harmony parts.
- Identify unison parts and harmony parts visually and aurally.

Approaches and Methodologies:

Each class will learn a bank of 15 songs covering a wide range of genres. All strand units of the performing strand will be covered during our song singing as a selection of songs will be taught where the pupils will accompany themselves noisy chime bars, percussion instruments, whistles etc.

Approaches to song introduction

In introducing the song, I may choose one of the following approaches:

- Integrating the song with another curriculum area
- Linking the song with a story or poem
- Using a suitable picture to set a scene
- Presenting the song with little or no discussion, thus avoiding unnecessary talk and letting the song speak for itself.
- Give a comfortable starting note from a pitched instrument
- Look at the children and communicate with them
- Give them something specific to listen for to help their concentration
- Sing the whole song through and thereafter work with the first verse only (and chorus, if applicable), concentrating on words, beat, rhythm, melody, diction, style and expression, usually in that order
- Discuss briefly the theme or message of the song, clarifying the meaning or pronunciation of obscure words

The song will need several hearings before the children will be able to perform it independently. However, on each repetition a different task should be given to the children to focus their attention, for example beating the rhythm, showing the shape of the tune with gestures, singing the melody to 'la la', whispering the words or joining in with a simple refrain.

Singing with the musical elements in mind (see TG. P. 74/75/76)

- Pulse or beat
- Tempo
- Rhythm
- Melody
- Expressive Qualities.

Public performances

School assemblies offer wonderful opportunities for a range of musical encounters on a semi-formal basis throughout the school year. These include opportunities for children to perform their own or others' work or to form part of the audience. The children are given lots of opportunities to perform for live audiences such as at the school concert, coffee mornings, musicals, singing carols in the local community and at the Live Crib.

We have an award winning school choir in Scoil Ide which affords the children from 4th, 5th and 6th class the opportunity to participate in competitions and in charity performances and sing from their repertoire of songs in local venues such as St. Nicholas's Church and

Galway Cathedral. The choir performs at the Communion and Confirmation ceremonies each year.

Literacy Objectives:

Infants:

- Match selected sounds with their pictured source
- Recognise and perform simple rhythm patterns from pictorial symbols
 - Teacher claps a simple rhythm pattern from a selection of known patterns. which the child matches.

Rhythm

- *Rest, ta, titi, tah,*
- *tonic solfa, sm ,lsm, mrd, smd*

1st and Second Classes: Rhythm

- Identify and perform familiar rhythm patterns from memory and from notation
- *cat cat kittens cat*
- *cork Galway Cork Cork*
- *Rest, ta, titi, tah,*
- *Recognise and write their own rhythm patterns*

Pitch:

- Recognise the contour (Shape) of a simple melody, high, low, middle
- Recognise and sing familiar tunes and singing games within a range of two/three notes
- *from hand signs*
- *tonic solfa, sm ,lsm, mrd, lsmrd, D'*

Rhythm and Pitch:

- Recognise and sing simple tunes, from simplified notation, combining rhythm and pitch, "*Hear the Sea Song*", "*Father Christmas*"

3rd and 4th Classes: Rhythm

- Identify and define the rhythm patterns of well known songs and chants.
- Recognise and use some standard symbols to rotate metre (time and rhythm)

Pitch:

- Recognise and sing familiar, simple tunes in a variety of ways:
- *high , low and medium pitch*
- *Recognise rhythm in pieces of music and use rhythmic patterns in own compositions*
- *hummed*
- *sung to one syllable*
- *from hand signs*
- *sung in tonic solfa*
- *Recognise the contour of melodies on a graphic score or in standard notation.*
- *Use standard symbols to identify and sing a limited range of notes and melodic patterns*
- *tonic solfa, diatonic, 3 line staff introduced, s,m,r,d*
- *hand signs*
- *Discover how pentatonic tunes can be read sung and played in G doh, c doh, F doh.*

Fifth and Sixth: Rhythm

- Recognise longer and more complex rhythm patterns of familiar songs and chants
- Recognise, name and use some standard symbols to notation metre (time) and rhythm.

Pitch:

- Recognise and sing familiar tunes in an increasing variety of ways.
- *hummed*
- *sung to one syllable*
- *hand signs*
- *Tonic solfa*
- Recognise the contour of a melody and movement by steps, leaps from a graphic score or from notation.
- Use standard symbols to read, sing and play simple melodies from sight.

Rhythm and Pitch:

- Use standard symbols with increasing fluency and accuracy to notate simple rhythm and pitch
- *staff notation*
- Recognise that melodies can be read, sang or played in different keys
- Understand function of major key signatures as indicating the position of dah doh.

More approaches to be found in :

T.G. P.136, 137, 138.

Strand: Listening and Responding

Strand Units:

- Exploring sound
- Listening and responding to music

Exploring Sound Objectives:

Infants:

Environmental:

- Listen to, identify and imitate familiar sounds in the immediate environment from varying sources
 - *Rain falling, car horns blaring, dogs barking, silence*
- Describe sounds and classify them into sound families.
 - *Machines, weather, animals, people*

Vocal Sounds:

- Recognise the difference between the speaking voice and the singing voice and use these voices in different ways:
 - *Whispering, talking, shouting*
- Recognise different voices
- *Distinguish child and adult voices*
- *Voices in the school environment*
- *Advertisements on Radio*
- Use sound words, and word phrases to devise and imitate selected sounds
- *Vroom! Vroom! (engine) clip pity clop (horse)*

Body Percussion:

- Discover ways of making sounds using body percussion.
- *Tapping, clapping, slapping*

Instruments:

- Explore ways of making sounds using manufactured and home-made instruments
- Experiment with a variety of techniques using manufactured/homemade instruments.
- Different ways of making sounds with a drum, using a variety of beaters, striking loudly, softly; playing different parts of the drum (rim, centre, side)

1st and 2nd Classes:

Environmental:

- Listen to, identify and describe sounds in the environments with increasing awareness.
- Recognise and classify sounds using different criteria.
- *Different types of mechanical sounds e.g. lawnmower, drill.*
- *Different types of sounds from the ocean, rolling, swishing, slapping, crashing*
- Recognise and demonstrate pitch differences.

Vocal:

- Identify pitch differences in different voices
- *child, adult male, adult female.*
- Explore the natural speech rhythm of familiar words
- *double decker, tractors, skipping rope, home again home again, jiggity jig; Dublin, Cork, Sligo etc.*

Body Percussion:

- Discover ways of making sounds using body percussion.

Instruments:

- Explore ways of making sounds using manufactured and home-made instruments
- Explore how the sounds of different instruments can suggest various sounds and sound pictures.
- *Rustling paper to represent leaves in the wind*
- *Coconut halves to represent galloping horses*

3rd and 4th Classes:

Environmental Sounds:

- Listen to and describe a widening variety of sound from an increasing range of sources
- *A ticking watch on its own, one taped to a door, put into a saucepan.*
- *A rubber band stretched across a box*
- *Marbles dropped onto a hard/soft surface*
- *Bottle empty/full/half filled*
- Classify and describe sounds within a narrow range

- *bird sounds*
- *alarms*
- Recognise and demonstrate pitch differences
- *high/low/in between*
- *notes on a keyboard*
- *bells*

Vocal Sounds:

- Discuss the different kinds of sounds that the singing voice and the speaking voice can make
- *Comparing humming, whistling, 'opera singing'*
- *Experimenting with voice changes to create different moods and meanings.*
- *Contrasting speaking conversations and/singing conversations in the natural voice.*
- Imitate patterns of long and short sounds vocally.

Body Percussion:

- Discover ways of making sounds using body percussion in pairs and small groups.

Instruments:

- Explore ways of making sounds using manufactured and homemade instruments
- Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures.
- *Tin whistle to depict twittering birds*
- *Tuned percussion to represent raindrops*

5th and 6th Classes:

Environmental Sounds:

- Listen to sounds in the environment with an increased understanding of how sounds are produced and organised.
- *sound waves*
- *echoes*
- *resonance*
- *vibrating, air, string, metal*
- *Noise pollution*

Vocal:

- Explore a range of sounds that the singing voice can make
- *short, sharp vocal sounds, spoken and sung*
- *slowly descending or ascending singing sounds*
- *Nasal sounds, belly laughs, whistling, whispering, muttering, hissing.*

- Distinguish and describe vocal layers and time colours heard in a piece of music
- *soprano, alto, tenor, bass*
- *raspy, throaty, raw, time, pure, class, thin*
- *boy soprano, opera singer, rock singer*

Body Percussion:

- Identify a variety of ways of making sounds using body percussion in pairs and in small groups.

Instruments:

- Explore ways of making sounds using manufactured/homemade instruments
- Explore how the tone colours of suitable instruments can suggest various sounds and sound pictures:
- *Wobble board to represent water/lines*
- *Shakers – rain*
- *Violin – cats wailing*
- *Low notes on piano – cave*

Approaches and Methodologies:

- Environmental sounds will be explored using real sounds e.g. going on a sound walk. Various recordings of sounds will also be used.
- Vocal sounds will be explored using rhymes like Lickety Split, Boom Chicka Boon and also various rhymes performed in various ways e.g. as a round, beginning at the end,
- Body percussion will be explored using raps and rhymes (closely linked with rhythmic composition work)
- Instruments will be explored as children play them in such games as ‘Play and pass’

Listening and Responding Objectives

Infants

- Listen to a range of short pieces or excerpts (cf: the Right Note C.D’s and Junior Infants Listening to Music C.D.)
- Respond imaginatively to short pieces of music through movement
- Clapping, skipping, marching, waving.
- Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways, this music is bouncy, scary, funny, It makes me feel happy, frightened etc.
- Show the steady beat in listening to live or recorded music (Marching, clapping, tapping the beat)
- Recognise and show the difference between loud and soft/quiet sounds
- Slamming a door/gently closing a door
- Loud voices/soft voices

- Recognise and show the difference between fast and slow tempos
- Listen and respond to patterns of long sounds and short sounds
- Recognise and show the difference between high and low sounds

1st and 2nd:

- Listen to a range of short familiar and unfamiliar pieces of music or excerpts (cf: Right Note C.D.'s)
- *Classical, Irish, Folk, Trad, Jazz, World musicals, popular.*
- Respond imaginatively to pieces of music through movement
- Talk about pieces of music giving preferences and illustrate responses in a variety of ways.
- *This music is.....*
- *It makes me feel.....*
- *It reminds me of.....*
- *Writing, drawing, miming, moving, acting, miming, painting*
- Show the steady beat in listening to a variety of live or recorded music, accompanying songs or chants.
- Differentiate between music with a steady beat and music without a steady beat
 - Identify and show the tempo of music as fast or slow, getting faster or getting slower.
 - Differentiate between sounds at different dynamic levels (loud and soft, getting louder/softer)
 - Perceive the difference between long and short sounds
 - Identify obviously different instruments.
- ***3rd and 4th:***
- Listen to and describe music in various styles and genres, including familiar excerpts, recognising its function and historical context where appropriate.
- *Music that tells a story*
- *Descriptive music*
- *Programme music*
- *Film music*
- Describe initial reactions, or feelings about his compositions the compositions of others, giving preferences.
- Respond imaginatively to longer pieces of music in a variety of ways.
- Moving, miming, dancing, writing a poem or story, visual art.

- Show the steady beat in listening to live or recorded music, accompanying songs or chants.
- Differentiate between steady beat and music without a steady beat.
- Recognise strong and weak beats, illustrating them through gestures.
- Identify and describe the tempo of music as fast or slow/getting faster or getting slower.
- Distinguish between sounds of different duration while listening to music
- Identify some families of instruments
- strings, brass, percussion
- Respond appropriately to obviously different sections in a piece

5th and 6th:

- Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognising where appropriate its function and historical context.
- Listen to his own compositions and the compositions of others and evaluate in terms of personal response, choice of instruments and expressive qualities.
- Respond imaginatively to music in a variety of ways
- *Drawing a 'plan' of a composition*
- Examine the effects produced by different instruments
- Recognise and understand how tempo and dynamic choices contribute to an expressive musical performance.
- Recognise strong and weak beat patterns, illustrating them through gesture.
- *previously learned songs*
- Determine simple form and represent through gestures.
 - Experience dotted rhythm as syncopation in familiar tunes through gesture and movement
 - Identify families of instruments
 - Distinguish the main instrument based in a piece of music.

Approaches and Methodologies:

- All teachers will continue to provide opportunities for their classes to engage with this strand
- All classes will use the Right Note C.D.'s and as a resource for listening to and responding to Music
- All classes use "Youtube" as a resource to find suitable and varied pieces of music for listening and responding.
- Each teacher will ensure a balance between Irish, Classical, World, Modern and other music's
- Each class will have opportunities to listen to live music – visitations by musicians and groups, parents day, and RTE Concert Orchestra recital in Leisureland when possible

- Each class will listen and respond to other classes performance of songs at assemblies held once a month

Strand: Composing

Infants:

Strand Unit: Improvising and Creating

- Select sounds from a variety of sources to create simple sound ideas, individually and in groups.
- *Vocal sounds, body percussion, manufactured instruments, home-made instruments*
- *Representing a bear, a frog, a fairy*
- *Using sound effects for ac company games, stories, poems.*
- *Write own rhythms*
- *Invent and perform short simple musical pieces with some control of musical elements.*
- *Improvise new answers to given melodic patterns:*
- *Singing conversations*

Strand Unit: Talking about and recording Compositions

- *Talk about his work and the work of other children*
- *Invent graphic symbols for single sounds and sound efforts*
- *Record compositions in electronic media*
- *Focus on a particular famous composers work and life each month. Source for project work. Displaying children's work on notice boards throughout school.*

1st and 2nd:

Improvising and Creating:

- *Select sounds from a variety of sources to illustrate a character as a sequence of events, individually and in groups.*
- *Representing characters*
- *Each of the 7 dwarfs*
- *The three bears*
- *Using sound effects to accompany games, poems, stories, pictures.*
- *Invent and perform short musical pieces with increasing ease and control of music elements.*
- *High/ low (pitch); fast/slow (tempo); loud/soft (dynamics); long/short (rhythm); beginning, middle and end (structure)*
- *Compose own pieces using known rhythms and solfa*
- *Sequence of events illustrated in sound story of a storm – wind, rain, thunder, rain uses, sun shines.*

- Recall, answer and invent simple melodic and rhythmic patterns, using various, body percussion and instruments

Talk about and recording compositions:

- Talk about his work and the work of other children
- *How the instruments were selected*
- *How the sounds were produced*
- *What they sounded like*
- *How easy/difficult were they to play*
- *What he liked best.*
- Invent graphic symbols or use standard notation to represent selected sounds.
- Record compositions on electronic media.

3rd and 4th:

Strand Unit: Improvising and Creating.

- Select different kinds of sounds (voice, body percussion, un-tuned and tuned percussion, simple melodic instruments, electronic instruments) to portray a character, a sequence of events or an atmosphere in sound.
- *stories*
- *characters*
- *walk in the jungle*
- *an accident*
- *space music*
- *a carnival*
- Invent and perform simple musical pieces that show in developing awareness of musical elements.
 - Pulse, rhythm - structure
 - Melody - texture
 - dynamics
- Recall, answer and invent simple melodic and rhythmic patterns, using voice, body percussion and instruments.

Strand Unit: Talking about and Recording Compositions

- Describe and discuss his work and the work of other children.
- Devise and use graphic symbols and/or use standard notation to record simple musical patterns and inventions, composition on staff, E D C G F E D C

- Record compositions on electronic media

5th and 6th Class:

Strand Unit: Improvising and Creating

- Select from a wide variety of sound sources (voice, body percussion, un-tuned and tuned percussion melodic instruments, and technology) for a range of musical purposes.
- *To accompany a song, story, poem, riddle, joke, game.*
- *To illustrate characters in sequences of events*
- *To convey mood or atmosphere*
- *To illustrate an abstract concept e.g. fire, beauty, earthquakes, machinery*
- *For a particular occasion*
- Invent and perform pieces that show an increasing awareness and control of musical elements
- rhythm, melody, tempo, dynamics, texture, structure
- chime bar inventions using C D E G A
- Recall, answer and invent melodic and rhythmic patterns, using voices, body percussion and instruments.

Strand Unit (5th and 6th): Talking about and Recording Compositions

- Reflect upon and evaluate his work and the work of other children.
- *Discussing and explaining: The selection of instruments, the quality of the sounds, what effects they produced*

The use of musical elements

- Devise and use graphic symbols and/or use standard notation to record different lines of musical patterns and inventions
- Record compositions on electronic media

Approaches and Methodologies:

Melodic Composition: Putting two – five note and whole scale tunes to rhythmic compositions using chime bars, whistles, bells etc

- Using composition cards
- Creating melodic sound effects

Vocal Composition: Creating sounds scopes, sound stories, accompanying poems,. stories in various ways, combining rhythmic and vocal compositions

Rhythmic Composition: Composition of raps and rhymes, for e.g. The Green School Rap, Hat Show Rap etc.

Linkage: We recognise the inter-related nature of the music curriculum and acknowledge that while the children are engaged in one strand, they frequently will also be engaged with the other two strands.

Integration: Music provides many opportunities for integration and teachers will plan appropriately for integration. We recognise in particular the opportunities to integrate the strand unit 'Exploring Sound' with the Science Curriculum. Opportunities will also frequently arise to integrate with History, Geography, Language and Visual Arts.

Assessment and Record Keeping: The main assessment tools used for music will be teacher observation, teacher designed tasks and portfolios of work. Assessment will be used by teachers to inform their planning and management of learning activities. Teachers will report on the child's progress in music at parent/teacher meetings and in the child's annual report. Teachers will inform each other of particularly talented children in music with a view to taking steps to ensure continued development of stated talent through the years of primary education. Such children's talent may be filtered into a school based band.

Children with Different Needs: Our school has a long and proud record of striving to meet the needs of all the children in our school. In music this has been and will continue to be achieved by teachers varying the pace, content and methodologies to try to ensure learning and success for all children. Children with particular physical difficulties manipulating instruments/sound sources will be assisted by S.N.A./teacher/more able pupil. Every effort will be employed to simplify terminology and language so that children who do not have English as their first language can participate fully.

Equality of Participation and Access:

- ❖ All the children in our school will participate in all aspects of the Music Curriculum.
- ❖ Music will at given opportunities be used as a force to integrate the culture of international children.
- ❖ Music from different cultures will be sourced from parents of international children and library sources to make up part of the listening programme and song singing programmes.
- ❖ Parents/representative of international children may be asked to visit classes to explain aspects of their culture's music.

Organisational Planning:

Timetable: All classes will have a minimum of one hour per week of music. This time allocation will be broken down at the discretion of the teacher. In Junior Classes time allotted will be more frequent and of shorter duration. In Senior Classes teachers may decide to divide the hour into longer time spans (2 X 30; 3 X 20) Discretion time will be

utilised to block times for music at particular times of the year (e.g. National Childrens Choir; Christmas preparation)

Timetables will record time allocation for music. Teachers will ensure that pupils attending supplementary teaching are included for as much of the Music programme as possible.

Resources and I.C.T:

School Based instruments:

1. 8 sets of percussion instruments (extensive and varied)
2. Tambourines
3. Bongos
4. Steel drum
5. Music composing software
6. 1 Piano
7. 1 Yamaha Digital Piano
8. 1 Yamaha Piaggero keyboard
9. School accordions for rent
10. Singing made easy songbooks/C.D.'s
11. Irish times music in the classroom C.D.'s and teachers resource book
12. Listening to music C.D.'s (sourced and compiled by school)
13. Listening to music C.D.'s (Commercial)
14. The Right Note (teachers books and C.D.'s) infants – 6th.

Sample of Songs taught at each class level:

Junior Classes:

Rain Rain
The Clock
Step Back Baby
High Up In The Sky
Father Christmas
Boa Constrictor
Katie Beardie's Circus
Slap The Sillies Out
Gloria
Who Built The Ark?
Cúigear Fear
Skeleton Song
Rattlin Bog
Mary Had A Baby
Tá sé in am don lón anois
Slow Coach Suzy
Hear The Sea
Hot Cross Buns
Squirrel
Harry Hare
Che Che Koolay, call and response
Sally go Round The Sun
Jim Along Josie
Fiddle Dee Dee
Oh It Snowed Last Night
Rocky Mountain Canon
Hey Beetle

Middle Classes:

A Tisket A Tasket
Way Down South
Nativity Songs
The Sally Gardens
O Danny Boy
True Colours
Annie's Song
We're Walking In The Air
A Whole New World
Peigín Leitir Mór
Don Oíche úd I meithil
Galway Girl
Sing
Row Boys Row
Down to the Bakers Shop
Oh How Lovely
Christmas Greetings, Canon

It's Halloween
Land Of the Silver
On My Toe

Senior Classes:

Waltzing Matilda
Starry Night
Imagine
Lonely Shepherd Boy
You'll Never Walk Alone
Ireland's Call
Hall of Fame
Voice of an Angel
Báidín Fheilimídh
Oh Danny Boy
Galway Bay
On Eagles Wings
The Clouds Veil
Bridge Over Troubled Water
Na Réaltai os Cionn
Amhrán na bhFiann

Music Library Books

"Three Singing Pigs", Kaye Umansky
"Three Tapping Rats", Kaye Umansky
"Three Tapping Teddies", Kaye Umansky
"Seasons, Songs for 4-7 Year Olds", Ana Sanderson
"Me", Ana Sanderson
"Let's Go Zudio-O", Helen Mc Gregor
"Let's Go Shoolie-Shoo", Helen Mc Gregor
"The Three Billy Goats Gruff About Town", Ann Bryant
"Alligator Raggety Mouth", Maureen Hanke, Jacalyn Leedham
"Music Express"- Foundation Stage, Maureen Hanke
"The Garden", Jennifer s. Porter
"Holy Moses Stomp", Just Add Kids
"Let's Make Music Fun Series", Blue, Green, Red, Yellow Songbooks, Eileen Diamond
"Sing It, Say It, Can Anyone Play It, A Bookful Of Festivals", Sara Ridgley, Gavin Mole
"Music Express, Year 2", Maureen Hanke
"Listening To Music Elements 7+", Helen Mc Gregor
"Music Express, Year 3", Maureen Hanke

Christmas Music Books

"Here Comes Christmas, 3 Seasonal Songs", Chester Music
"Songs For Every Christmas", Key Stages 1+2, Mark and Helen Johnson
"With Christmas In Mind", Wise Publications
"Father Christmas On His Way To Tom's House", Ann Bryant
"Sing A Song For A Baby", M.Martin
"The Shepherds's Story", Denis O'Gorman
"Santa Goes To Ballytoy", Ivor Redmond 24

I.C.T. Each classroom has at least one P.C. with internet access. The school also has a “Proel” portable sound system. It includes a versatile MP3 player with USB port, sd Slot and Bluetooth Connection. The following sites have been found to be useful.

- ❖ www.vanbasco.com
- ❖ www.pcsp.ie
- ❖ www.teachnet.ie
- ❖ www.playmusic.org/backstage
- ❖ www.classical.net

The use of the internet will be governed by the schools Acceptable Use Policy, which is made available to all teachers.

Resources and supplies are checked at the beginning and end of every school year by the post holder with responsibility for music. Requests for additional resources will be made to the post holder and she should co-ordinate purchases in consultation with the Principal.

Health and Safety: Teachers will at all time be mindful of the school’s Health and Safety Policy. Children will be encouraged to safeguard their own well being in all movement around a given space. Children from infants to third will not be permitted to plug in electrical equipment. Children will show respect for musical instruments and play computer speakers etc. at appropriate volumes.

Individual Teachers Planning and Reporting:

Teachers will base their yearly and short term plans on (a) this Music development Plan and will use the Right Note teachers resource book as a major source of content and resource material in conjunction with this plan. Work covered will be recorded in the Cuntas Míósúil and will be used to review progress each June.

Staff Development:

- ❖ The post holder will notify staff of any opportunities for further professional development through participation in courses offered by the education centres.
- ❖ Skills and expertise will be shared through input at staff meetings as well as in an informal basis.
- ❖ The school will request assistance from P.C.S.P when deemed necessary
- ❖ Teachers will share and display what useful resources they have along with school based resources during an allotted time
- ❖ The strand unit Literacy is the area being targeted currently by the staff. Marsha Hyland, a parent and Music Teacher is assisting teachers of Senior Infants to 4th Classes with their planning and teaching of this strand unit in particular. We hope to extend this learning to 5th and 6th classes over the next 2 years. The approach to literacy has been teased out and agreed with each class grouping and a copy of the overall approach/methodology will be inserted at the start of each teachers yearly plan for Music showing the approach in their particular class but also what has gone before and what is envisaged in future classes.

Parental Involvement and Community Links:

- ❖ Parents will support the school Music Education Programme
- ❖ Marsha Hyland, parent and Music Teacher, teaches a “ Colourstrings” Music Session to the children in classes from Senior Infants to 5th each Friday
- ❖ Colie Mullin teaches accordion, tin whistle and violin in the senior classes on a weekly basis. He also provides private tuition to interested musicians during lunch time
- ❖ At parent/teacher meetings, teacher will discuss the child’s progress in music
- ❖ The school will seek to invite parents who play an instrument to play for the children (it is proposed that on the registration form an item will be included seeking parents co-operation in this regard e.g. Do you play an instrument?/would you be willing to engage with the school with a view to sharing this talent with the children? Etc.
- ❖ The school choir will continue to perform at concerts and events in the community when invited to do so
- ❖ Musicians in the community may also be invited to play for the children.
- ❖ All such visits will be co-ordinated by the post holder in conjunction with the principal and class teachers will be present at all times.
- ❖ Parents of international children will be asked to share information regarding music from their cultures with a view to including these in the listening programme.

Success Criteria:

- ❖ Implementation will be evident in teaching and learning in the classroom
- ❖ Continuity of content and methodology will be evident in teachers planning and monthly reports
- ❖ Feedback will be sought and monitored from teachers, pupils, inspectors, parents
- ❖ Children will have a positive attitude and appreciation of music
- ❖ Children will engage in all strands of the curriculum
- ❖ Children will have sung songs from a wide variety of genres/cultures appropriate to their age
- ❖ Children will have played a variety of instruments.

Implementation:

Class teachers are responsible for the implementations of the curriculum in their own classes. The post holder with responsibility for music supports the implementation of the music programme and is responsible for all music resources and distribution thereof.

Review:

Next date for review is January 2020. Feedback will be sought via the committee and reported to staff for discussion.

Ratification:

This plan is awaiting ratification by the Board of Management.
This updated plan will be formally implemented in April 2018.

Signed: _____

Dated: